# THE EFL STUDENTS' PROBLEMS IN WRITING "LITERATURE REVIEW" OF THEIR THESIS

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN**
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# THESIS

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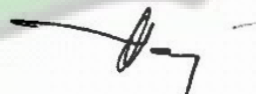
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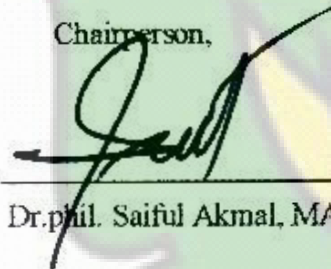
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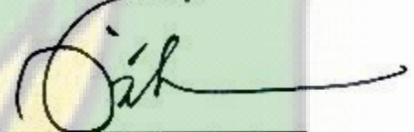
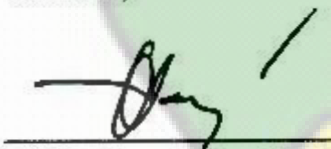In Darussalam, Banda Aceh

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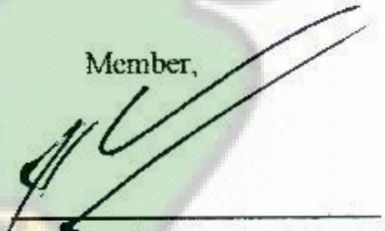Dr.phil. Saiful Akmal, MA

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Desember 2021

Saya yang membuat surat pernyataan,

Laili Fajrina

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
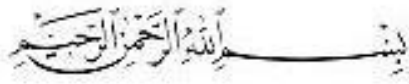
First of all, I would like to express the deepest praises and thanks to Allah AzzaWaJalla, the almighty , the lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors, Dr. Phil. Saiful Akmal, MA and Dr. Jarjani Usman, S. Ag., S.S., M. Sc., M.S for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thanks all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

The most prestigious thanks and love are addressed to my big family, the best support system in my life. To my father and mother, Ansari and Suryati, thanks for always motivating me, supporting me, giving me much love and giving strength to live in this tough life. I also dedicate my love and thank all my beloved brother and sister, Aris Hidayat, Syahrial, Seri Andriani, Rozi Saputra and Amalul Ahyar for always supporting and loving me. May Allah always bestow them grace, health, and blessing in the world and in the hereafter.

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Banda Aceh, December 21th 2021
Writer,

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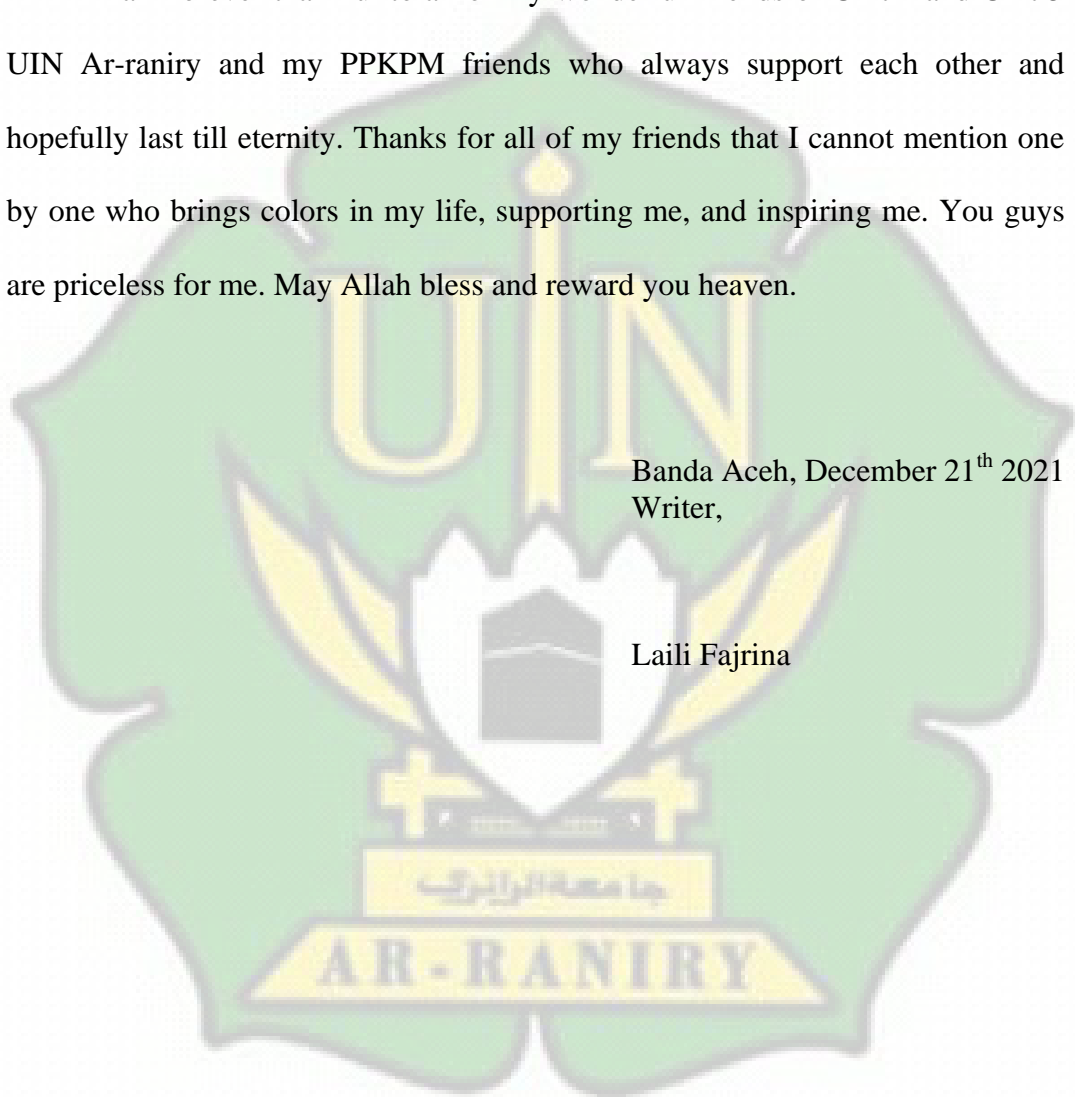
# ABSTRACT

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The study aimed at understanding the problems EFL students experience in writing their Literature review of their BA thesis and how the students deal with the problems in writing Literature Review encountered by students of English education. The qualitative research elaborated data by in-depth interviews. To collect data, 8 interviewees were selected purposively four students of the academic year 2016 and four students of the academic year 2017. Results showed that most students experienced problems in writing Literature Review, like lack ability in paraphrasing the text, difficulty to understand the text, lack of supervisor time, difficulty to select relevant journal and lack of knowledge in writing Literature Review. To deal with those problems, students practiced as frequently as possible to paraphrase, summarize and synthesize, improve English skills to read a lot of journal, select specific reference for the topic under study and discuss with some friends how to elaborate an effective Literature Review of their thesis.

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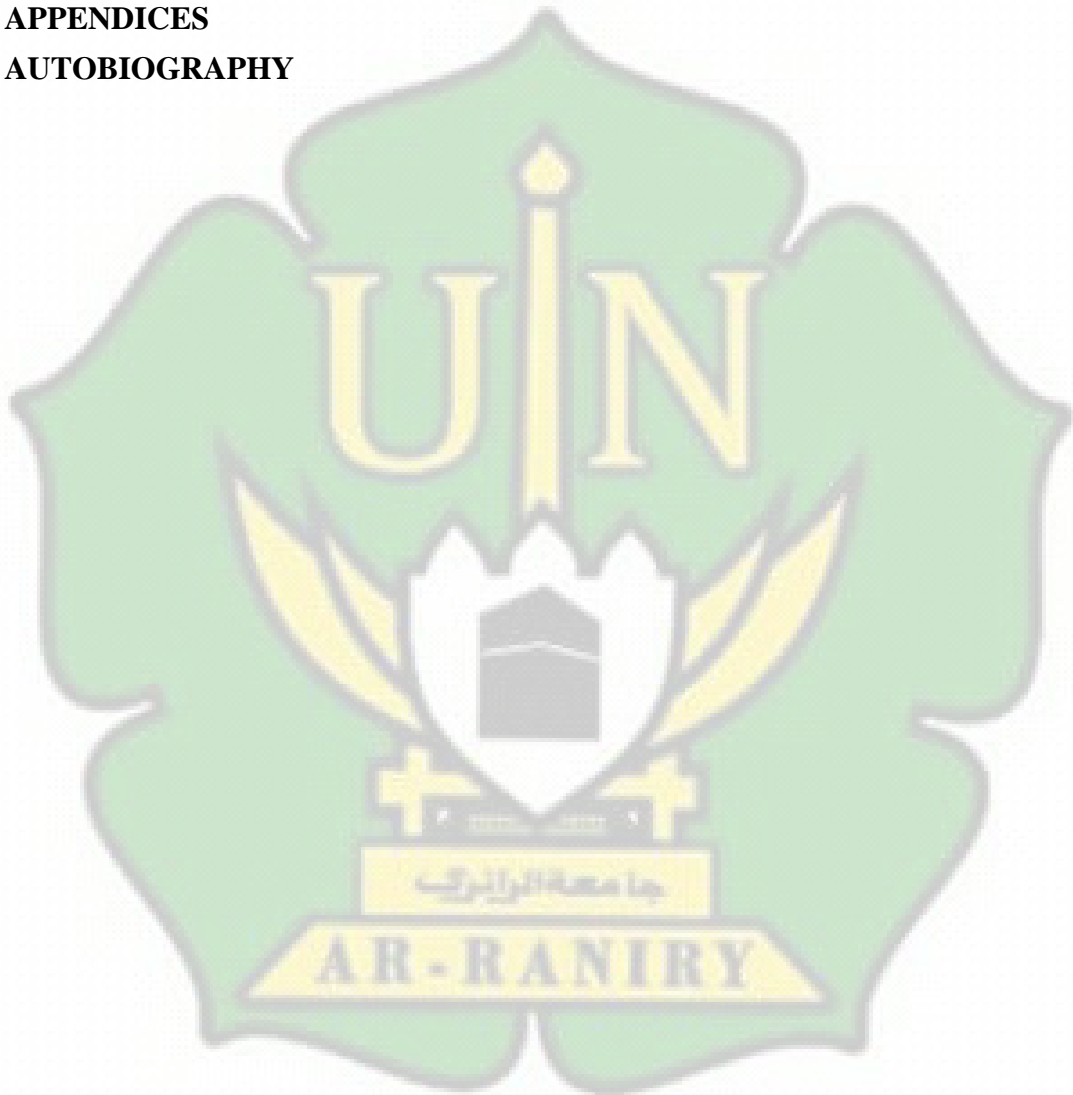
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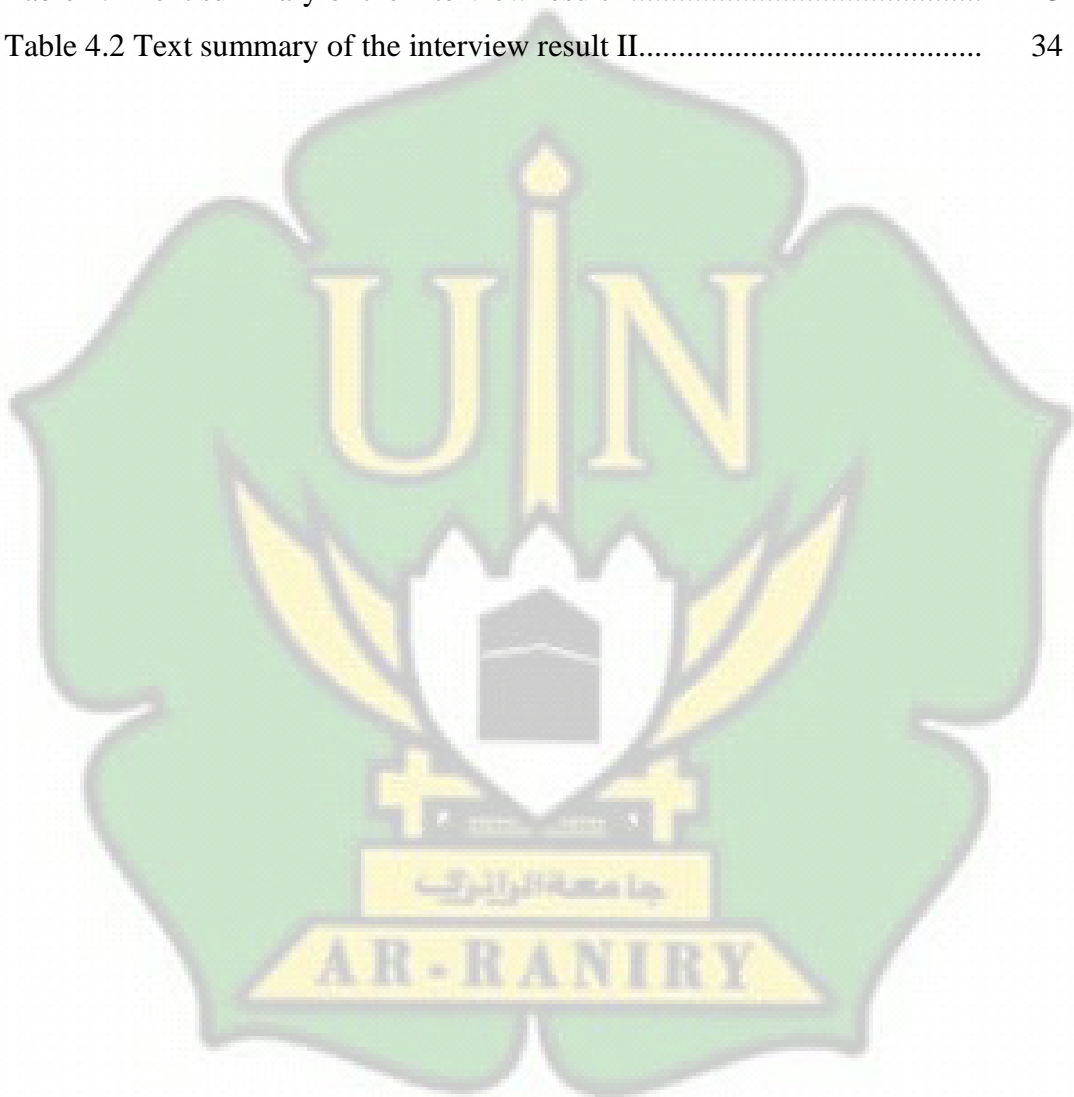
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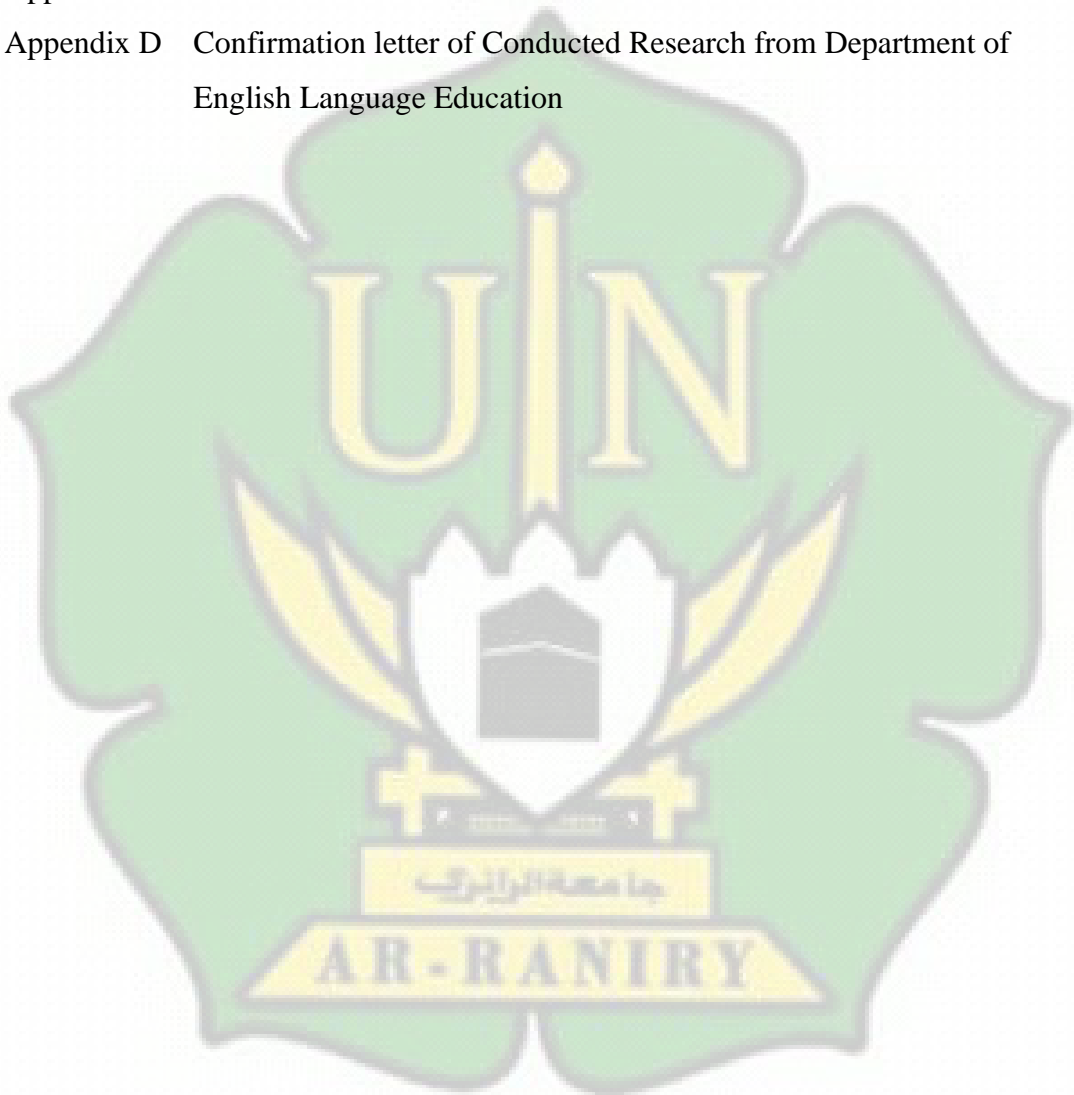
# CHAPTER I

# INTRODUCTION

## A.    Background of the Study

Every students undertaking undergraduate program is usually required to write a thesis. A good writing skill could be a benchmark of someone's good ability in English (Akmal, et al, 2019). In writing a thesis, students have to review related Literature. Reviewing related Literature can inform the research undertaken about the body of knowledge in the topic. However, writing a thesis is not easy for many students.  Most of the students face writing up their theses, particularly their literature review chapter (Booteet al, 2005; Fergie et al.,2011).

A literature review is a skill that every students must have to communicate their research findings. In writing a proposal, thesis, or dissertation, a literature review is needed to provide a solid basis for choosing a particular topic. The purpose of Literature reviews is to provide an overview of sources explored while conducting research on a specific issue and demonstrate how the research fits within a larger field of study (Arlene,2014).

A literature review is the second chapter in the thesis writing process. It is a critical review of published Literature conducted by qualified and accredited scholars and researchers in the field of the study. Therefore, the selected research journal should be current and strengthen the research topic's argument. Moreover, It should help defines the research goals and objectives (Horst, 2018).

A literature review is an objective, thorough summary, and critical analysis of relevant and non-research Literature on the topic studied (Cronin, 2008). A good literature review collects information about a topic from various sources. It is well-written and free of personal biases, assuming any exist. The word review is composed of two parts, *re* and *view*. It means that students need to review existing work to find answers and new knowledge or recent findings on the topic. In addition, a good literature search should reflect a scientific evaluation of the results of other previous studies that have investigated areas related to the research topic and problems.

Writing a thesis is a difficult task to do for undergraduate students, based on most of the participants' experiences of English Students at UIN Ar-raniry university, the researcher questioned the most common problem that students often experience in writing literature reviews: they had problems writing BA thesis, especially in selecting relevant references and writing their literature review section. About this research, this study will be focused on the students' problems in writing a literature review of their thesis.

Based on (Machi et al, 2016), a literature review is a written document that presents a logically argued case based on a thorough understanding of the current topic state of knowledge about the research. Therefore, the literature review is an essential chapter in a research study because it allows the researcher can realize the topic to be discussed, how the research was conducted, and the significant problems in the study. In other words, writing literature reviews is difficult for

beginning undergraduate students because they often find challenging, sometimes confusing, and laborious processes (Chen et al, 2016).

Thus, in Shahsavar & Kourepaz's (2020) study, students will not realize their BA thesis topic of the research, the keywords, and the related studies in that area without a qualified literature review. Also, literature review helps the researcher answer the research question in their BA thesis and explain the gap in previous research that needs to be filled.

In another study, researchers consider that an effective literature review section should be comparable to research results (Bert et al, 2016; Musa et al 2015). Ridley (2012) argues that the primary purpose of the literature review section is to show how limitations in other works create research gaps for further studies. As a result, a literary works review should involve a statement of personal judgment, an appeal to share values, ideas, and find solutions.

According to Kuang and Maya (2015), the literature review chapter is one of the most crucial parts of the thesis. Without a quality literature review, students will not understand their thesis topic, keywords, and related things studied in that area of research. In addition, a comprehensive literature review is required to help and explain discussions that can affect the study results.

In the English department at UIN Ar- Raniry University, many students still have difficulties in writing their literature review in their thesis, and only a few undergraduate students can complete this satisfactorily (Zorn et al, 2006: Akindele, 2008: Shahsavar et al, 2020) reported that nearly all student finds it difficult in writing chapter two.

Based on the explanation above, writing a literature review is difficult for students, especially in the literature review chapter; the researcher is interested in conducting this study because the researcher has not yet found a similar topic about the students' problems in writing a literature review, especially in the English students' department in UIN Ar-Raniry Banda Aceh. Consequently, the researcher will conduct this study to investigate the EFL students' problems in writing a literature review of their thesis.

The similarity of this research with previous research (Shahsavaret al, 2020:Qlan et al, 2008) is to discuss the students' problems in writing a literature review. While the difference is that in the research, the researcher will examine the undergraduate students degree, in this research, the method used by the researcher is the qualitative method using in-depth interviews.

The Participants who will be selected are also different from previous research, and this research will be conducted at UIN Ar-Raniry university English language department students.

**B.    Research Question**

The following research questions guide this study:

1.  What are the problem of Students in writing the Literature review?

2.  How do the students deal with the problems in writing the Literature review?

**C. The Aim of Study**

The purpose of this study is as follows:

1. To find out the problems of Students in writing a literature review.

2. To investigate how the Students deal with the problems in writing a literature review.

**D. Significance of Study**

The significance of this study is as follows:

*1. To Students*

This study aims to provide information and knowledge for the students about what should be considered in writing a literature review and how to deal with it to improve writing a thesis, especially in the literature review section.

*2. To Teacher*

The results of this study are looking forward to helping Teachers in teaching, especially lecturers who teach writing subjects, to pay more attention to the difficulties experienced by students in writing a thesis.

*3. To the other researchers*

Researchers believe this study does not cover all the questions and curiosity of the research. Furthermore, researchers hope to create other researchers that will re-conduct the same study to fill the gap.

**E. Research Terminology**

To avoid misunderstanding, the researcher has defined the following operational definitions of this research as follow:

*1. EFL Students*

EFL students study English as a foreign language who are included in the current study. Yoko Iwai (2011) defined EFL as those who learn English in non-English speaking countries.

**2. *Literature Review***

Literature Review is the comprehensive study and interpretation of Literature related to a particular topic (Aveyard,2014). The focus of this study is literature review chapter of undergraduate students in the English department of Uin Ar-raniry.

**3. *Writing BA Thesis***

In writing a BA thesis, there are five chapters contain; chapter 1 about the Introduction, chapter 2 about Literature Review, chapter 3 about Research Methodology, chapter 4 is about finding and discussion, and last is chapter 5 about conclusions and recommendations.
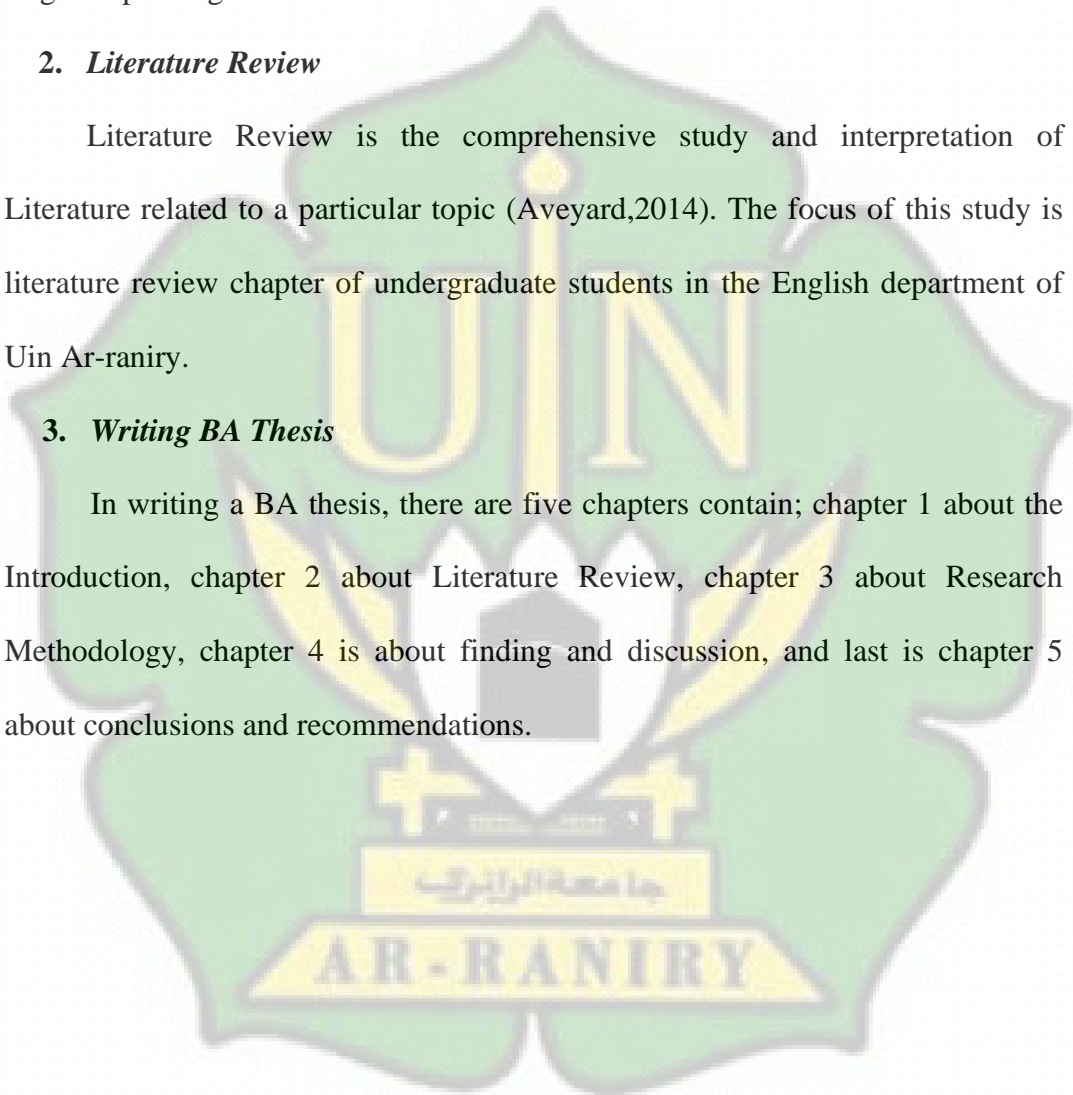
## CHAPTER II

## LITERATURE REVIEW

This chapter presents several reviews of related Literature used in this study. It includes several primary concerns: Theory of literature review, students problems in writing a literature review; all points will be discussed in these chapters.

### A. The Nature of Literature Review

A researcher carries out a literature review for a variety of reasons. It aids researchers in identifying possible areas for relevant research and gaps that require additional investigation. The reviewer compares previous research to understand the methodology used in a complete literature study. The foundation for furthering research and knowledge is a helpful review. It aids in the development of theoretical research in the area of study. According to Ridly (2012), a literature review is how a researcher identifies the theories and previous studies that have influenced their research topic and methods. Consistent with the statement above, Denny and Tewksbury (2013) define a literature review as a comprehensive overview of prior research on the specific topic.

Additionally, a literature review is a written document that presents a logically argued case founded on a complete understanding of the current state of knowledge about a topic of study (Machi et al,2016).As a result, a literature review is an integral part of a thesis in which researchers identify theories related to their topics from previous research and connect them with a comprehensive

understanding of the current state of knowledge about a topic of study. Furthermore, a literature review can be written from various perspectives and with a variety of objectives. For example, the review could be based on primary empirical research, research methods, theory or practical interventions, or conceptual studies.

According to Neuman (2011), a literature review has four objectives; first is to demonstrate a familiarity with a body of knowledge and establish credibility. A review informs the reader that the researcher is familiar with the research topic and knows the primary issue. A good review enhances a reader's confidence in the researcher's professional competence, ability, and background. Second is to show the path of previous research and how it relates to the current project. A review outlines the direction of research on a topic and demonstrates the progression of knowledge. A good review contextualizes a research project and demonstrates its relevance by making connections to a body of knowledge. Third is to integrates and summarize what is known in a research area. A review compiles and synthesizes different results. A good review identifies the area where prior research agrees, disagrees, and significant questions remain. It compiles what is known up to that point in time and suggests a course of action for future research. Last one is to learn from others and to generate new ideas. A review summarizes what others have discovered so that a researcher can benefit from the work of others. A good review identifies blind alleys and suggests hypotheses for replication. It reveals procedures, techniques, and research designs that should be

replicated so that a researcher can better focus on hypotheses and gain new insights.

Therefore, it is possible to conclude that the purpose of the literature review is to increase researcher knowledge about the topic under study, assist researchers in formulating research problems, and assist researchers in determining the correct theories and methods to be used in research. Researchers can determine whether to imitate, repeat, or criticize a particular study by studying the other studies. Other researcher studies are used to compare research with the research already done.

**B.    Common Styles to Conduct Literature Review**

Many styles have been used in Reviewed Literature. Literature reviews can be thought of as a continuum, ranging from traditional to systematic review.

*Figure 2.1* Two Styles to Conduct Literature Review

Traditional Review

- No defined method
- Exploratory/ creative

Systematic Review

- Rigorous Method
- Transparent/ replicable
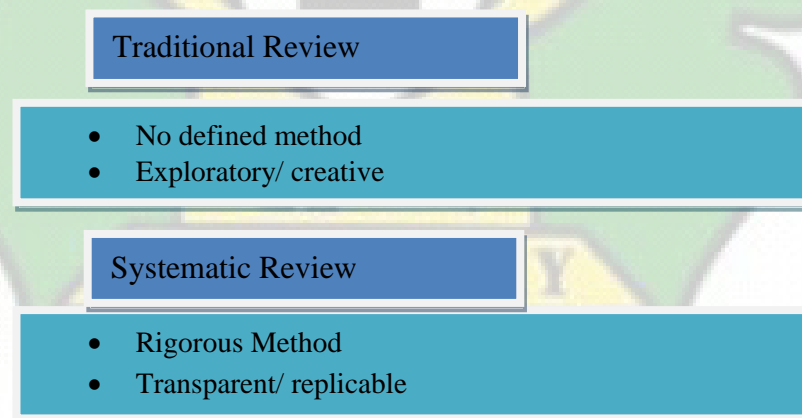
*Adapted from Jesson, Matheson, and Lacey (2011)*

a.  Traditional Literature Review

Jesson, Matheson, and Lacey (2011) define a traditional literature review as a written appraisal of what is already known as existing knowledge on a topic with no prescribed methodology. The traditional form of a literature review method is a 'reviewing' of the Literature. The main challenge to the traditional style is based on a critique of the process. Critics assert that the design and method for a formal review are too open and flexible (Jesson et al, 2011). Thus, the crucial point is that in a formal review, the researchers are only required to provide a purpose statement they are not required to tell the reader how to identify the source, what is included and excluded or why.

These traditional reviews are frequently based on the researchers' selection of resources because the researcher believes the earlier authors have significant contributions to current knowledge. This traditional review is the style of literature review that most undergraduate and postgraduate students will be asked to do (Jesson et al, 2011).

b.  Systematic Literature Review

The systematic review is defined as understanding much information and answering what works and what does not (Petticrew et al, 2006).A systematic review is a research article that identifies relevant studies, appraises their quality, and summarizes their result using a scientific methodology (Kahn et al., 2003 cited in Jesson et al, 2011). These opinions were concluded by Jesson, Matheson, and Lacey (2011) systematic review as a review with clearly stated goals, questions, established search approaches, stated inclusion and exclusion criteria,

resulting in a qualitative assessment of the article. The systematic form of a literature review method is prescribed.

According to Jesson, Matheson, and Lacey (2011), a methodology is divided into six steps. To conduct a systematic review, researchers must follow six steps in methodology; define the research question, create a plan, conduct a literature search, apply exclusion and inclusion criteria, conduct a quality evaluation, and synthesize the results. Systematic reviews are valuable tools for individuals who want to promote and use research information. As with traditional reviews, the researcher can assist in identifying knowledge gaps and clarifying where additional study is not required at this time. This type of review appeals to readers because it claims to be a more objective, technical procedure that is rational and standardized, exhibiting objectivity and transparency. These characteristics fit well in a scientific context, but not so well in the social sciences more open qualitative, interpretive paradigm standard in the social sciences.

According to several experts, the researchers have to take a systematic approach to learning and writing. It is because work systematically simply means the writer writes not in a random way but an orderly and predetermined method to improve the quality of the literature review. However, some of the essential things need to be considered before using a systematic approach in research. Jesson, Matheson, and Lacey (2011), claim that five things that the researcher should be considered before using a systematic approach; first one is a systematic review methodology may not be appropriate for undergraduate-level reviews. Second one, systematic review is time-consuming and can be expensive. The third one is

more than one person usually undertakes systematic reviews; they are usually a team effort to scan, screen, and quality assessment to reduce bias. Fourth, a systematic review is dependent on access to an electronic database and a range of available databases and can, therefore, be limited by the effectiveness of the database. And the last one, a systematic review is typically restricted to published peer-reviewed academic work.

As a result, based on the previous explanation, the researcher must choose one of two styles to write a good literature review. The researcher must also select the most appropriate review method for their research.

C.   **Types of Literature Review**

According to Neuman (2011),literature reviews can be distinguished into six types:

Table 2.1*Types of Literature review*

| Types | Characteristics |
|---|---|
| Context review | A common form of analysis in which the author connects a specific study to a broader scope of information. It also appears at the beginning of the search report and presents the research by putting it is within a broader context and shows how it continues or expands on a line of thinking or analysis that is evolving. |
| Historical review | A detailed study in which, over time, the author traces a problem a theoretical or empirical analysis may be used to demonstrate how a principle, theory, or research process has |

| | evolved. |
|---|---|
| Integrative review | A common type of review in which the author presents and summarize the current knowledge on a topic, emphasizing agreements and discrepancies. This study is also paired with background analysis, or as a service to other researchers it can be published as an independent report. |
| Methodological review | A comprehensive form of integrative analysis, in which the author compares and discusses the relative methodologies intensity of different studies and demonstrates how various methodologies.(e.g., test designs, measurements, samples) account for different outcomes. |
| Self-study review | A review in which an author shows their familiarity with a topic area. It is Also part of a prerequisite for an educational curriculum or course. |
| Theoretical review | A detailed analysis in which the author discusses multiple hypotheses or ideas focusing on the same subject and compares them based on assumptions, logical consistency, and explanatory scope. |

**D.    Steps Involved in Conducting Research Literature Review**

According to Fink (2014), literature review can be divided into seven steps:

The first step is selecting research questions. A research question is a precisely stated question that guides the review.

Second step is selecting bibliographic or article databases, Websites, and other sources. A bibliographic database is a collection of articles, books, and reports that can provide data to answer research questions. The database is usually accessed online. The bibliographic database of interest in research reviews often contains complete reports of original studies. Other sources for literature reviews include experts in the field of interest, the Web, and the reference lists contained in articles. In finding references, there are two methods that students used: traditional and online techniques. In a traditional approach, students spend time in the library looking for sources relevant to their research. Meanwhile, students can use the online technique to find relevant sources, such as online journals, e-books, theses, and other materials.

The third step is to select search terms. Search terms are the words and phrases students use to get relevant articles, books, and reports. Using the words and concepts that frame the research questions, use a particular grammar and logic to conduct the research.

Fourth step is applying practical screening criteria. Preliminary literature searches always produce a large number of articles, but only a few are relevant. Therefore, screen the Literature to get the relevant articles by setting criteria for inclusion into and exclusion from the review. Practical screening criteria include the language in which the article is printed, type of article (journal article, clinical trial), date of publication, and funding source.

Fifth step is applying methodological screening criteria. Methodological criteria include measures for evaluating scientific quality.

Sixth step is doing the review. Reliable and valid reviews involve using a standardized form for abstracting data from articles, training reviewers (if more than one), monitoring the review's quality, doing the abstraction, and pilot testing the process.

The last one is synthesizing the results. The findings of a literature review can summarized descriptively. Descriptive syntheses are interpretations of the review findings based on the experience of the reviewers as well as the quality and content of the available Literature. A particular type of synthesis, a meta-analysis, involves using statistical methods to combine the results of two or more studies.

**E.    Students Problems in Writing Literature Review**

In university rules, a Literature review is required for scientific study since literature review can provide ideas, research questions, and hunches to investigate. To write a good literature review, the researcher must conduct a comprehensive and present a clear and focused synthesis of the Literature. However, several problems can detract from the efficiency of the literature review.

According to Zorn (2006), there are several common problems in writing a literature review; Researchers are not systematic and comprehensive enough in finding sources, and searches may focus on the wrong sources. For example, depending on textbooks and articles that are unrelated to the topic being discussed. Often, researchers do not have a defined goal in mind; They frequently believe that the literature review's objective is simply to list or describe as many relevant sources as possible. Researchers only inform readers what each source stated but do not explain how the sources are related. Researchers do not

understand the Literature and cannot synthesize Literature that responds to specific research questions or objective. The poor structure of the literature review creates final writing problems that reduce the effectiveness of the literature review. It can make the argument or logic of the synthesis difficult for the reader to understand.

According to Shahsavar and Kourepaz's (2020), the difficulties that the students faced in writing their literature review are:

a. *Lack of knowledge in writing an effective literature review.* The majority of students are unaware of the significance of the literature review. They believe that all they have to do when writing the literature review part is summarize other publications.

b. *Time for completing these and publications.* The students think that they do not have enough time to finish their thesis; this affects the quality of their writing, particularly on the literature review. They do not spend much time composing literature reviews because they believe they are unimportant.

c. *Supervisors and lecturers role in teaching writing a literature review.* The supervisor ignores the literature review section during the guidance procedure. As a result, most students did not put much effort into writing the literature review section, assuming that the examiner would not be bothered.

## F.  Previous Studies

Many studies on analyze the students Literature review have been carried out. At the English Language Department, Faculty of Paramedical Science,

School of Paramedical Science, Shiraz University of Medical Sciences, Iran, Shahsavar and Kourepaz(2020) conducted a study about postgraduate students' difficulty in writing their theses literature review. The research adopted the exploratory sequential mixed method design. This study resulted in most students, even proficient ones, not synthesizing, critiquing, or explaining the Literature in their writing. Instead, they mainly concentrated on summarizing other researchers' findings and interpretations. Other problems dealt with lack of sufficient knowledge and time to complete their literature review and the deliberate dereliction of some supervisors and professors who do not fulfill their obligations to provide the students with sufficient information about writing it.

On the other hand, Qian and Krugly-Smolska (2008) have performed a qualitative study about Chinese graduate students' experiences writing a literature review. This study was conducted at a medium-sized university in Canada, with four participants, three students from science and engineering and students from finance were involved in this study. The result of this study suggests that Chinese graduate students need assistance in adjusting to the new academic environment and writing genre expectations.

The similarities between this study and the two studies before are that they deal with university students completing literature evaluations. The first research examined postgraduate students' difficulties writing literature reviews for their theses, while the second examiners' Chinese graduate students experience writing literature reviews. Following the first and second studies, this research will focus on the undergraduate students' problems experienced while writing a literature

review for their BA thesis. As a result, it will fill the gap between the first and second previous studies.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter explains and provides information about the research methodology for the study. It consists of a detailed description of research design, research site and participants, data collection, and data analysis.

## A. Research design

The researcher used descriptive qualitative research to investigate the perspective undergraduate students' problems in writing a literature review and how students overcome these problems by the students of English department at UIN Ar-raniry Islamic university. According to Creswell (2012), qualitative research is a research process in identifying a problem about participants' experiences. As stated by Burke and Larry (2017), qualitative research is a researcher who focuses on the exploration, description, and sometimes generation and construction of theories using qualitative data. On the other hand, descriptive research provides an accurate description or picture of a situation or phenomenon (Burke et al, 2017). Thus, the researcher thinks this is the compatible design to get the data.

The method was selected because the analysis cannot be expressed in numbers. The researcher needs to describe all of the phenomena in society. In addition, data would be obtained through the interview process because it is more appropriate to collect the data than other methods. Finally, data obtained from the interview process is presented in the form of descriptions using easy words understood.

**B.    Research Site and Participant**

This research aims to find out the problem of Students in writing Literature reviews. Creswell (2012) stated that a population is a group of individuals with the same characteristics. The population of this research was the English department students who study at UIN Ar- Raniry University. The researcher took participants who had done a proposal seminar examination in April 2021 because they were easy to contact. The subject of this research is undergraduate students in academic years 2016 and 2017, four students of the academic year 2016, and four students of the academic year 2017 because they represented a total of all students from each of these academic years, the total number of students who conducted a proposal seminar examination in April was 29 students divided into three boards. The researcher used the initial to the participants to simplify in mentioning each of the participants, which are started from S1 to S8.

Thus, purposive sampling will be conducted by the researcher in this study. According to Creswell and Plano (2018), purposive sampling means that researchers intentionally select individuals who have experienced the central phenomenon or the key concept being explored in the study.

**C.   Data Collection Technique**

An interview is a technique of data collection in this research. Interview are primarily done in qualitative research and occur when researchers ask one or more participant general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription. Creswell (2012) stated that the interview development process begins by broadly indicating the

questions which you would like to ask. The number, type and format of your questions will be informed by the level of structure to be imposed on the interview. Interviews are traditionally less structured than other research instruments, such as questionnaires. However, three models for interviews exist: the unstructured interview, the semi-structured interview, and the structured interview.

Then, structured interviews were conducted as an instrument. This type of interview is already included in-depth interview category. Structure interviews employ an interview schedule that contains structured and explicit questions that do not allow room for veering off the topic in question. Interviewers pose the same precisely worded questions in the same order to interviewees. Berg (2009).The researcher used a recording device to help record when conducting interviews.

The researcher used an interview process that included four elements and several follow-up questions to obtain interview data. The first element is students understanding of the literature review. The second is how students did the literature review. The third is the problem that students faced in writing the literature review, and the fourth is how students solved their problem in writing a literature review. Finally, the researcher created the interview protocol based on the purpose of answering the research questions.

**D.    Data Analysis Method**

In this research, the researcher used the interview as a method of data collection. As the researcher mentioned earlier, there were eight Students as a sample. The detailed information is available below.

Table 3.1 *Data respondent*

| Academic years | Total respondent |
|---|---|
| 2016 | Four students |
| 2017 | Four students |
| **Total** | **Eight students** |

The researcher recorded the interview, and the interview duration was 15 to 20 minutes based on the interview guidelines. The language used during an interview is based on students' comfort, as long as the interviewer and interviewees can understand each other.

Then, in this research, data were analyzed using the thematic analyzed method described by Braun and Clark (2006) Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) in data.

To begin, familiarize yourself with the data: the researcher read the data multiple time to become acquainted with it before beginning to look for necessary observations or patterns. This contained data transcription as well. Second, the researcher went over the research objective again and determined the questions that could be answered using the information gathered. The third step is to create a framework, which is sometimes known as coding or indexing. It meant that the

researcher allocated codes to broad ideas, concepts, behaviors, or words. Fourth,

the researcher began identifying themes, looking for the most common responses

to questions, discovering data or patterns that could answer research questions,

and indicating areas that could be examined further once the data was coded

(Bhatia, 2018).
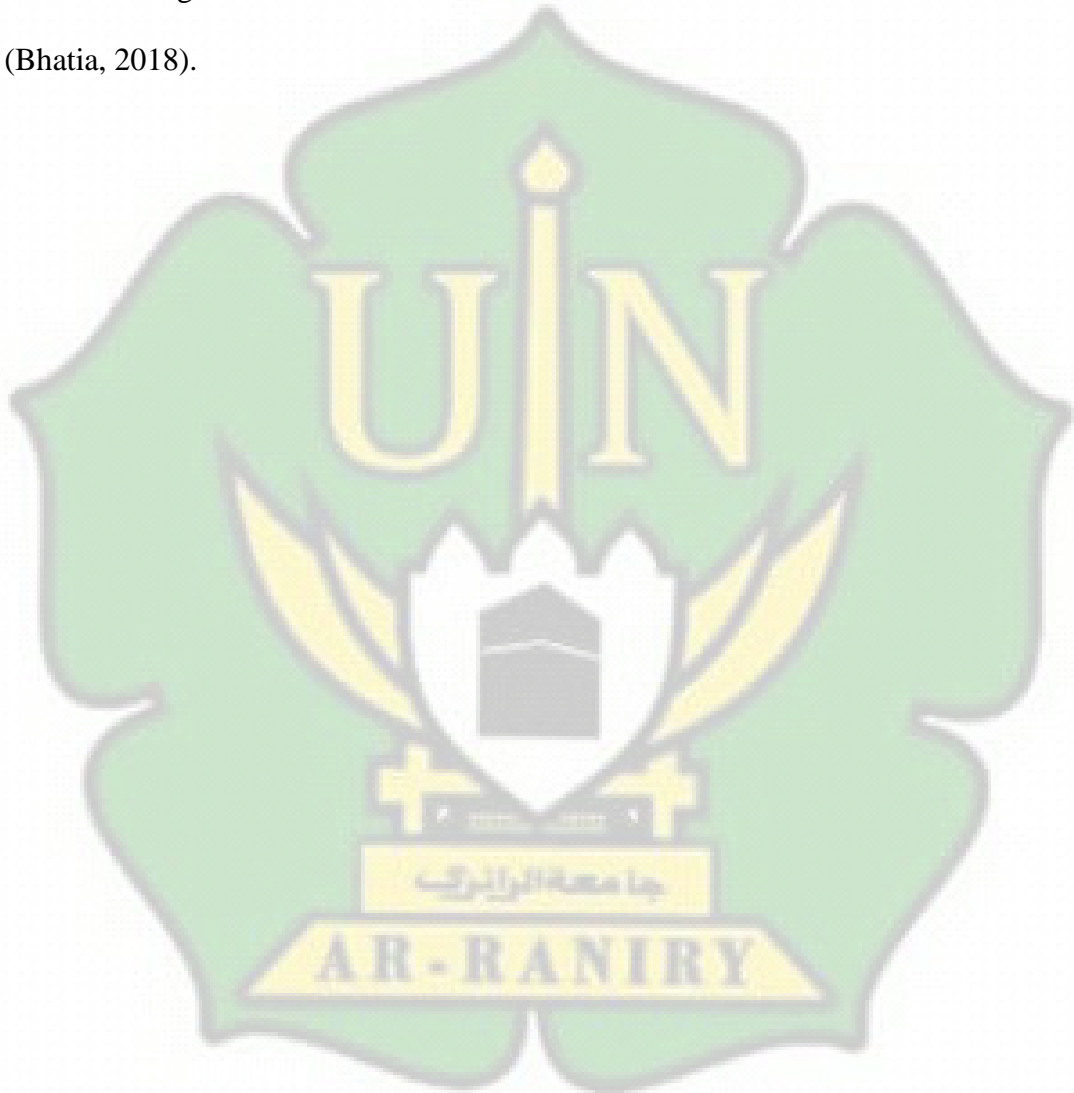
# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research. The interview investigated students' problems in writing a literature review of their BA thesis. The conclusion and discussion answer the research questions in chapter I. The research questions are: What are students' writing problems for many English department students? How do the students face difficulties writing the Literature Review of their thesis?

## A. The problems of students in writing Literature Review

After analyzing the transcripts of the interview though thematic analysis, several themes can be categorized in into five: Lack ability in paraphrasing the text, difficulty to understand the texts, lack of supervisor time, difficulty to select relevant journal and lack of knowledge in writing Literature review.

Table 4.1 *Text summary of the interview result 1*

| No | Categories of themes | Samples of students responses |
|----|----------------------|-------------------------------|
| 1 | Lack ability in paraphrasing the text | - "The difficulty is i have to read lots of opinion expert repeatedly to summarize and synthesize the text, then, I have to rewrite and paraphrase the expert opinion in my own perspective but still with the same idea". (S7) |

| 2 | Difficulty to understand the texts | - "Some journals have a lot of high words that are difficult to understand truly". (S4) |
|---|---|---|
| 3 | Lack of supervisor time | - "my first supervisor has been busy in the last two weeks. We rarely, never had guidance". (S6) |
| 4 | Difficulty to select the relevant journal | - "Very difficult to find the specific definition that I want." (S7) |
| 5 | Lack of knowledge in writing an effective Literature review | - " I don't know how to write a good Literature review. In writing the literature review section, I should especially try to show the relationship between my research and previous studies." (S2) |

Table 4.1 above shows five theme are several problems the students of experienced in writing Literature, the problems can further explained as follows:

1. *Lack of ability in paraphrasing the original texts*

For researchers, writing a competent Literature Review is an important skill. The ability to synthesize information from various sources and summarize and paraphrasing skills. Students must have those skills to write a Literature Review effectively.

On the other hand, students struggle to write the Literature Review, which students should discuss in chapter two. According to the interview findings, several factors have contributed to students' inability to write Literature reviews. S3 students of the academic year 2017 perceived that paraphrasing is a problem or obstacle for students in writing Literature Review because they cannot directly take expert opinions continuously to write their Literature Review. Similarly, S8 students of the academic year 2016 also faced the problem of paraphrasing references. S8 argues that students have to read, analyze, synthesize then rewrite an expert opinion in their language style but still with the same idea. As S8 and S3 states "My difficulty in paraphrasing the literature review is the lack of vocabulary to develop into a new paragraph."(S8) and S3 also have the same idea "I think difficult because I have to connect one paragraph to another and one theory to another, in my opinion, it is difficult to paraphrase because we cannot quote expert opinion indirectly" (S3).

Another problem that is also an obstacle for students in writing a Literature review is synthesizing ideas from the journal into academic sentences. Based on the interview result, S3 students of the academic year 2017 mentioned that it was difficult to synthesize the crucial points in the Literature Review. It is not easy to relate one theory to another theory. Thus, S3 cannot write a good and coherent Literature Review.

S7 students of the academic year 2016 are also difficult to synthesize. S7 is difficult to match many literature reviews collected into an academic paper

because all theories come from several different sources/references, it becomes challenging to reach multiple connections to make the language more academic.

Some undergraduate students' experiences indicate that they often have difficulty with the structure of the Literature Review. Students usually write a series of unrelated paragraphs, summarizing one of the works reviewed and not an integrative analysis of all sources. This is because many students are still confused about writing the related Literature Review and how to start writing.

It can be concluded that students usually do synthesize Literature reviews after analyzing and extracting key findings from sources such as books, journals, and articles students have collected. Then, undergraduate students are often considered incompetent in this field.

2. *Difficulty to understand the texts*

Students have to know and understand what has been discussed in these sources, why it is relevant, and how it relates to the research before selecting articles and books as references in the Literature Review. However, when reading the concerns chosen to be included in the Literature Review discussion, almost all students or beginner researchers have difficulty understanding the content of the sources that have students read.

The interview result stated that many English Department students had language problems while understanding the language of the references they determined. According to S4 students of the academic year 2017, sometimes the journal that is studied use vocabulary or wording this is high sufficient and hard to understand. It needs to be read repeatedly to find out which means of the article or

journal. Similarly, S7 also has the same experience as S4. S7 also felt that the language utilized in some journals became a substitute challenging and complicated, making it hard for students to understand the means of sentences or theories written by using these researchers.

The references' language is very complicated to understand, making the readers confused about the meaning of the materials. These factors lead students to believe that reading journals or articles related to their research topic is difficult because they need more effort to obtain the main concepts included in chapter two. It can be proven by the excerpts *"When I looked for references, I found sources whose language was difficult to understand because the language used was too advanced for undergraduate students like me."*(S7)

3. *Lack of supervisors time*

Supervisor guidance is essential in writing a research study because supervisor guidance is significant in providing insight and feedback from a student's thesis, such as research background, research design, and literature review content.

On the other side, some students experience issues with their supervisors' advice in writing their thesis, particularly in literature reviews. For example, the supervisor did not provide sufficient feedback to students, and supervisors were slow to respond.

According to S6, a student of the academic year 2016 claimed that she rarely carried out the guidance procedure with the supervisor to discuss chapter two. It was because the supervisor was busy. S5 students of the 2016 academic

year are having similar issues as S6. S5 said that the quick guidance process could not answer how to overcome obstacles in writing Literature Review, and the supervisor spent a long time reacting and providing input on the thesis. The following is the evidence from the interview S5 said "The response from my supervisor is a little longer, so to discuss something about my thesis is a little less" (S5). S1 also have the same problems as S5 "my supervisor only said it was wrong, but I don't know where the wrong is. It made me confused, and I had to revise it repeatedly". (S1)

Other students struggled to write Literature reviews due to a lack of guidance from their supervisors in resolving problems during the literature review process.

S1 students of the academic year 2016 stated that the supervisor only said wrong without saying which part was terrible. This makes students confused about how to overcome the difficulties students face, and also, students do not know the writing relevant literature review. Therefore, students try to solve the problem or difficulty themselves.

It can be concluded that most undergraduate students at the university still have difficulties in the thesis guidance process, particularly in writing Literature reviews. Lack of attention and feedback from supervisors makes it difficult for students to write Literature Review. That's why the results of the Literature Review undergraduate students are sometimes still not perfect. Without more guidance, attention, and contribution from the supervisor, many students were

confused about what students should write and how to write the relevant Literature review in chapter two.

4. *Difficulty to select relevant journals*

Every student must take the first step in writing Literature Review is finding and selecting a reference. Students must choose relevant sources or contacts to help write the subject in chapter two. When selecting references, students have many options related to the research topic that students will be doing. This is typically a problem for researchers when researching because students must identify relevant references in their Literature Review.

In the current pandemic situation, based on interviews conducted with several English department students, students prefer online rather than offline references to find sources related to research topics. This is because finding sources online is easier and more efficient.

According to the result of interviews that have been conducted, the participant preferred to online references rather than offline; S5 and S7 students of the 2016 academic year mentioned that looking for contacts online is easier and more efficient because students can search, choose references related to the research topic and is not limited in time because it can be done anytime and anywhere. Especially in this modern era, connections will be easier to obtain or access by using online websites such as Google on the smartphone or laptop.

Meanwhile, S1 students of the 2017 academic year agreed with the two previous participants. S1 mentioned that online references are an option for students to find the references students require in the current pandemic situation.

This is as stated by the students; "I prefer online references in this pandemic situation (S1)". S5 and S7 also support S1 statement "Because we live in the digital era, so references are easier to get online because it is not limited by time and place if offline the library is closed and open at a certain time (S5)". "online more efficient by searching on a smartphone, laptop or Google, we can directly look for the journal we want as a reference to writing Literature Review." (S7)

However, in reality, students often encounter problems finding the references they need. According to interview data, S7 students of the academic year 2016 stated that the problem is finding an appropriate definition of the keyword. The same thing was felt by S2 students of the academic year 2017, who said it was challenging to find the articles needed.

In this case, both had difficulty finding and selecting references that supported their research. This is due to a large number of connections their find. Thus, students are confused about choosing appropriate and suitable concerns to be written in their Literature review.

On the other hand, limited resources related to research topics also become a problem for many English students writing Literature reviews. S7, the students of the 2016 academic year, said that her research was still relatively new in the field, and only a few researchers researched the subject. As a result, S7 has difficulty finding relevant sources to support the research to be carried out. As shown in the interview excerpts; "Moreover, as my BA thesis, not many researchers have done the research." (S7)

From the S7 statement, it can be concluded that it is challenging to find relevant Literature with research that discusses a new topic in the field. This makes it difficult for students to write their Literature reviews because they cannot write their thoughts without supporting theories or previous research from several experts. Students must include the opinions of several experts in writing information for their Literature Review. A Literature Review needs to be an extensive review of an area supported by many sources and previous research (Paltridge and Starfield, 2007). This is because the last theory or analysis is essential in determining the scope of research on the research topic and why future research is necessary.

Based on the information presented above, it can be concluded that many online sources and a large number of search results make it difficult for students to manage many references. As a result, students have problems selecting relevant authorities for their research topic. On the other hand, the lack of proper regard for the research topic made it difficult for beginner researchers to write Literature reviews. There has been no available previous research on their research topic.

5. *Lack of knowledge in writing Literature review*

The majority of interviewees were unaware of the importance of a Literature review. The students believe the Literature review section should only include summaries or previous other works. According to the interviews performed, S2 students of the academic year 2017 said that S2 doesn't know how to write effectively. Literature review she only tries to connect his research with previous research.

An effective Literature review should be a combination of the previous studies presented in a way that adds value to the understanding of the work.

Another student S1 also added that they were still confused in writing a Literature reviews. In writing a Literature review of their BA thesis, students not use a certain style, because the students still lacked knowledge about the styles. Thus, students only took a journal from the internet than summarized it in their own words. S1 statement; "In writing chapter two, I don't use a certain style, honestly, I don't understand about that styles, I just paraphrase the journal from the internet in my own words without using any styles (S1)." S6 also have the same statement as S1 "I don't know about that style so far. I've only written based on my ability without using a certain styles (S6)".

**B.    The students deal with the problems**

This section presents findings on how the students faced their problems in writing their Literature Review, after analyzing the transcript of the interview though thematic analysis, several themes can be categorize into five, the result can see below:

Table 4.2 *Text summary of the interview result 2*

| No | Categories themes | Sample of students responses |
|----|-------------------|------------------------------|
| 1 | Practice frequently how to paraphrase, summarize and synthesize the text. | - "I'm having a problems in writing chapter two, to deal with these problem  is i try to translate the journal or experts opinion into Indonesian    using    Google |

| | | | |
|---|---|---|---|
| | | | translate, then I rewrite based on my understanding, then I checked again in the Grammarly checker , after that I write the result of the paraphrase into paraphrasing tool, to know the percentage whether there is a similarity or not, the last step is i checked used turnitin tool". (S4) |
| 2 | Improving English skills to read a lot of journals/textbooks | - | "I usually start by translating the experts' opinions into Indonesian before paraphrasing because some of the expertsviews are difficult to understand and highly academic. So, knowing the objective and purpose, I translated it into Indonesian. Then I put it into my own words". (S7) |
| 3 | Improving students initiative in revising their Literature review | - | "if my supervisor is slow to respond, I have the initiative to contact them every three days via WhatsApp. If still no answer, I |

| | | | |
|---|---|---|---|
| | | | will chat again". (S5) |
| 4 | Selecting specific reference for the topic under study | - | "I'm looking for the most relevant references to research that I will do. In choosing the year of publication, usually, my supervisor suggests at least the last ten years that can be used as a reference for writing a literature review".(S6) |
| 5 | Discussing with some friends how to elaborate an effective Literature review | - | "we created a WhatsApp group containingten members, to discuss how to write chapter 2 correctly, and also often share information from various sources as a writing reference." (S6) |

Table 4.2 above shows five theme from several ways of students solve their problems of experienced in writing Literature, the theme can further explained as follows:

1. *Practice frequently how to paraphrase, summarize and synthesize*

In writing a thesis, undergraduate students must write a literature review appropriately to be included in chapter two. However, many students still have problems writing a literature review.

According to the interview results, many students still have difficulty summarizing, paraphrasing, and synthesizing information. Furthermore, students have a problem creating an academic sentence from a source that will be used in their Literature review. As a result, students are trying to solve these problems.

S6 students of the academic year 2016 said that she had problems paraphrasing writing a literature review; however, that she was able to overcome these difficulties by using a website that can automatically paraphrase.

Other students are having problems in paraphrasing Literature Review. To overcome challenges in paraphrasing, S4 students of the 2017 academic year stated using Google translate to translate the words that students want to paraphrase into Indonesian. After understanding the expert's opinion, S4 rewrites the sentence in its terms. After that, a grammarly checker is used to double-check the sentences that have been paraphrased. The last step is translated conclusion is copied and pasted into the auto paraphrasing tool to determine the percentage of similarity. This can be proven by the excerpt : "I find it difficult to paraphrase. So I looked for an online site that can paraphrase automatically to make writing easier after that checked again by using grammarly tool". (S6)

Students use an automatic paraphrase tool to make paraphrasing the experts' ideas easier. Still, some students believe that paraphrasing is not the right strategy because the tools result often produce incorrect phrases and appear messy. S3 students from the academic year 2017 stated that students sometimes used paraphrase tools but disliked the result because the device was unsuitable.

Other students also have the same thought as S3. S1 student of the academic year 2017 said that he had used an app that made things easier for students to paraphrase automatically. However, when using the app, S1 was not satisfied with the result of paraphrases. As stated in the following excerpt: " I think I don't like that paraphrasing result because it is so weird" (S3). S1 have the same comment as S3 "yes, I have heard about the app, but I feel dissatisfied about the app" (S1).

As a result, students aim to collect relevant Literature, synthesize ideas, and paraphrase expert perspectives in their words. Some of the participants' literature reviews have been synthesized, as shown by their literature review document.

2. *Improving English skills to read a lot of journals/textbooks*

Most students have difficulty understanding the idea or meaning of the texts in reading journals and books that will be used as references in Literature review. Most of the language used in the sources is difficult words. As a result, students can provide ways to understand the meaning of difficult words, such as using a dictionary or Google translate.

According to the interview results, S7 students of the 2016 academic year claimed it is challenging to understand expert ideas in the international journal. The first thing that S7 was doing was translating into Indonesian. Then paraphrase using your own words after understanding the journal's meaning and purpose. The same thing happened to another student. S3 students of the academic year 2017 felt that reading articles published in academic language can increase vocabulary. The following excerpt evidence this: "yes, my vocabulary has improved as well,

especially if the language used in the journal is more academic. As a result, I know the words I didn't know before." (S3)

On the other hand, students have other options for overcoming their difficulties in comprehending ideas or perspectives from their literature review. Based on the interview, S2 students of the 2017 academic year mentioned reading an article using scanning techniques to gather and understand the main points. S2 would paraphrase the expert perspective to be included in the literature review after getting the main idea from the text. It is proven as the excerpts: " usually, I read text by scanning. After getting the main idea, I immediately write it in the literature review, but before that, I paraphrase before writing in my chapter two". (S2)

As a result, it can be concluded that techniques in which students try to understand the idea of difficult words found in a journal can help students improve their academic reading skills and increase their vocabulary.

3. *Improving Students initiative in revising their Literature Review*

The smooth guidance process with the supervisor significantly influences students' ability to complete their thesis. Supervisors and students need to work together effectively because undergraduate students are considered beginner researchers. As a result, students need direction and motivation to improve their knowledge and skills. Not all thesis guidance processes run successfully. Many students face various problems while writing their thesis, especially in writing their Literature Review.

Based on the lack of supervisor guidance in writing a Literature review, the supervisor did not give sufficient feedback and slow response. Every student has their way of solving their problems, such as increasing their initiative to revise and communicate with their supervisor frequently.

As S4 was said in the interview before, S4 had the initiative to improve the literature review writing by paraphrasing what would write in chapter two. This happened because S4 had learned how to paraphrase sentences in the previous semester.

Meanwhile, S5 and S7 have been taken to resolve the problem of slow responding supervisors. The students will contact their supervisor several times till they receive the feedback. S5 also stated that students would communicate with the supervisor via chat every three days. After three days, S5 will contact the supervisor again if no response is received. S7 said that if the supervisor still has not responded she will find out where the supervisor is and discuss with them. It can be proven by the excerpt: "I have learned in the previous semester how to paraphrase well. When I bring my revision, my supervisor doesn't comment on my paraphrase"(S4). S7 suggest to contact the supervisor if the supervisor slow to respond, "I ask the supervisor for guidance if two to three days there is no reply. I will find and meet my supervisor". (S7)

4. *Selecting specific reference for the topic under study*

In selecting specific references for the study, students usually have different ways. Almost all English department students use online sources to collect and choose a relevant references. In selecting contacts, students generally select

Google Scholar, Eric journal, etc., as a tool in searching for references by using search terms according to their research or related to their research in general.

S6 students of the academic year 2016 have specific criteria when searching references related to the research topic on Google, and the selected references must be the most recent and year publication is under ten years. The supervisor suggested that research used as literature review studies was at least ten years ago.

Others students from the 2017 academic year have criteria for selecting references for writing chapter two. S1 stated that the sources are was usually chosen because the topic is comparable, the language is appropriate, and the explanation is similar to what would be developed. S1 may also choose sources depending on the journal quality, as some journals are not good or reliable enough to utilize as sources. Other students supported the S1 statement. S2 students of the academic year 2017 stated that he prefers high-quality journals, such as those with a DOI because they are more reliable and trusted.

As a result, when students face difficulty selecting relevant references besides students also have some ways to overcome the problems. For example, students have specific criteria in choosing relevant authorities to the research topic to be discussed based on the variable of their titles. All of the students said that when selecting references, the students would choose references whose publication year was not old. Besides that, students also considered the title of the articles, the variables in the papers and journal must be related to their titles, the theory used in the reference have related to be discussed, and the journal must have a Digital Object Identifier (DOI). Some of the students confirmed this as

follows: "I choose a journal with specific criteria, usually those that are what I will develop, that what I'll use" (S1). S2 suggest to choose the reference with DOI "I prefer to choose a journal with a DOI because it's a more reliable journal" (S2).

The conclusion is that most students can solve problems relating to selecting relevant literature reviews based on their specific criteria, such as selecting relevant references based on the journal quality (DOI), choosing current journals, and selecting sources using the same approach as their research.

5. *Discussing with some friends how to elaborate an effective Literature review*

In this case, several students have different ways to overcome their problems in writing Literature review effectively; besides the important role of the lecturers, some friends can also help students detailed writing Literature review effectively of their BA thesis. S6 students of academic year 2016 states that create a WhatsApp group to discuss with some friends who are also in thesis writing process, sharing information from various sources about how to write Literature review thesis correctly and effectively. It can be proven by the excerpt "To face the difficulties in writing Literature review effectively, I will ask my friend to explain to me, and also look at their thesis outline so I can clearly understand" (S2). S1 also have the same idea as S2 " I have to ask my friend, colleagues, or my family to deal with these kinds of problems." (S1)

## C.    Discussion

Previous part has analyzed the data and this section intend to discuss the finding based on the research questions and compare and contrast their with previous research findings

This research has investigated the EFL students' problems in writing a Literature Review of their BA thesis. The interview result indicated that all the participants of the English Department faced difficulties in writing their Literature Review. The interview result showed that writing a literature review is not easy for undergraduate students. According to Chen, Wang, and Lee (2015), the challenges in writing a Literature review include difficulties such as filtering high-quality and relevant papers for review.

On the other hand, almost all students also have problems looking for offline references to the library. It is because of the current situation of the Covid pandemic and the difficulty in finding relevant sources due to the limited availability of books in their university library. As a result, students downloaded the relevant articles regardless of their qualities. Students' lack of attention to the articles' quality might affect students' literature review section (Shahsavar et al, 2020).

Another finding shows that students are therefore unable to write a Literature Review for their thesis. In other words, undergraduate students usually write a series of unrelated paragraphs summarizing one of the works reviewed rather than a detailed analysis of all sources. Even with good writing skills, most students would be unable to synthesize, evaluate, or explain the Literature review

in chapter two. The findings are similar to previous research in that beginner researchers had problems collecting the main conclusions of each journal, synthesizing the findings extracted, and making recommendations for future study in the discussion section (Chen et al, 2015).

Furthermore, according to Granello (2011), many students who cannot connect information from many sources cannot select and organize conclusions. As a result, in the language of chapter two, any theory or viewpoint is frequently presented as the knowledge that stands alone. Undergraduate students will be able to write and relate different concepts and ideas into a good Literature review to develop critical thinking skills in writing the discussion in chapter two. As a result, this finding emphasizes the importance of developing necessary thinking abilities in students, particularly for university students (Shahsavar et al., 2013; Simpson et al, 2002).

Another problem in this research is that almost all participants did not have clear guidance from their supervisor in writing their BA thesis, especially in the literature review section. Their supervisors did not give enough feedback to students, and supervisors were slow to respond. Shahsavar and Kourepaz (2020) both recognized a similar issue. Several graduate students mentioned that their research methods professors did not teach students how to write creative, integrated literature reviews, and most supervisors did not contribute significantly in writing their literature reviews. It is because of the low quality of teaching writing in EFL classrooms (Lap & Truc, 2014).

Based on English department students, students experienced faced various problems in writing a Literature review; students tried to solve these problems in their way. In this study, the participants overcame their problems during writing a Literature review that was divided into five themes, such as,  practice frequently how to paraphrase, summarize and synthesize information,  improving students initiative in revising their Literature review, improving English skills to reading a lot of international journal and books, selecting specific references for the topic under study, and the last one is discussing with some friends how to elaborate an effective Literature review.

The students select the specific references in their research by selecting concerns based on the particular criteria, choosing references with the same methodology. Fink (2014) applies practical screening criteria in selecting contacts. Screen the Literature to get the relevant articles by setting standards for inclusion and exclusion from the review. Applicable screening criteria include the language of the paper, type of articles, date of publication, and funding source. This trick can make it easier for students to identify suitable references to their research topic without being confused because there are too many sources related to the research topic.

The students also improve their English skills to read complex text found in journals. The students use their way to understand the meaning of the difficult words, such as using a dictionary or Google translate and scanning techniques to Scanning and skimming is an effective methods for improving students understanding of a text (Woadi, 2016). Using the scanning method, students can

find specific information quickly and directly in a few minutes. Meanwhile, skimming is a process for students to get ideas from the whole text to develop a topic.

Another finding showed that students frequently tried to practice summarizing, paraphrasing, and synthesizing information. They aim to collect relevant Literature, synthesize ideas, and paraphrase experts' viewpoints using their own words. Some participants have synthesized their literature review, which can be seen from their literature review document.

To overcome the lack of supervisor attention about Literature review, the students tried to improve initiative in revising their Literature review, such as enhancing their initiative to revising and conducting their supervisor frequently. Students also had the initiative to improve their writing of the literature review by paraphrasing what students would write in chapter two.

Another result shows that students can solve their writing problems effectively base discuss with some friend, sharing together and explaining each other to make thesis writing proses easier.

This study indicated some problems students face in writing a Literature review. They explained deeper problems with more experiences and added to the aspects that participants considered challenges during writing to complete their literature review. However, on the other hand, students also try to overcome their problems by themselves.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

After conducting the research, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts, the first part contains the conclusions on how the student faced the problem in writing their Literature review, and the second part contains suggestions for further research on the related topic.

### A.   Conclusions

The data obtained based on the two research questions provided two main conclusions: students' problems in writing their Literature review and how do the students face their problems in writing a Literature review of their BA thesis.

Based on the discussions to answer the first research question, the students found some problems in writing a Literature review; include difficulty in accessing the required references, difficulty in selecting relevant references, difficulty understanding the contents of references that have been read, lack of ability in paraphrasing, and lack of supervisor time. All of these things become problems for students in completing chapter two.

The second research question is about how students faced problems in writing the Literature review. After experiencing various problems in completing chapter two, students try to find ways to face their difficulties. There are five ways students used to face problems in writing their Literature review such as, selecting relevant references for the topic under study, improving English skills to read a

complex text, frequently practicing how to summarize, paraphrase and synthesize information, and improving students initiative in revising their Literature review.

Based on the result of the discussion, even though students had problems writing a Literature review, students were also looking for ways to face those problems. However, not all students faced the difficulties that students experienced in writing a Literature review of their BA thesis.

## B.    Suggestions

The findings several analyze the data and discussion recommendation are made: Firstly, supervisors are expected to provide more guidance in the thesis completion process particularly in writing a Literature review, secondly,  provide more specific suggestions or directions in finding references. Thirdly, how to write related Literature review such as what points should be discussed in a Literature review and how to relate one theory to another. The fourth, supervisors are expected to be easy to contact and can provide constructive feedback. And the last is also hoped that the supervisor can provide more time to discuss with students about the difficulties by students faced while writing a BA thesis or Literature review process.

This study is limited to analyzing the problems of PBI students experienced in writing their Literature. The literature review words the sample was limited to by PBI students batch 2016 and 2017. Therefore, further studies need to be carried out the students thesis writing problems in other parts such as introductions, methodology, discussions, and conclusions. Furthermore, further researchers can conduct more in-depth research on students' problems finding references.

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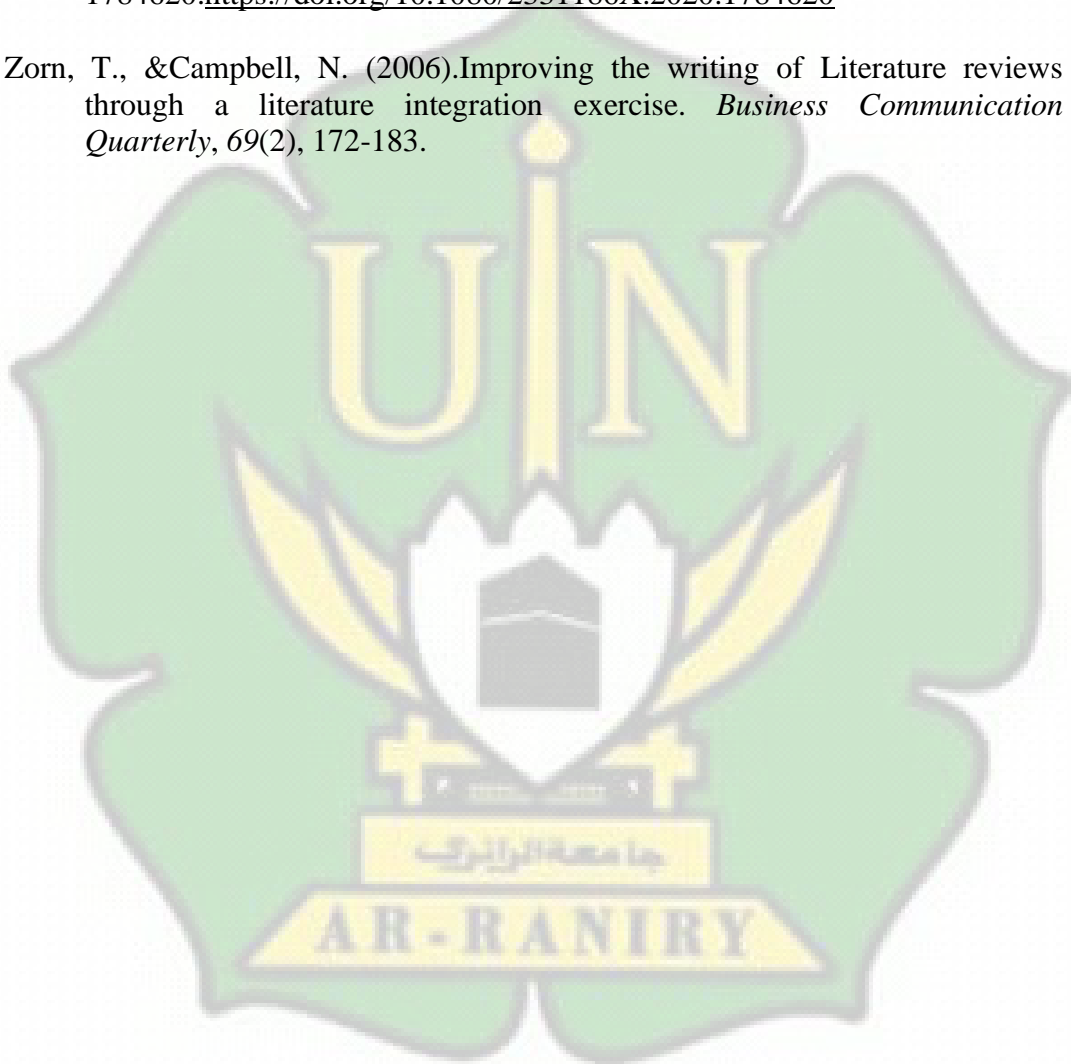
**Interview Protocol**

Project**: The EFL Students' Writing of "Literature Review" of Their Thesis**

**Introductory Protocol**

To facilitate note taking, the researcher would like to record our conversation today. For your information, only the researcher on the project will be privy to the recordings. Essentially, this document states that; all information will be held confidential, your participation is chosen by the researcher based on the purposive sampling, and researcher do not intend to inflict any harm. Thank you for agreeing to participate.

The researcher has several questions that participant would like to cover, which divided into ten questions. Rather, the researcher is trying to learn more about your perspective. Don't to tie with your interview protocol. You can cross check with the participant responses before you continue with the next questions.

**Student background**

Hello, How are you?

Could you tell me about yourself? (Name, academic year)

Is it Ok for me to interview some more questions? Ok before we start, do you prefer using Bahasa or English in our interview?

1. Do you have any problems in writing Literature Review? (1)

2. What are the problems that you find in writing Literature Review? (1)

3. What are the factors that cause problem in writing Literature Review? (1)

4. What are your difficulties in paraphrasing Literature Review? (1)

5. What do you think about your supervisor time in writing Literature Review? (1)

6. How do students respond to problem they face in writing Literature Review? (2)

7. In selecting reference do you have specific criteria? (2)

8. How do students make paraphrase the Literature Review? (2)

9. In writing Literature review do you certain specific styles? (2)

10. How do students strategy in faced the problems about lack of supervisor time? (2)
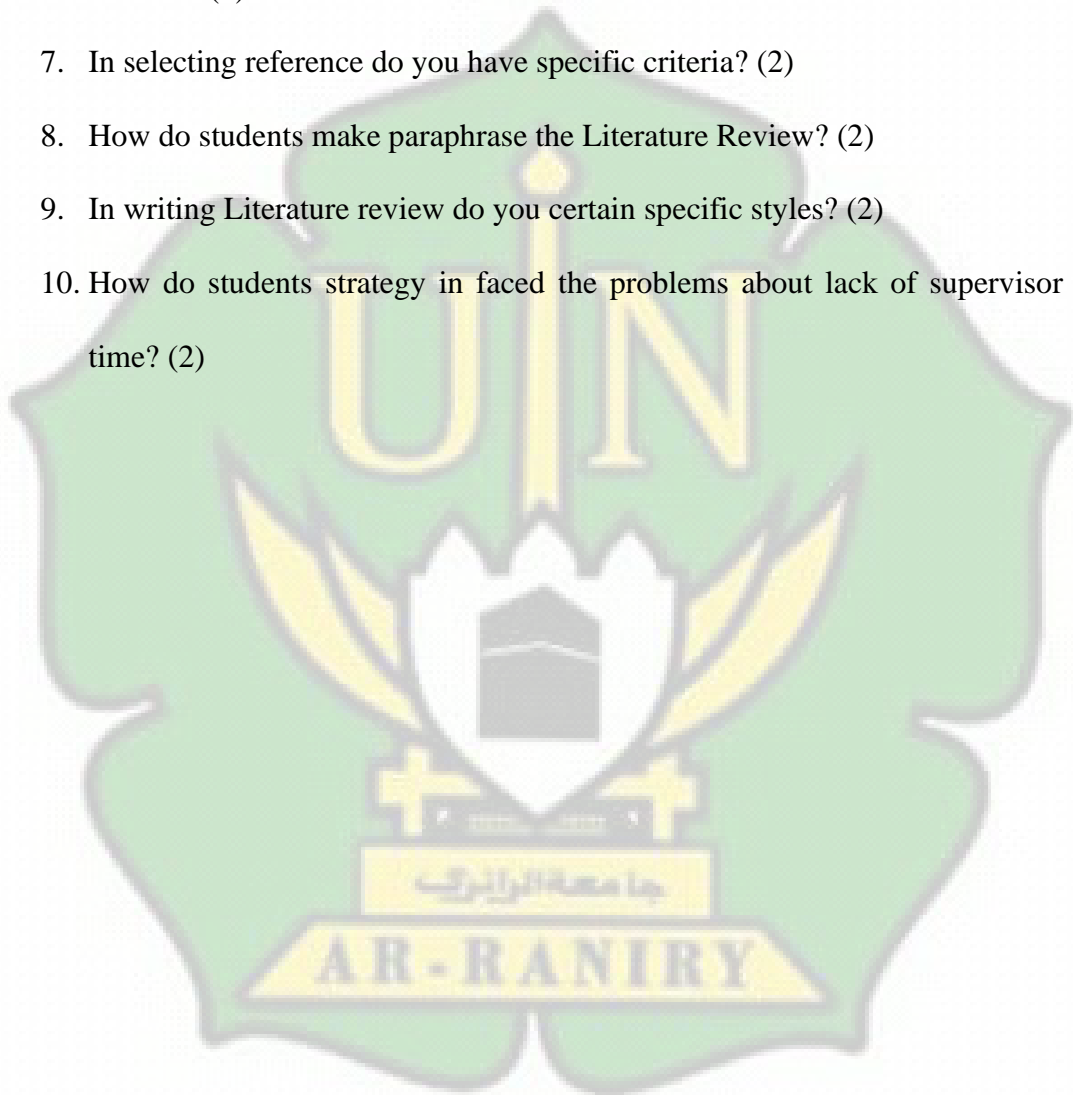
**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**
**FAKULTAS TARBIYAH DAN KEGURUAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

## SURAT KETERANGAN
Nomor: B-578/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16996/Un.08/FTK.I/TL.00/11/2021 tanggal 22 November 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
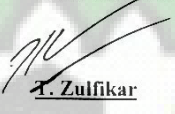
Nama      : Laili Fajrina
NIM       : 160203146
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

***The EFL Students' Writing of "Literature Review" of Their BA Thesis***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Desember 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

**Researcher by : Laili Fajrina**

**Consent Form for Participants in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement.

Please initial box:

I confirm that I have read and understood the information sheet (interview protocol) And have had the opportunity to ask questions

I understand that my participation is voluntary and I am free to with draw my time without giving any reason and without there being any negative consequences

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified.

I agree that my an onymised data will be kept for the future research purpose such as publications related to this study after the completion of the study

I agree to take parts in this interview:

S1                                    24-11-2021

_____

Participant name                          Date                          Signature
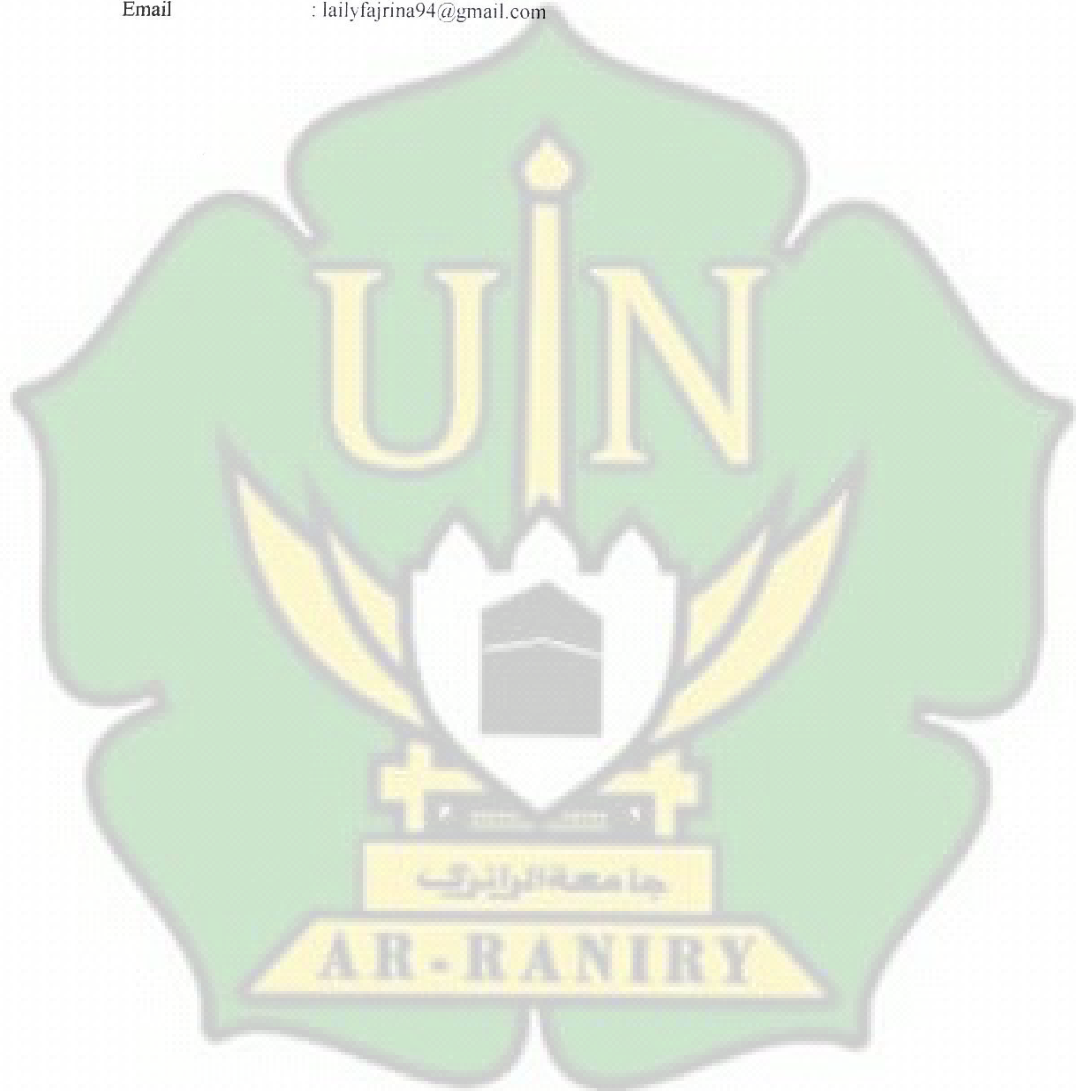
If you have any further questions about the study, please contact:

Name of researcher    : Laili Fajrina

Full address              : Montasik - Aceh besar

Email                        : lailyfajrina94@gmail.com

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

**Researcher by  : Laili Fajrina**

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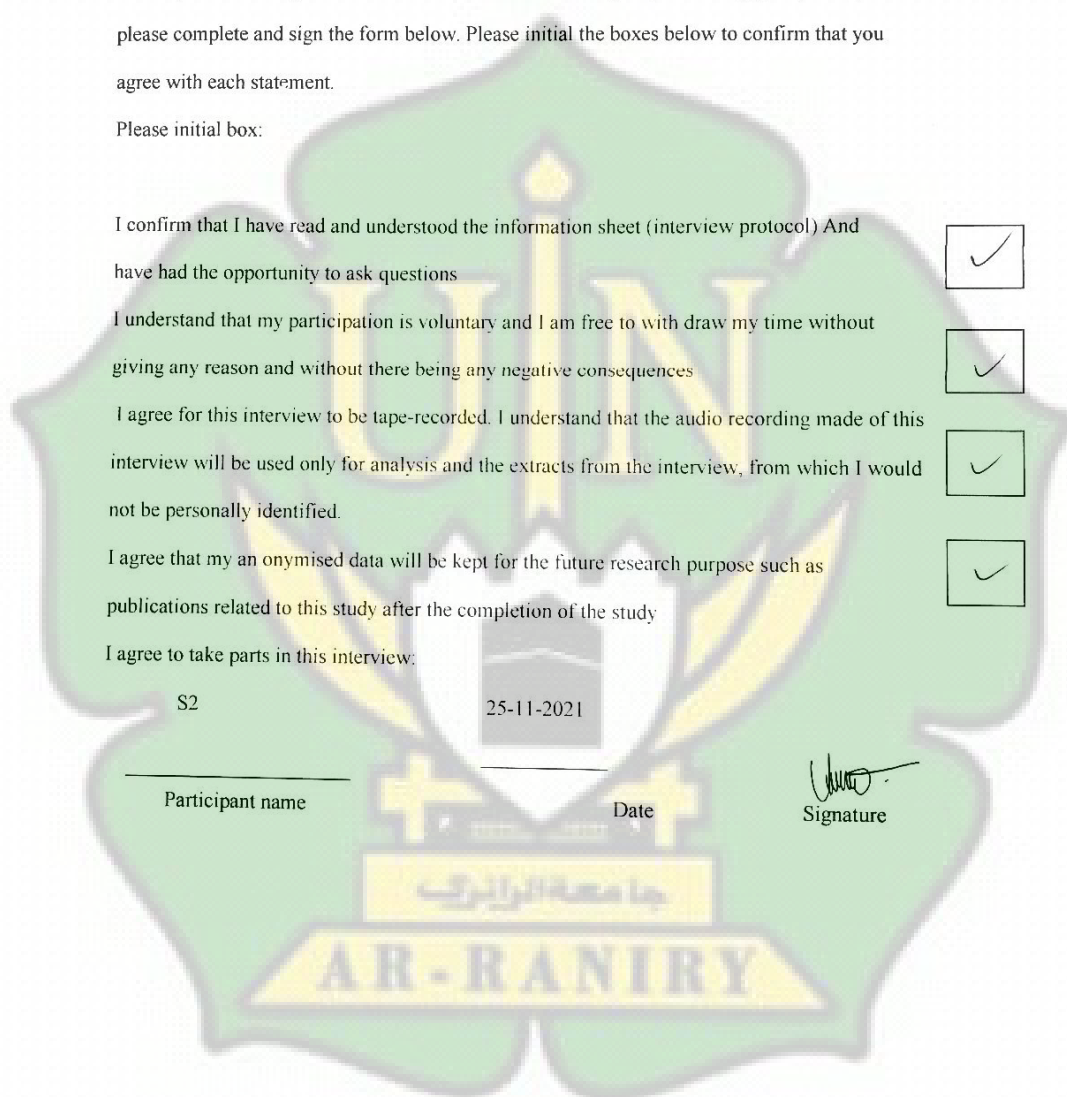I agree to take parts in this interview:

S2                                    25-11-2021

_____                _____

Participant name                      Date                    Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

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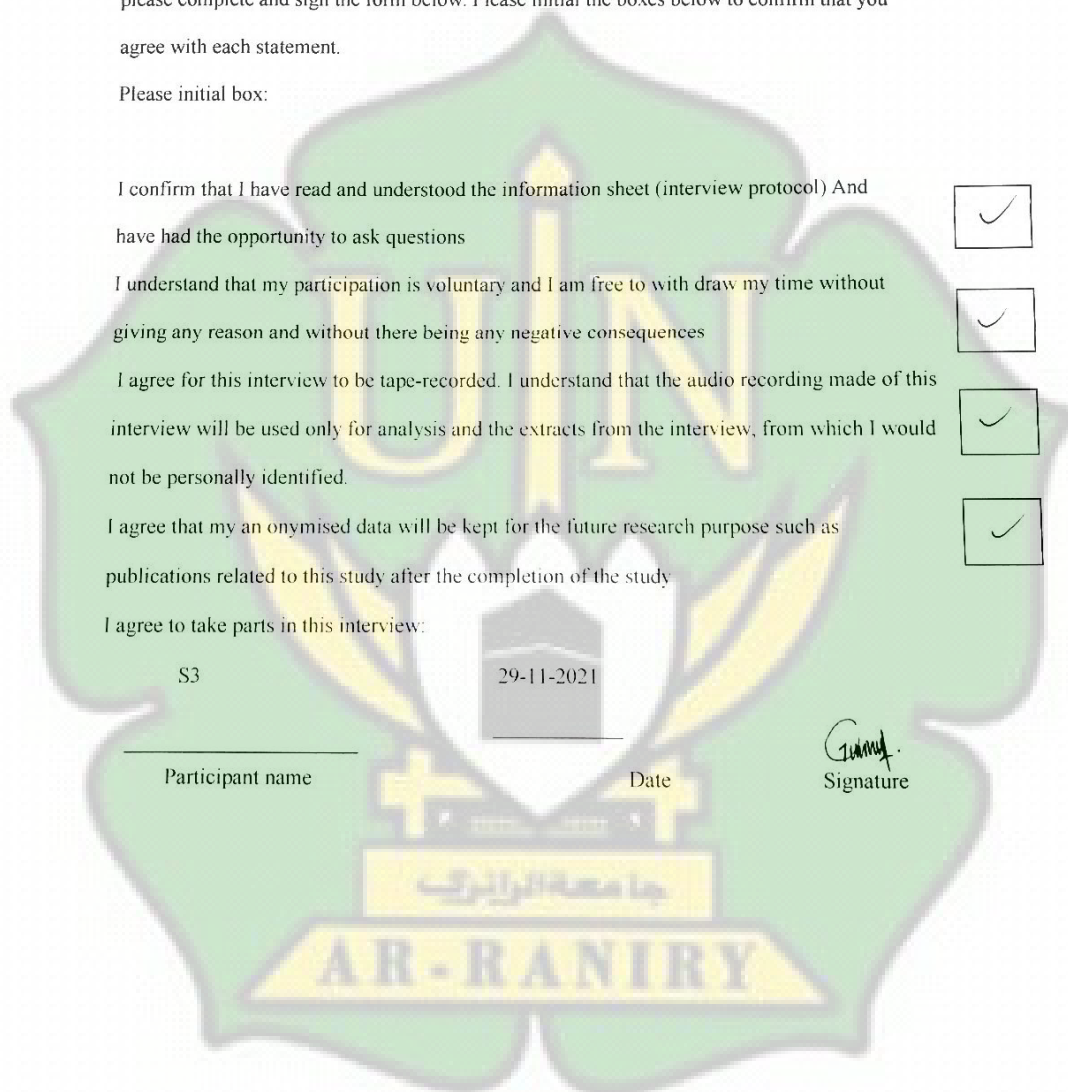
I agree to take parts in this interview:

S3                                    29-11-2021

_____                    _____

Participant name                         Date                    Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

**Researcher by   : Laili Fajrina**

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I agree to take parts in this interview:

S4                                        29-11-2021

_____              _____

Participant name                              Date                    Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

**Researcher by : Laili Fajrina**

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I agree that my an onymised data will be kept for the future research purpose such as publications related to this study after the completion of the study ☑

I agree to take parts in this interview:

S3                          29-11-2021

_____

Participant name                          Date                    Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

**Researcher by : Laili Fajrina**

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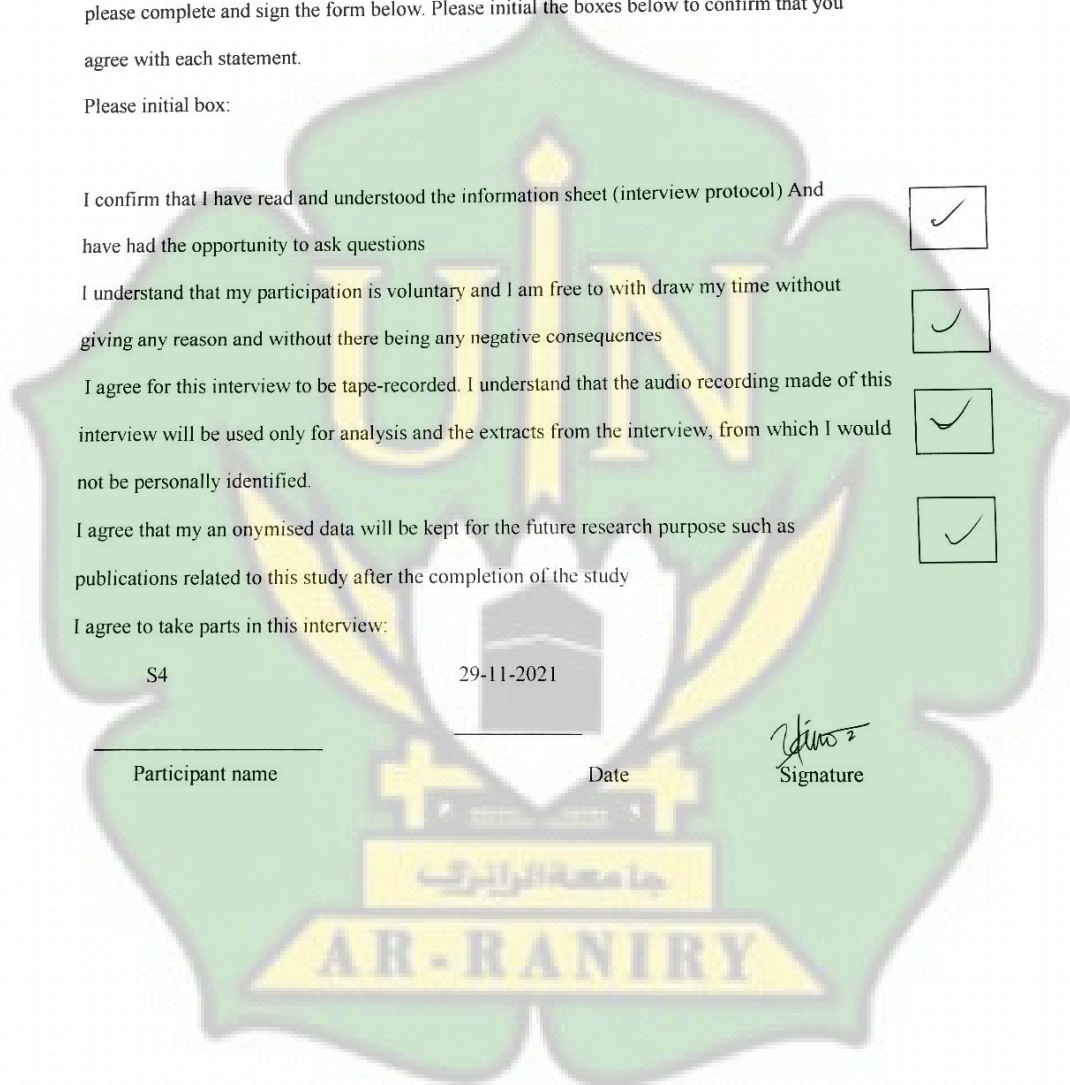
I agree to take parts in this interview:

S4                                  29-11-2021

_____              _____
Participant name                    Date                    Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

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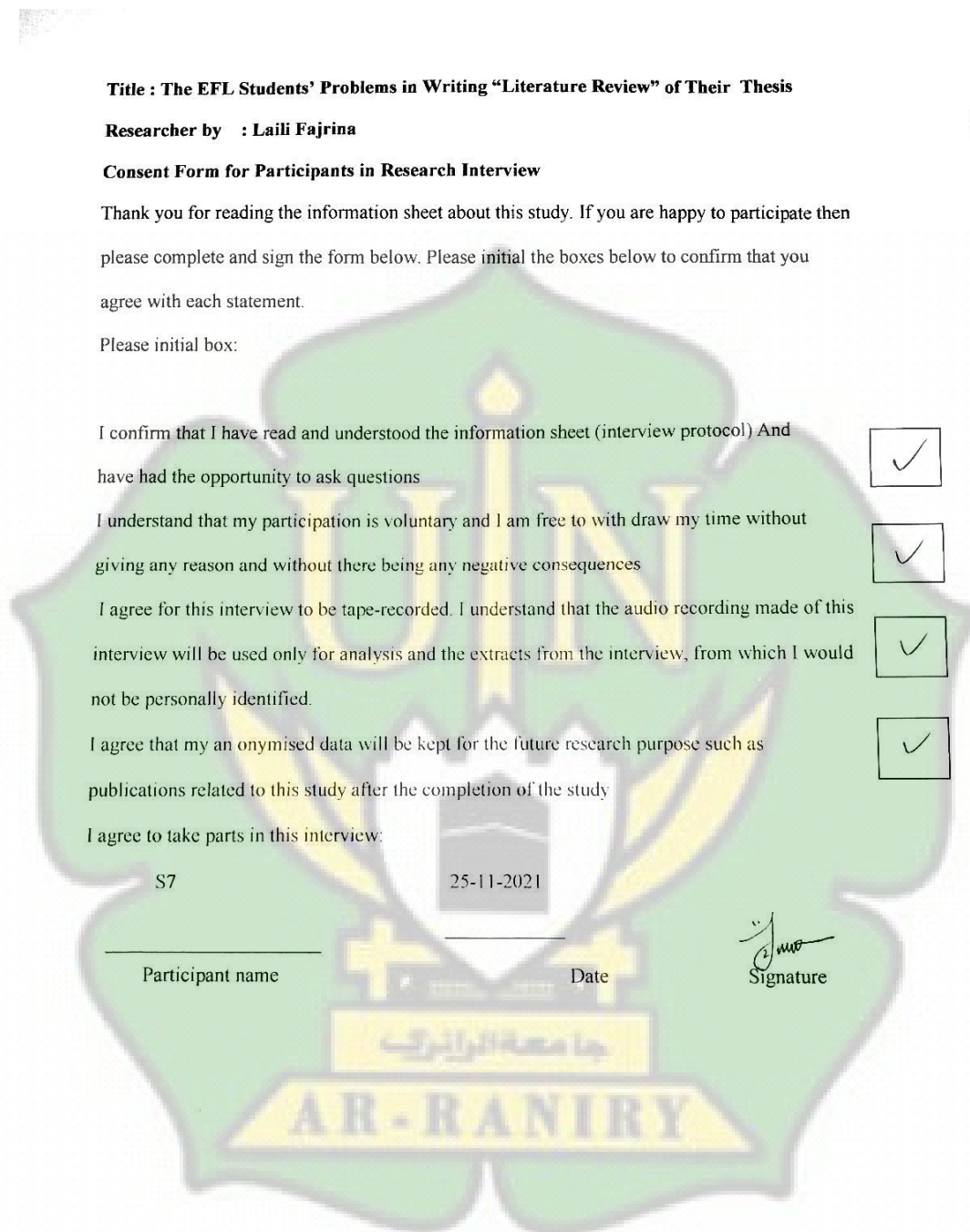
I agree to take parts in this interview:

S7                          25-11-2021

_____          _____                    

Participant name                    Date                 Signature

**Title : The EFL Students' Problems in Writing "Literature Review" of Their Thesis**

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I agree that my an onymised data will be kept for the future research purpose such as ☑

publications related to this study after the completion of the study

I agree to take parts in this interview:

S8                                    25-11-2021

_____          _____                    _____

Participant name                          Date                      Signature