

UNDERGRADUATE STUDENTS' DIFFICULTIES IN WRITING THEIR THESIS LITERATURE REVIEW

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Abstract

As there is a lack study investigating the students' way in writing their literature review. Also, the difficulties and the solutions in writing literature reviews in Indonesia. This study aims to prove the data about that. Using qualitative study, this research collected the data by doing interviews with five students from the last semester of their bachelor's degree who are still writing their thesis. The data prove that the students write their literature review by selecting suitable material from various sources, writing in a complete and sequential way following the template of another research despite of having undergraduate thesis guidelines and supervision with the lecturers. Besides, their difficulties are identified as deciding the content, coping with lecturer's expectations, making coherence of the idea, grammar, finding good quality sources as some of them are paid access or difficult to find. Those are solved by taking examples from already published documents as they have been revised and well-arranged.

INTRODUCTION

Writing literature review and discussion sections is not an easy task, it requires good skills in both reading and writing. According to Khazaal (2019), one major challenge in writing academic texts is finding related literature suitable to the writer's own idea. According to Shahsavar & Kourepaz (2020) it is essential for the writer to access many sources related to the study in the writing of literature review. There are many possible difficulties in writing literature reviews such as finding the right reference, connecting the reference with the statement, and writing coherently.

Nowadays, with the help of the internet, students have better opportunity to access abundant resources of literature for their literature review, however, it also requires the students to have decent language proficiency as most of the literature found in the internet are written in English (Bari, 2020). This makes writing literature review even more difficult for EFL learners as it requires knowledge in L2 such as vocabulary and grammar to understand the sources written in English. According to Puspita (2019) problems in writing thesis are mainly divided into linguistic problems and non-linguistic problems, linguistic problems encompasses any difficulties caused by language related factors such as vocabulary and grammar, while non-language problems related to any difficulties that are not related to language such as laziness, relationship with lecturers, anxiety, lack of support and materials. Also, Fitriyah (2021) stated

that the students might encounter several challenges in writing their research in a foreign language, let alone organizing their writing to their university's formatting standard.

Many studies reported a variety of difficulties related to academic writing in a foreign language, a recent study conducted by Shahsavar & Kourepaz (2020) it is indicated that most students, were unable to properly synthesize, criticize, and explain the literature that is used in their writing as they tend to summarize others' interpretations. Moreover, Bacha (2019) found that the majority of the students were lacking skills in creating a coherent connection between their statements and literatures. In terms of EFL students, Fitriyah (2021) found that students in English academic writing have difficulties regarding the structure, developing ideas, and choosing vocabulary related to their own topic. Moreover, in the study conducted by Khazaal (2019), most students are having difficulties in expressing their ideas in English, let alone synthesizing their ideas.

Considering the importance of writing for undergraduate thesis for university students and the many possible difficulties in writing literature review, the researcher is interested to study students' difficulties in writing literature review of their undergraduate thesis. Based on the exposure above, the research questions are inferred as follows:

1. How do the students write literature reviews?
2. What are the factors causing difficulties in the writing of literature review?
3. What are the students' solutions to the difficulties in writing literature review?

LITERATURE REVIEW

Academic writing holds an important role during students' enrollment in higher education such as university. According to Eardley (2019) at university level, the ability to write undergraduate thesis determines students' credibility and knowledge as consideration to finish education at university. Moreover, Agricola, Prins, Schaaf, Tartwijk (2021) stated that undergraduate thesis act as the evidence of student's expertise on certain fields of study. As stated by Oshima & Hogue (1999) through scientific writing students are able to express their arguments, statements and research experiences supported by theories and related literatures.

According to Leite (2019) writing a thesis is not an easy task, it has to be written in an organized way and covers all the necessary structures of scientific text. Therefore, the writing of academic texts requires supervision from instructors and experts at academic writing. According to Lestari (2020), scientific writing should be written in a logical order, starting from Introduction, literature review, research method, findings and discussion, as well as conclusion and suggestion. One of the most important abilities in constructing scientific texts is referencing, as stated by Bacha (2019) that in order to write scientifically, it is necessary for the writer to connect their ideas with references to support their writing.

In the writing of academic texts, it is a must for students to include references to support their studies. According to Bailey (2011), academic writing has evidence and references to support its statements. Moreover, Bacha (2019) stated that using information to one's advantage is a key part of learning. A literature review refers is a section of scientific writing that involves a critical evaluation of related literature which is integrated in coherence with the research

statement (Nakano & Muniz, 2019). In order to write literature review properly, it is necessary for the writer to provide information related to the context, identify areas of prior work as well as give proper credit to original author to prevent duplication (You & Li, 2021). Moreover, identify inconsistencies: gaps in research, conflicts in previous studies, open questions left from other research. According to Snyder (2019) a good literature review is signified by proper synthesis and understanding of the context, it contains reasons or arguments and a summary of several literatures in a discursive form that leads to a conclusion.

Literature review and writing form the basis of every academic research and writing, and it is the most significant and indispensable for every academic research work (Leite, 2019). Moreover, according to Dina (2021), a literature review is a written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. Literature review sections usually exist longer and more formal types of academic writing such as theses and dissertations. The first is the availability of many comprehensive databases that report on grounding theory and related studies and the second is a coherent description, summary and synthesis of the content from the sources. According to Shahsavar & Kourepaz (2020), to write a thesis effectively, students need a strong foundation at the literature review as many definitions emerge from the review of related literature.

The other major problem in addition to linguistic problems is content organization. The students might encounter difficulties in writing a literature review such as selecting relevant references, restricted access to journals and textbooks, the language of the references was difficult to understand, lack of ability in writing literature reviews, and lack of supervisor comments (Dina, 2021). Moreover, Leite (2019) stated that the completion of a literature review is a challenging and necessary process for understanding one's own field of expertise as knowledge is always transitory, but good researchers are grounded in sophisticated literature reviews, which reveal a writer's training and long-lasting academic skills. We recommend using the LR checklist as a tool to strengthen the skills necessary for critical academic writing (Snyder, 2019).

Using information to one's advantage is a key part of learning. According to Walter (2020), writing literature review might become even more difficult particularly in terms of reporting on student perceptions and experiences of this genre, evaluating the success of specific interventions targeting literature review writing, and analyzing citation patterns in literature review corpora to inform pedagogy. As stated by Badenhorst (2019) that writing the literature review is characterized as complex, demanding, challenging, and overwhelming because many graduate students do not fully grasp and find it difficult to write. Failure in rewording and referring to the original author properly may lead to possible accusations of plagiarism (Paszyk & Stawiarska, 2019). Plagiarism is a serious offense in the academic community and may lead to disciplinary action.

Based on the previous study above, the gaps found that a study was focused on a literature review of the completed thesis. Moreover, the other studies focused on difficulties in

writing thesis in general. Therefore, this study aims to explore students' difficulties, the contributing factors, and solutions in writing undergraduate thesis literature review during the writing and consultation process. In this way, the study can reflect more on difficulties based on students' original competence with less contribution from advisors. Furthermore, this study focused on literature review instead of general thesis writing difficulties.

RESEARCH METHOD

In this study, the researcher chooses a qualitative research design to analyze and present a factual field phenomenon to answer the research questions. The data collection was carried out using semi-structural interviews using L1 to get deeper detail from the participants' responses that were then translated into English and processed for data analysis. Qualitative research outlines illustrative and narrative presentation of the data instead of numbers. In this study the researchers used descriptive qualitative research design to describe factual phenomena from the field data.

There are several criteria about people that are included as the participants in this study. The participants must be in the last semester of their study in bachelor degree, also still in the process of writing their thesis. In this research, the data were taken from interviews about difficulties in writing literature reviews in undergraduate theses based on students' experience, also the students' solutions in facing the problems.

In research procedures, the researcher conducted the study in organized order and stages to get suitable and valid data. First, the research began by designing a research framework by choosing topics, gathering information about issues and importance related to the topic. From the background of the study, the study continued by formulation of the research problems along with research designs to decide a suitable method to answer the research questions. After the research design was formulated, the researcher started the sampling and selected five English Department students who underwent thesis as final assignment as suitable respondents. The researcher conducted a semi-structured interview consisting of 12 questions adapted from Dina (2021). The adaptation mainly changed the focus of the question that is originally for thesis writing difficulties to be more focused on literature review section. There are three items that are focused on other chapters such as introduction, method and findings are removed. After all the required data are collected, the data are analyzed using descriptive qualitative based on Creswell & Guetterman (2019) a qualitative analysis model that starts with data selection, coding and followed by grouping. After all the required data are organized, the researcher presents the data in the findings and discussion based on research problems. The researcher then presented the conclusion of the study based on the results of the discussion and stated suggestions to encourage further research on this topic of research.

The interview was conducted using WhatsApp voice notes or video calls due to social distancing protocols in the midst of COVID-19. The researcher has the structured questions prepared before the interview collected from many sources and previous research and use those structured questions to get the data and give follow-up questions if the data collected is not sufficient for the study. Moreover, the researcher also analyzed the participants' first draft of

literature review. The data is then analyzed and translated in English for the data presentation in the finding and discussion.

To answers the research questions, the researcher analyzed the data by using qualitative data analysis based on Creswell, JW, Clark (2018) which organizes raw data into organized meaningful whole conclusion . According to Creswell, there are six steps required for the researcher to analyze the meaning of field data efficiently. The analysis process involves organization of data, review, description, and conclusion. Organizing the involves selecting important data in the transcript, grouping the data in categories based on the research problems. Reviewing the data is important to make sure no important data is misplaced or missing as the results must represent all responses of the participants. Generating description of data aims to gain accurate representation and explanation of the information in detail to support data presentation. Finally, the conclusion is about the interpretation of the whole finding and discussion by stating the important points based on the results of the research.

FINDINGS

In order to answer the research questions, the researcher divided the finding section based on those three research questions. First, it is how the students write literature review, and then students' difficulties in writing literature review, also the solution to difficulties in writing literature review.

4.1.1 How the Students Write Literature Review

The first analysis is to identify difficulties in writing literature review. The study focused on writing, finding information and paraphrasing aspects of the literature review. Here is the example in terms of how students write literature reviews. To ease the researcher in writing the findings, the researcher uses abbreviated names for the participants. S1 is for the first participant, S2 is for the second participant, S3 is for the third participant, S4 is for the forth participant, and S5 for the fifth participant. The finding of the way students write their literature review is written in the Table 4.1 below.

Table 4. 1Analysis of How Students' Writing Literature Review

Question	Transcription	Interpretation	Responses
How do you write your literature review?	S1: Yes, usually, I see from various literature and keep going until I get relevant literatures.	Selecting suitable material for the thesis from multiple sources	2
	S2: Yes , I usually take certain text from source and arrange it correspondingly with the thesis.		
	S3: The strategy is to write as complete as possible what will be discussed in the thesis, so all topics should be covered in chapter 2.	Write a literature review as complete as possible	1

My strategy is to narrow the topic accordingly based on the concept, for example if the text is about listening difficulties. We search listening first then, more detailed like continue to listening in EFL, then discuss the difficulties and just Keep going for previous studies.	Writing in sequence from general to specific topics	1
S5: Personally, I take thesis of a similar person , I see sub chapter arrangement, then take some portion of the text from that thesis, and I mixed it together one to another so it's not too similar.	Following the template of similar research	1

From the data above, there are 4 kinds of methods used by students in writing literature reviews such as selecting suitable material from various sources, writing as complete as possible, writing in sequence from general to specific topics as well as following the template of another research.

As writing literature review needs some sources, the students suggested several sources that be used to assist them in writing their literature review. The sources are written in Table 4.2.

Table 4. 2Analysis of How Students Found Sources for Literature Review

Question	Transcription	Sources	Responses
What sites that help you in finding sources when writing literature review?	S1: I usually just google it, there are many article that we can take.	Google	3
	S2: I look at Google Scholar because there are many good articles that appropriate for the thesis.	Google Scholar	3
		Academia	1
	S3: I searched in many sources, like Google Scholar, Academia, Eric Gov or google search, then if want to search good one tandfonline and sinta but I seldom to do it.	Eric. gov	1
		Tandfonline	1
		Sinta	1
		researchgate	1
	S4: I usually just browse via google scholar and researchgate the articles there are more varied and good enough.	Repositories	1
	S5: I usually google it on some campus repository there are lot of thesis , you can see abundant of journals in google scholar.		

The data above shows that the frequently visited sites is Google and Google scholar. Those sites are used by three students. Not only that, the students also used the other online publishing site like Academia.edu, Eric.gov, Taylor and Francis Online, Sinta, ResearchGate. It is also can be inferred from the data that only one student that used online repository.

In terms of students' material selection criterion, there are three notable patterns on the criteria of the students in selecting their sources. The data are presented in Table 4.3 below.

Table 4. 3 Analysis of Students' Source Selection Criteria

Question	Transcription	Interpretation	Responses
What is source criteria that you usually take for the references in your literature review?	S1: If I have to choose, I choose thesis, the writing structure are similar and there are more literature in thesis compared to journal where there are less references and most have been summarized.	Choosing undergraduate thesis as reference	2
	S5: I use undergraduate thesis, I seldom use journal, and for thesis is in the different level, and what I am about to complete is thesis.		
	S2: My criteria is the same topics, but because it's impossible, I look for it separately, for example I am reading habit and digital reading, means that I look for it a number of article about reading and some about digital.	Choosing material containing one of the topic	2
	S4: Criteria is to be relevant or same research, however example there is that's it about reading but not difficulties, so I just take the reading topics, for the difficulties I search from other articles.		
	S3: Yes, my source must contain source or theory for example from Robert or who that is. basically do theory, after that I search the latest 2019 2020 research.	Choosing main theory and newer sources	1

The data above shows that there are two students tend to choose a thesis as a reference so they can understand what undergraduate students need to be written at the same level of literary works. Moreover, there are also two students who tend to gather sources containing one of the topics in their study so they can combine it with other sources to get relevant ideas. Other than that one student tends to search for newer sources containing theory.

In finding sources, there are several considerations in choosing them to be included in the students' literature review. It relates to the research method that the sources used. The data are shown in Table 4.4.

Table 4.4 Students' consideration of research method in the source that they found

Question	Transcription	Interpretation	Responses
Do you consider the research method that you read in the sources that you find?	S1: Relevancy, yes but the method is not, because finding research with the same method is difficult.		2
	S4: Not for literature review because only theory and relevant research is needed not method.		
	S2: Yes Of course, apart from the topic anyway method is also important because can for comparison in the previous study. You have to find different relevant articles		3
	S3: Yes, sometimes it happens to be quantitative but sometimes I search source in qualitative too, but more to quantitative, so that I can sample the questionnaire and how he researched it for us to use later.		
	S5: Yes, if possible, it matches my research question as much as possible, because this method is the most crucial in the thesis, so that it's not wrong, I'll just compare the method to the one who passed the exams, so if they already passed their exam, their method is correct.		

From the data above, it can be concluded that there are two students that did not consider the method in the source that they take. In contrast, the other three students pointed out that they consider the research method as well.

Based on the data above, the reason why the students did not consider the research method is because of difficulties in finding relevant research that contains the same method. They also stated that in literature review the only thing students need is relevant topics. Meanwhile the reason why the students consider the research method is to make a difference with other studies so the method should not be the same as relevant researches. Moreover, the

students also consider a similar method to gain examples of research instruments and provide examples of the research method itself.

4.1.2 Students Difficulties in Writing Literature Review

As this study investigate the students' difficulties in writing literature review, there are three noteworthy obstacles that they faced. The data are written in Table 4.5 as follows.

Table 4.5 Analysis of Difficulties in Writing Literature Review

Question	Transcription	Interpretation	Responses
Do you find any difficulties in writing literature review so far?	S1: Overall, I don't have any difficulties, most of them are taken from references, the most difficult thing is connecting sentences between sources and choosing the relevant sources.	Making coherent relation between sentences	1
	S2: Nothing, maybe the grammar and the paraphrase, I didn't copy and paste everything, so I rewrote some of the sentences.	Grammar and paraphrase	1
	S3: That's the difficulty, if we write without a clear direction, sometimes we write it wrong, and eventually it gets deleted, so we're wasting time and even adding revisions.	Difficulties in deciding what to write	
	S4: The difficulty seems to be that we don't know whether what we are referring to is appropriate or not, because for example, the discussion on reading is very broad, but there we are usually guided by the lecturer.		2
	S5: There doesn't seem to be any difficulty, it's just that when we review it, sometimes it's too short, so it has to be added.	No difficulties	1

The data above shows that the most frequent difficulty in writing literature review is deciding the content of the review. Here the students stated that the content they write is not in line with the lecturer's expectation. The other difficulties are mentioned once by other two students including making coherence and grammar and paraphrasing as it is necessary to construct a comprehensive literature review. Meanwhile, one student mentioned there is no difficulties in writing literature review.

The students also asked about their difficulties in finding the sources. The data are shown in Table 4.6 as follows.

Table 4 Analysis of Difficulties in Finding Sources

Question	Transcription	Interpretation	Responses
Do you find any difficulties in finding the sources? What are they?	S1: It's not difficult to find, but choose the right one might be a little bit hard.	Difficulties in finding suitable sources	
	S2: My lecturers tend to be paying attention to a good source and research journals, that way I confused find the appropriate one for my thesis.		2
	S4: Sometimes I find article at the ResearchGate, but sometimes it can't be downloaded, keep going some can be downloaded but can't be copied, so it is better not to be limited like that.	Difficulties in finding good open access sources	1
	S3: None, I mostly search existing source inside the other source, so no need read too much. Because it is already summarized in that source.	No difficulties Reason: 1. The participant use sources inside a source that has already been arranged	
	S5: There are many undergraduate thesis on the internet, and I happens to ask for upperclassmen's thesis, and they suggested to just change the variable, the format I matched them with undergraduate thesis from Unisma.	2. Many sources of undergraduate theses on the internet, and using the format from upperclassmen at the same university with the same format.	2

From the findings that are written above, it can be inferred that three students mentioned their two difficulties in finding the sources, and then the other two students pointed out that there is no difficulty in finding the sources.

Those three students explained their obstacles in finding suitable sources as many relevant sources sometimes do not contain what students need and aim to search. Moreover, there is difficulty in finding open access sources. The other two students did not encounter difficulties because they used an already arranged format from another undergraduate thesis.

Additionally, those two students that stated there is no difficulty is because they use sources inside a source that has already been arranged. Also, many sources of undergraduate theses in the internet, and using the format from their seniors' thesis at the same university with the same format.

Another difficulty was also investigated; it is their obstacles in paraphrasing. The data are shown by Table 4.7 below.

Table 4.7 Analysis of Difficulties in Paraphrasing

Question	Transcription	Interpretation	Responses
Do you find any difficulty in paraphrasing?	2 examples S1: I haven't paraphrased yet, but I have mine, maybe when I want to plagiarize, so I don't know where the difficulty is. S5: It's easy to paraphrase, just change the words, right, but I don't know anymore because I haven't reached that stage yet, and I've had a lot of quirks too.	Not yet identified difficulties in paraphrasing	all participants

The data above indicated that the main reason why students did not have difficulty in paraphrasing is because they have not yet taken plagiarism check so paraphrasing is not their main concern, especially in literature review. Besides, it is stated that the student still has not finished their literature review stage. Thus, they did not find any difficulties yet.

Another factors that affect the students' difficulties in writing literature review also investigated in this study. Those several elements are proven in Table 4.8 below.

Table 4.8 Analysis of Factors Causing Writing Difficulties in Literature Review

Question	Transcription	Interpretation	Responses
Based on your experience, what factors that can make writing difficulties in writing literature review?	S1: Maybe from facet connect the words, and find the suitable one. S4: Connect each literature to be coherent is hard, to compare or connect is rather difficult for me.	Making coherence between citations from sources	2
	S3: Time, everyone writing thesis is constrained by time. especially when in this chapter 2 is not suits what the lecturer wants.	Time limitation and lecturer's limitation	1
	S5: Yes, obstacles first at the beginning before accepted that proposal often told search books and books this all on google should be buy, and the dollar is expensive, but finally I ask to senior given know how look in other scripts that use reference book. All that's left is the word cited in e.g. Oxford in Sandria (2021).	Finding free books as reference on the internet	1
	S2: Yes, the journal must nice, there should be an international	Finding good journal on the internet	1

journal, and not suggested by lecturer to take from thesis.

Based on the data above, the researcher found that the most frequent factor is making coherence between the text that is encountered by two students. Moreover, the other factors are mentioned once by three different students each, it includes time limitation for students and lecturers, finding free open-source books on the internet, and finding good journals on the internet.

Moreover, in terms of factors causing difficulties in finding sources on the internet, there are four students who mentioned factors causing difficulties in finding good sources for literature review. The data are presented in Table 4.9 as follows.

Table 4.9 Analysis of Factors Causing Difficulties in Finding Sources

Question	Transcription	Interpretation	Responses
Do you find any difficulties in finding the sources?	S1: No there is, it's just sometimes a number of journal or essay which good is not open access so it requires certain websites like Sci-hub for open.	No difficulties Reason: using Sci-hub to open the access	1
	S2: Good journal in Sinta level is quite rare, so it is difficult to find.	Rarity of good journals such as Sinta and Scopus	1
	S3: According to what I find, most good books are paid , so I use book reference from other article.	Finding free books for some references	1
	S4: It's not difficult to just search, what was difficult when we read from the article was that there wasn't anything suitable to be included in chapter 2. So you had to delete it and then search again.	Some sources do not contain information needed	1
	S5: It's easy to find, but the problem is writing down the references. Sometimes there are good references, but there's no reference where to get them, you have to look for other sources.	No reference in the source	1

From the data above, the researcher found that there are four factors mentioned by four students, each student with their factors. The factors include the rarity of good journals such as Sinta and Scopus level journals, finding free books as references, and some good information that does not contain references to cite and cannot be used. However, there is only one student who did not have difficulty with the help of Sci-hub to open any access to restricted documents.

In terms of the factors causing paraphrasing difficulties, not all students mentioned them. The data is provided in Table 4.10 below.

Table 4.10 Analysis of Factors Causing Paraphrasing Difficulties

Question	Transcription	Interpretation	Responses
Based on your experience, what makes paraphrasing difficult for you?	S1: Because not yet tried, I don't know, maybe later grammar is hard, it is also hard not to change the meaning.	No factor of difficulties because the students haven't paraphrased yet	3
	S5: I haven't gotten to that yet, so I don't have any, I just tried paraphrasing, you can just look for synonyms, changing sentence structure is a bit difficult in my opinion.		
	S3: For now there is not		
	S2: Maybe the level of accuracy, yes, if you change a lot it can have a different meaning, but if you change it a little it's still subject to plagiarism.	Difficulties in ensuring consistency of meaning	2
	S4: Hmmm when we finish the paraphrases it turns out that they are still being detected and instead they are separated not in one paragraph, so it's rather difficult because if you change one, you're afraid it won't connect.		

The data shows that only two students mentioned that they had certain difficulties, while the other three mentioned that they did not have any difficulties because they have not yet started to paraphrase. The first student with the paraphrase difficulty mentioned that paraphrasing is challenging caused by difficulties in ensuring the consistency of the meaning. Meanwhile, the other students mentioned that the difficulty was caused by being detected by Turnitin after paraphrasing.

4.1.3 The Solutions to Writing Difficulties in Literature Review

The study also provides the way the students solve their problems in writing literature review. The researcher found four different solutions mentioned by the students. The data is presented in Table 4.11 below.

Table 4.11 Analysis of Solution for Writing Difficulties in Literature Review

Question	Transcription	Interpretation	Responses
What do you do in solving your problems in writing literature review?	S1: For writing problems, I will see a good person's thesis, which is in English, then I will see how he connects what he said.	Taking example from another research	1
	S2: Yes, you're smart, you're smart, you just have to pay attention to the meaning.	Ensuring meaning consistency and word organization	1
	S3: Yes, for problems with the lecturer, let's just follow the revision and don't write anything else that the lecturer doesn't ask for.	Relying on lecturer's advise	
	S5: In making chapter 2, usually I write as much as I can, I don't have to much first, then I go straight to the consult, so we were advised which ones to revise, we just follow them, so it's better if we write as much as we can and continue directly to the consul instead of being complete and lots of it turns out to be wrong and tell it to delete.		2
	S4: Yes, I wrote in full, but I reduced it to a minimum, so it's complete, but at least so there's not a lot of plagiarism, then I add a lot of what I said.	Writing briefly as complete as possible.	1

From the transcripts above, it can be indicated that the solution includes taking example from another research. This solution is used for difficulties in arranging ideas because the ideas from published documents have been through various revision so the ideas are mostly well-arranged. In addition, another solution is done by ensuring the meaning consistency and word organization. Next, the lecturers' advice can be the solution in facing problems in writing. Also, writing briefly as complete as possible can be considered as the solution.

Table 4.12 Analysis of Solution to Difficulties in Finding Sources

Question	Transcription	Interpretation	Responses
Do you find any difficulty when you search the sources?	S1: If there is a problem with the source, yes, I used a sci hub, but sometimes there are things that still can't be opened.	Using sci-hub to open protected access	1
	S2: I keep looking until I find it, if it's hard to find on the web, so I'll just google it, for example, how much is this	Keep searching	2

journal, there are lots of sources, if we search for it, if we can't find it, it means we haven't really looked for it.		
S4: Usually, if I can't download good articles, I use sci.hub. but sometimes you can't, so if that's the case, you have to look for something else that's good.		
S5: I'm just looking for the source in the thesis that he quoted, we'll re-quote it, automatically if the language is the same as the source, it can also be used.	Using source in another undergraduate thesis	1

From the data above, it is indicated that the solutions include the use of certain cite like Sci-hub to open protected access, this is the solution for those who have difficulties regarding restricted access in documents. Moreover, the second solution is by keeping searching as internet contains abundant information around the world, those who doesn't find what they need just doesn't try find long enough. The other solution mentioned by a student is using already existing source and citation from other documents.

In term of solution to paraphrasing difficulties, the researcher found that there are three kinds of solution used by the students. The analysis is provided in Table 4.13 below.

Table 4.13 Analysis of Solution to Paraphrasing Difficulties

Question	Transcription	Interpretation	Responses
	S1: Maybe I'll use the paraphrasing tool and then I'll cross-check again, after that it's in Grammarly. The problem is if the paraphrasing tool just gets messed up, bro, I used to mess up the course of writing.	Using paraphrasing tool and Grammarly	1
	S2: Yes, because of the consideration earlier, I just changed the ones that used Grammarly a lot so that there were no grammatical errors, after that I saw that the changes made no sense.	Rechecking paraphrased sentences using Grammarly and ensuring the meaning consistency	2
	S3: I made sure that what I read wasn't the same but when I interpreted it the same.		
	S4: When it comes to paraphrasing, I usually just write down everything, then I turnitin myself, then I revise	Write completely then paraphrase if detected	2

and change the words. And that was just so that there aren't too many references, use as complete and minimal as possible and add lots of my words.

S5: In my opinion, we write first as much as we can and then paraphrase if there is plagiarism.

The data above shows the solution to overcome difficulties in paraphrase. The first one is using the combination of paraphrasing tool and Grammarly to make sure that the rearranged sentences are in correct grammar. However, this kind of solution might result in different meaning. The second solution is the same with the previous solution but with addition to checking meaning consistency to make sure the meaning still the same. Moreover, the third solution is by rearranging all the text and see whether it is detected by Turnitin then rearrange afterwards.

DISCUSSIONS

In answering the first research question, the researcher aims to identify the difficulties in writing literature review. The data indicated that the most frequent difficulty in writing literature review is deciding the content of the review because sometimes the content that they write is not in line with the lecturer's expectations. This is related to how the students write a literature review in table 4.1 that they take some portion of an existing research and combine it with several other studies. Here, none of the students did not consider making the coherence of the idea, so the content might not relate one to another and thus did not meet the standards of the lecturers. This is in line with the findings of all the previous studies including Shahsavar and Kourepaz (2019), Fitriyah (2021) and Puspita (2019) that one of the main difficulties in writing literature review is deciding the content of the research. Other than that, related to the difficulties in making coherence, Shahsavar and Kourepaz (2019) also explains that even the proficient students still have difficulties in synthesizing, criticizing and summarizing the content of their literature review.

Aside from coherence and content, the students also mentioned the difficulties regarding grammar and paraphrasing. However, the students did not prioritize this difficulty, as explained in table 4.3 that none of the students did not consider paraphrasing before the research was done as necessary, because it can be done later when checking plagiarism. This is in contrast with Puspita (2019) that students are having difficulty paraphrasing the content. But this is in line with two other previous studies that none of the mention grammar and paraphrase as the difficulties encountered by students.

In terms of the difficulties in finding sources, several students encounter difficulties in finding suitable material for their studies, as mentioned in table 4.6, the problem occurred as the lecturer advised them to find in specific quality sources such as Sinta journal which is difficult to find and books that mostly have paid access. In this case, the students are limited to where they find sources. Other than limitations, the students mentioned that in many relevant sources, sometimes the information they require does not exist. This result is also related to the students' searching preferences in table 4.2 that the majority of the students search through Google directly or Google Scholar, while other sites such as Sinta, Tandfonline and academia are only used by one student each. This is in line with the study of Fitriyah (2021) which also found that several students are still having difficulties in finding material for their literature review caused by difficulties in understanding scientific writing in English.

In terms of difficulties in paraphrasing, the majority of the students did not consider paraphrasing as difficult because most of them did not start to paraphrase yet unless they were advised to or underwent plagiarism checks. Other than that, the students tend to use automatic paraphrasing apps combined with Grammarly to simplify the task. This is in contrast to Puspita (2019) and Fitriyah (2021) who found that students consider paraphrasing difficult while writing literature reviews. This difference might be caused by when the students paraphrase as in this study the students have not yet undergone paraphrasing so the researcher did not acquire sufficient information regarding paraphrasing difficulties.

Regarding the solution for difficulties in writing literature reviews, it can be indicated that the solution includes taking examples from other research. this solution is used for difficulties in arranging ideas because the ideas from published documents have been through various revisions so the ideas are mostly well-arranged. This is also partially in line with the previous studies by Fitriyah (2021) that students are having difficulty writing literature reviews and tend to take examples from other academic writing because of a lack of information on how to organize academic texts. Meanwhile, this study revealed that the students were still taking examples from other academic writings despite having undergraduate thesis guidelines and supervision with the lecturers.

From the data above, it is indicated that the solution includes the use of certain cites like sci-hub to open protected access, this is the solution for those who have difficulties regarding restricted access in documents. Moreover, the second solution is to keep searching as the internet contains abundant information around the world, those who don't find what they need just don't try to find long enough. The other solution mentioned by a student is using existing sources and citations from other documents. This is in line with the study by Fitriyah (2021) that students encounter difficulties in finding and reading many references such as a journal, book, and paper. However, this is in contrast to Shahsavar and Kourepaz (2019) also mentioned that the difficulties are not about finding material for literature review, but about understanding the information from that source.

The data above shows that the solution to overcome difficulties in paraphrasing, the first one is using a combination of paraphrasing tools and Grammarly to make sure that the

rearranged sentences are in correct grammar. However, this kind of solution might result in a different meaning. The second solution is the same as the previous solution but with the addition of checking the meaning consistency to make sure the meaning is still the same. Moreover, the third solution is by rearranging all the text and see whether it is detected by Turnitin then rearrange afterwards. This is in line with Puspita (2019) and Fitriyah (2021) who found that the students also rearranged the words and sentences as well as checking the grammar using Grammarly. However, what distinguishes the result of this study is that none of the previous studies mentioned the use of automated paraphrasing tools.

CONCLUSION

The result concluded that the students write literature review by selecting suitable material from various sources, writing in complete and sequential way following the template of another research despite of having undergraduate thesis guidelines and supervision with the lecturers. There are eight sites where students find their sources, like Google, Google Scholar, Academia, Eric.gov, Tandfonline, Sinta, ResearchGate and Repository from any university. In terms of preference, students tend to choose undergraduate thesis as a reference, finding random material containing one of the topics and choosing main theory and newer sources. However, there were only three students who considered finding a similar research method to the previous research.

In terms of difficulties, there are seven difficulties in writing literature review such as deciding the content, coping with lecturer's expectations, making coherence of the idea, grammar, finding good quality sources as some of them are paid access or difficult to find. Moreover, the students also have difficulties in finding suitable material that fits into their writing. However, in terms of paraphrasing, none of the students encountered difficulties because they had not yet paraphrased or taken a plagiarism check.

Regarding the solution for difficulties in writing literature reviews, it can be indicated that the solution includes taking examples from already published documents as they have been revised and well-arranged. In terms of finding sources, the solution includes the use of certain cites like sci-hub to open protected access, keep searching on the internet, and using existing sources and citations from other documents. As for paraphrasing, it is shown that the first solution used the combination of paraphrasing tool and Grammarly, the second solution is checking the meaning consistency to make sure the meaning is still the same and the third solution is rearranging all the text and see whether it is still detected by Turnitin then rearrange afterwards.

Based on the conclusion above, the researcher provided suggestions to the students, lecturers and the next researcher as follows. For the students, it is suggested to consult more on how to write literature review on undergraduate thesis writing guidelines from the respective university as it contains suitable format based on university standard. For the lecturer, it is important to guide the students in terms of making coherence and how to find good sources for their writing as it is the most common difficulty encountered by them. For the next researcher, it

is suggested to use a questionnaire prior to the interview to select suitable participants instead of choosing the participants randomly.

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