Why am I Doing My Thesis? An Explorative Study on Factors of Undergraduate Thesis Performance in Indonesia

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Abstract

Writing an undergraduate thesis is a formidable task, especially in Indonesia where writing is not engrained in its culture. Therefore, this study aims to explore the internal and external factors in writing an undergraduate thesis. A qualitative research design was used. Phase 1 used an online questionnaire (*n*= 143) to find encouraging and obstructing factors. Phase 2 used an in-depth interview (*n* = 48) to validate findings from Phase 1. A general inductive approach was used to analyze data. Phase 1's findings were students' perceptions about undergraduate thesis and categories of encouraging and obstructing factors in writing a thesis. Writing under graduate thesis was more driven by external factors (e.g.deadlines, others expectation) than by internal factors. Neglect of writing the thesis, however, was caused more by internal factors (e.g. lack of knowledge and skills, doing other activities). Phase 2's findings validated phase 1's findings which consist of 11 encouraging and 8 obstructing factors.

Introduction

Writing an undergraduate thesis is mandatory for university students. Indonesian qualification framework define an undergraduate thesis as a scientific study where students have to apply theory and knowledge to create a solution for a social problem (UNPAD,

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2019) They start from observing a phenomenon in society, making a research question, building a research design, collecting data, analyze data, and writing down the result. It is an individual piece of work whereby each student is supervised by one lecturer, and they have to defend their work two or three times on: research proposal, research result, and knowledge comprehension (UNPAD, 2019).

Writing an undergraduate thesis can be a formidable task for students. Firstly, a student has to use all the knowledge from prior learning (Dong, 1998). Secondly, Its high demand (i.e. restricted time, feedback from supervisor) makes students prone to experience stress (Wardi & Ifdil, 2016). Students have to manage when to write a report, read the articles, make an appointment with a supervisor, and discuss with their peers and supervisor (Ursia, Siaputra, & Sutanto, 2013). Thirdly, difficulties are also faced by the lecturers as supervisors, especially when they have no general knowledge about the students' difficulties in making an undergraduate thesis (Bitchener, Basturkmen, & East, 2010). Fourthly, the amount of time that students spent in writing their undergraduate thesis not only depend on themselves but also on the availability of the supervisors and research respondents (Agustiningsih, Cahyadi, & Susiati, 2017). Therefore, it is common to find students have a fluctuative performance. A study at Universitas Padjadjaran found that at least 18% of students per year could not finish their thesis in two semesters; specifically in the Faculty of Psychology where almost 50% of senior students do not manage to finish it in two semesters (Arlita, Cahyadi, & Yuanita, 2017).

The reason why some students work on their undergraduate thesis or not is affected by internal factors, external factors, and interaction among those factors (Bandura, 1999). In relation to academicwritingperformance, many studies emphasize internal factors for success and failure such as good communication skills, stress, self-control, and low procrastination (Ursia, Siaputra, & Sutanto, 2013; Wardi & Ifdil, 2016). Other studies emphasize external factors such as peer review, lack of supervisors' knowledge about students' difficulties, and supervisors' availability (Bitchener et al., 2010; González-Ocampo & Castelló, 2018; Moore et al., 2018; Reynolds & Thompson, 2011; Wangid & Sugiyanto, 2013).

Previous study mainly focused on two topics: undergraduate research in one academic discipline and one or two variables related to academic writing performances. Undergraduate research has a different form according to its academic discipline, and different problems can arise according to different areas of the university (Brew, 2013). Moreover, varibles related to academic writing performances are vary, from internal to external factors. Thus, exploringinternal and external factors on undergraduate thesis performance in various academic disciplines become important in order to explain why students doing their thesis.

This study aim to find encouraging and obstructing factors on undergraduate thesis performance within a large variety of academic disciplines. Two research questions are proposed in this study: (1) what external and internal factors encourage students to write their thesis? And (2) what external and internal factors obstruct them in writing their undergraduate thesis?

Methods

Research Design

A qualitative research design was used for exploring and understanding the meaning individuals have to a social or human problem (Creswell, 2009). Therefore, this study means to explore what university students perceive about undergraduate thesis problems.

Participants and Procedure

The population of this study was undergraduate thesis students from every faculty at *Universitas Padjadjaran,* class of 2012-2014. They should have already taken the undergraduate thesis course for at least 6 months. We used convenience sampling and recruited participants through the student's council in each faculty. Recruitment of participant was carried out for one month. The informed consent was provided prior to online questionnaire. It contained information on research procedure, benefit, risk, confidentiality, and contact person of the study.

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Data Collection

Data were collected through two phases (see Table 1). Phase 1 used an online questionnaire to register students' perception of undergraduate thesis and to define encouraging and obstructing factors related to writing undergraduate thesis. Students accessed the questionnaire by Google form. The link had already been sent to the student's council. If the student is willing to participate in this survey, they need to click on the agree button and access the questions on the next pages. If the student decides not to participate, the session diverts to the closing statement of the questionnaire. Those who agree to participate need to fill in the demographic questions and answer six open questions about their thesis. Each response was monitored through a questionnaire link and was analyzed as soon as it was received. At the same time, three research members, consisting of experts in educational psychology, interpreted and classified the responses into categories. Overall, 143 students participated in Phase 1, which was a sufficient number for data saturation and enough variation of variable features (Baker, Edwards, Adler, Becker, & Doucet,, 2012).

Phase 2 was aimed to validate the factors and to identify the possibility of new factors. It consisted of an in-depth interview which conducted three months after the data of Phase 1 had been analyzed. We contacted the participants for an interview appointment. There were seven interviewers that had been trained by the research team. The training includes: (1) how to probe participants' answers, (2) how to use the category list from the previous phase, and (3) a data collection role play. This training was held for 3 hours in one day.

The individual in-depth interview was conducted for 30–45 minutes in participants' classroom or a room at his or her home. For the purpose of validation, the interviewers first asked about the participants' answer in Phase 1. They paraphrased participants' answer (i.e. "In the questionnaire, you mentioned that other activities make you neglect your thesis") and then asked them to explain more about it (i.e. "Would you explain to me how this happened?"). After that, the interviewer showed a list of categories (from Phase 1's analysis), asked the participant to choose and elucidate any of those factors which also applied to them, and finally asked them to explain. The purpose was to provide insights into

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factors validation. All interviews were digitally recorded and the transcription was done by each interviewer.

In Phase 2, a high number of Phase 1's participants were already graduated and were difficult to be contacted. Therefore, we used *maximum variation sampling* to find participants who vary from each other (Suri, 2011). We identified faculty, year of study, and gender as variable features to employ maximum variation sampling. There were 16 faculties at Universitas Padjadjaran and the students who participated in Phase 1 came from classes of 2012, 2013, and 2014. Finally, we had 48 participants in Phase 2 in three months' time.

Data Analysis

This study used general inductive approach in analyzing the data (Thomas, 2006). Triangulation using multiple interpreters was applied to build credibility and trustworthiness of our outcome. For analyzing the questionnaire data we included all research members who mostly already had 15 years of experience in supervising undergraduate thesis. For analyzing interview transcripts, we not only included all research teams but also hired graduate students who had experience in undergraduate thesis-related research. Each verbatim transcript was analyzed by three interpreters (consisting of one research member and two graduate students). Each interpreter made a factor list from all transcripts analyzed. After that, the interpreters compared their analysis and concluded the list of encouraging and obstructing factors.

The analysis of the questionnaire consisted of three steps. **First,** the analysis of the questionnaire began with reading the student's answers for each question. Each student's answer was monitored through a questionnaire link and was analyzed as soon as it was received. **Second,** three research members, consisting of experts in educational psychology, interpreted and classified students' answers into encouraging and obstructing factors. **Third**, the researchers counted the percentage of each factor using *Microsoft Excel*.

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The coding of interview transcripts used *NVivo 11 for Windows* and were analyzed with The Miles & Huberman Framework for Qualitative Data Analysis (Miles et al., 2013). **First,** transcripts were read one by one and were coded to four themes: (1) Internal encouraging factor, (2) External encouraging factor, (3) Internal obstructing factor, and (4) External obstructing factor. **Second,** imported coded transcripts were transferred from Nvivo to 4 *Microsoft Word* documents that refer to the four themes. (The first and second steps were *Data Reduction* component in Miles & Huberman's framework.) **Third**, each *word* document was analyzed to find possible new categories or the statement in the documents was just coded into categories that had already been found. For this third step, we used *Matrices Data Display format* to describe factors (Verdinelli & Scagnoli, 2013).

Table 1
Matrix of Research Question and Data Analysis

	Phase 1	**Phase 2**
Objective	To answer research question(s)	To validate Phase 1's answers
Output	• Students' perception on undergraduate thesis • Themes and factors	• Validation of categories which had been found in Phase 1 • Emerging of new factors
Data Display	Matrices	Matrices
Drawing conclusion (tactics for generating meanings)	• Noting patterns and themes • Clustering • Counting • Triangulation	• Noting patterns and themes • Partitioning variables • Triangulation

Result

Demographics

143 participants of Phase 1 consisted of 75% female (*M* = 21.7 years old; *SD* = 0.86). There were 16 ethnic groups representing the ethnics of 5 main islands in Indonesia (e.g. Aceh, Ambon, Bali, Batak, Betawi, Dayak, Gorontalo, Jawa, Lampung, Manado, Melayu,

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Minangkabau, Padang, Palembang, Sunda, and Tionghoa,). In Phase 2, there were 48 participants, from which 50% were female.

Students' Perception on Undergraduate Thesis

This section describes students' answers from six open questions (Q1–Q6) in Phase 1. Q1 asks about "what is the significance of undergraduate thesis for you?". From Q1, we found that most students valued writing an undergraduate thesis only as an important task for graduating (see Table 4). They had to write and conduct research because it was an obligation as an undergraduate student. On the other hand, the students who valued undergraduate thesis as important for self-development stated that they could sharpen their research skills from the process. They stated that undergraduate thesis was their 'masterpiece' as a student. Some students stated that it was important because it makes them more disciplined. Some quotes about Q1 (the significance of undergraduate thesis):

> *"Undergraduate thesis is an obligation to get a bachelors' degree" (S110)*
> *"It's a final project as a condition of graduation" (S4)*
> *"For now, thesis is my world. It gives me so much to learn: how to be patient, how to keep striving, how to accept. Someday it will be my masterpiece" (S13)*

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Table 2
Phase 1's Participants (n= 143)

Characteristics of Participants	N
Gender	36
Male	107
Female	
Ethnic Groups	2
Aceh	2
Ambon	4
Bali	11
Batak	2
Betawi	1
Dayak	1
Gorontalo	32
Jawa	1
Lampung	1
Manado	3
Melayu	11
Minangkabau	4
Padang	3
Palembang	47
Sunda	2
Tionghoa	
Faculty	
Law	5
Economy &Business	9
Medicine	5
Mathematics &Sciences	4
Agriculture	6
Dentistry	5
Social & Politics	6
Culture	6
Communication	18
Nursery	5
Psychology	50
Pharmacy	6
Oceanology	4
Agricultural Industry	4
Geology Engineering	5
Animal Husbandry	5

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Table 3.

Phase 2's Participants (n = 48)

Faculty	Class	Number of Participants
Law	2012	1 female
	2013	1 female
	2014	1 male
Economy & Business	2012	1 male
	2013	1 female
	2014	1 male
Medicine	2012	1 male
	2013	1 female
	2014	1 female
Mathematics & Sciences	2012	1 male
	2013	1 male
	2014	1 male
Agriculture	2012	1 female
	2013	1 female
	2014	1 male
Dentistry	2012	1 female
	2013	1 female
	2014	1 female
Social & Politics	2012	1 male
	2013	1 male
	2014	1 female
Culture	2012	1 male
	2013	1 male
	2014	1 female
Communication	2012	1 female
	2013	1 male
	2014	1 male
Nursery	2012	1 female
	2013	1 female
	2014	1 female
Psychology	2012	1 female
	2013	1 female
	2014	1 female
Pharmacy	2012	1 female
	2013	1 female
	2014	1 female
Oceanology	2012	1 male
	2013	1 female
	2014	1 male
Agricultural Industry	2012	1 female
	2013	1 male
	2014	1 male
Geology Engineering	2012	1 male
	2013	1 male
	2014	1 male
Animal Husbandry	2012	1 male
	2013	1 male
	2014	1 male

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Q2 asks about "what is the advantages of undergraduate thesis for you?". From Q2, we found that most students perceive that writing an undergraduate thesis have many advantages for them as a students (see Table 4). Meanwhile, there were also some students that percieve thesis is not beneficial besides to get a degree. Some quotes about Q2 (advantages of undergraduate thesis):

"I learn about how to conduct a research. Start from managing my energy, my passion, and ofcourse my data. I really realize that time is precious" (S104)

"I become thoroughful, thinking sistematically especially when I discussed about the thesis with my supervisor." (S55)

"I don't know what make the undergraduate thesis important for me. It stressed me and i want to finish it as soon as possible to get my degree" (S27)

Q3 – Q6 were intended to identify internal and external factors as the reasons for doing and writing an undergraduate thesis or not. More students's perceived external factors that make them write their thesis. Meanwhile, more students perceived internal factors that obstruct them, making them reluctant to write their thesis (see Table 4 and Table 5).

Table 4

Students' Perception on Undergraduate Thesis(n= 143)

Questions	Themes and factors		
"The significance of undergraduate thesis for me ..." (Q1)	Important as an obligation and/ to graduate	Important for self-development	
	79.02%	20.98%	
"The advantages of undergraduate thesis for me ..." (Q2)	To get bachelor degree/ No Benefit	Improve self-management skills	
	9.8 %	90.2 %	
	Internal Factors	External Factors	Internal & External Factors
"I am writing my thesis because of ..." (Q3)	32.62%	48.94%	18.44%
"I am NOT writing my thesis because of ..." (Q4)	54.29%	29.29%	16.43%
Supporting factors (Q5)	37.59%	29.19%	32.62%
Obstructing factors (Q6)	53.9%	17.02%	29.08%

% of Phase 1's participants

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Table 5
Quotes on Q3 – Q6 about Undergraduate Thesis Process (n= 143)

Questions	Internal Factors	External Factors
"I am writing my thesis because of ..." (Q3)	"The target that i have already decided in the beginning of the task." (S76) "I really excited what will I be after graduation. I can not wait!" (S31) "Undergraduate thesis become my top priority in my life" (S120) "I want to be remember as a good student. Both in the "eye" of my lecturer or my junior." (S84)	"My parents, always ask me when i will finish my education." (S4) "There were my senior who become my role model." (S22) "Wether i like it or not, i need to keep going because i don't want to pay an extra tuition fee" (S9) "My best firends have already graduate" (S52)
"I am NOT writing my thesis because of ..." (Q4)	"I am bored." (S106) "I need a vacation." (S77). "Stuck." (S135) "I am tired." (S125) "I am worried that i can not doing well. May be i am stupid." (S15) "I afraid to meet my supervisor." (S9)	"It was difficult to arrange meeting schedule with my supervisor." (S140) "My parents always scolding me." (S110) "Therewere more urgent matters in my organization." (S41) "I did not get a feedback form my supervisor yet." (S12)
Supporting factors (Q5)	"Have a goal, good self-control, read many articles." (S1) "Consistency and good energy management." (S63) "Good mood and strong determination." (S71) "Knowing the good sides of undergraduate thesis." (S26) "Do the religion practices." (S34)	"The supervisor." (S6) "Good facilities, comfortable to do the task." (S2) "Good friends, partner to write together." (S73) "Journal accessibility." (S17) "Support from people around me." (S85)
Obstructing factors (Q6)	"Foul mood." (S43) "I do not know what should I do. My idea was not clear." (S8) "Procrastination." (S55) "Low motivation." (S116)	"Distraction from gadget and social media. " (S21) "I have no money." (S45) "The friend who gives negative vibes." (S12). "Activities that more interesting." (S54) "Delayed research process." (S117)

What External and Internal Factors Encourage Students to Write Their Thesis?

There were sixinternal factors and five external factors that encourage and support students to write their thesis. Emerging categories are shown in Table 6.

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Table 6
Emerging Categories: Supporting Factors in Writing Undergraduate Thesis

Factor	Category
1. Supporting External Factors	1.1. Deadline
	1.2. Facilities
	1.3. Social Comparison
	1.4. Social Support
	1.5. Social Pressure
2. Supporting Internal Factors	2.1. Approach Motivation
	2.2. AvoidanceMotivation
	2.3. Intrinsic value
	2.4. Self-Efficacy
	2.5. Emotion
	2.6. Religiosity

Deadline

This category includes the final date for next thesis defend schedule, due date for extra tuition fee, and deadline before dropping out from university.Students work the thesis more often by the deadline getting closer. There was 24,82% of responses about this category.

"...the deadline was today and I have just started to do my thesis ..." (S28)
"I don't want to pay a tuition anymore. So I have to finish my thesis this semester." (S44)

Facilities

There was 21,28% of responses about this category. This category includesstudents want to do their thesis in a comfortable workplace, with sufficient Wi-Fi, perfect library, and convenient to access e-resources. Not only about physical facilities but also non-physical facilities are needed, that is the amount of time the supervisor provides to each student and sufficient research budgets.

"I need a quiet place, it's better if I am alone in that place... I feel safe when I am surrounded with many books. I can write in a long period of time in such a place." (S20)

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"My supervisor always have a 'special day', allocated for all his supervisee. I always ry to manage to write my thesis regularly because of that." (S2)

Social Comparison

There was 16,3% of responses about this category.Social comparison was coded when participantscompare their own progress in writing a thesis with others.

*"When others are already... mmm what is it ... already done, I said to myself "What?? Where am I now? *amn it!" So I have to start writing now." (S27)*

Social Support

There was 15,6% of responses about this category.Social Support was coded when participants had positive verbal persuasion and directions from others.

"My supervisor told me to find other references. I am doing it because it will give me benefit." (S11)
"I have a frriend that always remind me to do my thesis. Sometimes she asks me to write together." (S43)

Social Pressure

There was 10,7% of responses about this category.Social pressure was coded when participants had a negative verbal persuasion and direction from others.

"The head of school already warned me about dropping out." (S3)
"My father always asks me about the thesis progress and reminds me that he will not pay my tuition next semester" (S10).

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Approach Motivation

This category was defined as the students' desires to achieve or obtain something. There was 21,2% of responses about this category. When students "triggered"internally, the approach motivation will emerge. Some quotes about approach motivation category:

> *"well, it suddenly comes to me, I day dream about graduation, and I start to write my thesis." (S11)*
> *"mmm… when the urge to graduate comes up, I write my thesis." (S12)*

Avoidance Motivation

This category was defined as the students' desires to avoid something that is not desirable. There was 14,8% of responses about this category. When students "triggered" externally, the avoidance motivation will emerge. Some quotes about avoidance motivation category:

> *"I also don't want to stay here anymore (as a student in her faculty) and pay extra tuition." (S48)*
> *"mmm… I … I don't want to left behind by my best friends .., it might be scary if I left alone when doing my thesis.." (S33).*

Intrinsic Values

There was 14,2% of responses about this category. This category is related to how important the thesis is. This category includes some points, that is,the thesis becomes their priority, the thesis was an interesting thing, and the thesis should be done if they want to continue their future career. Some quotes about intrinsic values category:

> *"Writing a thesis as fast as I can is important for me." (S14)*
> *"Iam interested in my thesis topic because it compares dentist tools that are still rare in Indonesia." (S24)*

Self-Efficacy

There was 13,2% of responses about this category. Self-efficacy is how participants perceived the knowledge and skills they have about research-related topics.This category includes knowing what to do in their own research, having new ideas, and understanding the theories. Some quotes about self-efficay category:

> *"'I know the topics, it's easy to understand, I can do a research about this topic' (S26)*

Emotion

There was 12,84% of responses about this category. We found two positive emotions: happiness and enjoyment in writing; and three negative emotions: (1) feelings of anxiety such as worrying about supervisor's feedback and fear of dropping out, (2) feelings of shame because of expectations from others (peers and parents), and (3) feelings of envy towards their friends who have graduated or have achieved better progress. Some quotes about emotion category:

> *"... when I enjoy writing my thesis, I want to write the thesis immediately, I will refuse an invitation to play from my friends..." (S1)*
> *"I feel envious and disappointed in myself. I feel 'lost'... but I need to do something. I can not being dissapointed for a long time." (S19)*

Religiosity

There was 12% of responses about this category. This category was found in Phase 2. We did not find this category in Phase 1. Religiosity was defined as students involvement of religious activity in writing a thesis. Some quotes about religiosity:

> *"I had to do a du'a (ask help to God in Islam) before writing and it makes me more relax."*
> *(S16)*

'I challenge myself to do that sunnah frequently. After that, somehow I get 'enlightenment' in writing my thesis. Now I know what to do…' (S18)

Motivations (both approach and avoidance) become categories that encourage students in writing their undergraduate thesis. Approach motivation included a desire to graduate and to keep on writing schedules, while avoiding motivation included a desire to not to be a burden for the family's economy, avoid paying extra tuition fee, avoid dropping out, avoid being scolded by supervisors, and prevent them from forgetting the ideas.

Meanwhile, social categories (comparison, support, and pressure) were the most mentioned categories that make students want to write their undergraduate thesis. Social comparison category described students in writing their thesis because they looked up to their friends' achievement (either at graduation or defense). In social support category, they write their thesis because they had support from peers not only in the form of positive verbal persuasion but also in the form of 'writing together'. Peers, parents, siblings, and supervisors are significant supportersfor them. Social pressure happened when peers teased the participant and their parents or supervisor got angry or disappointed in the writing progress.

What External and Internal Factors Obstruct Students in Writing Undergraduate Thesis?
There were two external factors and six internal factors that obstructstudents to write their thesis. Emerging categories are shown in Table 7.

Table 7. *Emerging Categories: Obstructing Factors in Writing Undergraduate Thesis*

Factor	Category
1. Obstructing External Factors	1.1. Other Activities 1.2. External Hindrance
2. Obstructing Internal Factors	2.1. Lack of Understanding and/ Skill 2.2. Lack of Internal Motivation 2.3. Unhealthy Physical Condition 2.4. Negative Emotion 2.5. Procrastination 2.6. Low Self-Efficacy

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Other Activities

This category emerged when participants mentioned other activities besides writing undergraduate thesis. The students prefer to do that activity instead of doing their thesis.The other activities include organization activity, side project, job, recreation with friends, and another leisure activity. There was 21,28% of responses about this category. Some quotes about other activities category:

"This month, I have many jobs and organizational tasks to do. There are so many things to do besides my thesis, I will do my thesis later." (S22)

"I have a high work demand. I need the money to pay my tuition fee so work become my top priority." (S42)

External Hindrance

There was 12,2% of responses about this category. This category emerged when participants mentioned something outside themselves: (1) facilities, such as broken laptop, uncomfortable working place, and unavailable research materials in the lab, (2) administrative (approval of research subjects), (3) financial difficulties, and (4) barriers from others such as supervisors, expert, and research respondents. Some quotes about external hindrance category:

"My research almost failed because some of the chickens die..." (S7)

"I wanted to register for my thesis defense but the quota is already full, I don't know what to do." (S23)

Lack of Understanding and/ Skill

This category was coded when participants stated difficulties in cognitive aspects and/ research skills. The cognitive aspects include limited knowledge about variables used, difficulty in understanding the dynamic between variables, lack of data collection skills, and

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many more. There was 22,7% of responses about this category. Some quotes about lack of understanding and/skill category:

"I think I don't understand yet about research theory and methodology. This subject is given in this semester, but the research proposal was collected at the beginning of semester." (S1)
"At first, I don't know what I should do, where I should find it, and where I should start." (S39)

Lack of Internal Motivation
This category was coded when the participants did not have the drive to write the thesis. There was 21,58% of responses about this category. Some quotes about lack of internal motivation category:

"I'm always lazy, unmotivated to do my thesis. My supervisor always pushes me and gives me a lot of tasks, but I'm still unmotivated." (S9)

"The main factor is, mmmm, laziness, yup laziness... no matter how hard my parents push me to do the thesis, I don't want to do anything" (S34)

Unhealthy Physical Condition
There was 21,58% of responses about this category. This category wad coded when students give a poor health condition as an excuse to not doing or writing their undergraduate thesis. This category includes fatigue, drowsiness, and illness. Some quotes about unhelathy physical condition category:

"I feel drowsy, I don't have enough sleep time, I will delay my thesis." (S25)
"My body is not in a good state therefore I am not in the mood for doing my thesis." (S37)

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Negative Emotion

There was 19,86% of responses about this category. Negative emotion was coded when participant developed negative emotions and feelings when writing the thesis. The negative emotions include bored, anxious, sad, annoyed, frustrated, and desperate. Some quotes about negative emotion category:

> *"But when I do not feel 'good', I feel 'stuck', I am frustrated because I don't know what to write and I stop doing my thesis." (S9)*
> *"I am afraid to meet with my supervisor." (S33)*

Procrastination

This category was coded when studentschoose to delay all activities related to writing undergraduate thesis. Procrastination included two reasons: there was plenty of time left and there were more attractive activities to do. There was 16,31% of responses about this category. Some quotes about procrastination category:

> *"Hmm... what should I say ... like... like when I intended to do my thesis this afternoon, suddenly I was 'distracted'. My friends came and asked me to hang out. So ... so I postponed working on my thesis and decided to play with my friends. And when I arrived at my room, I was already tired... yeah... again I am not doing my thesis. This happens a lot." (S36)*

Self-Efficacy

There was 3,65% of responses about this category. This category was defined as the statements of participants'perception of their own capacities on their thesis performance. Some self-efficacy in writing the thesis include thinking of themselves as 'stupid'; the thesis is too difficult for them.. Some quotes about self-efficacy category:

> *"That's why I feel 'blind', I don't know anything about theory." (S3)*
> *"The first time I 'hit the rock', I felt down and uncertain about my ability." (S35)*

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From Table 7, we can see that lack of understanding, lack of research skill, and lack of internal motivation from internal factorsare obstructions often mentioned by students. Students lacking understanding on their thesis andresearch skill did not know what to do orwhere to start, they felt stuck or having no idea orwere confused of what to do next, they did not understand the theories or articles, did not how to write a good paper, and did not know how to process the data. Students lacking internal motivation, on the other hand, often feel "no passion" and "no encouragement" to work on their thesis, and 'laziness' causes them to leave the task behind.

Other activities become an external obstruction often mentioned by students. Other activities including academic activities such as doing tasks and exams, being active in committees or organizations, working , and doing family activities such as household chores and family events.

Discussion

In the process of writing an undergraduate thesis, students can choose to do it or not. Various factors were found to describe why they choseone of the options. Within academic context, we can use student engagement framework to explain this situation. Students tend to engage in academic performance if we can enhance the internal factors (related to each student, e.g. self-belief, working competence) which are also supported by external factors (related to learning environment and interaction with others, e.g. learning support service, constructive peer relationship)(Zepke, 2015).

The first interesting findingis that the reason to write thesis tends to have its source more from the outside (external factors). Meanwhile, the obstruction factors in writing the thesis tend to have its source more from within (internal factors). We consistently found this pattern in most participants (see Table 4). Integrating academic and social context may have a powerful impact on the success in writing undergraduate thesis (Wentzel & Wigfield 1998). Social supports such as feedback and guidance from the supervisor, and advice from their seniors would increase students' knowledge about their research and help them to

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establish their 'writing goal'. Positive encouragement from peers, supervisors, and parents would trigger positive emotions in writing (e.g. hope, optimism). Social comparison such as vicarious experience and achievement of others affect students' self-efficacy in a positive way (Bong & Skaalvik, 2003). Students think that "If my friends can do that, I can do it too".This will affect their emotion and they will be motivated to write.

Internal factors that prevented students from writing were physical conditions, low self-efficacy, and negative emotion. Students' physical condition is usually related to sleeping habit. Waking up late usually affects their academic performance (in this case writing an undergraduate thesis) (Trockel, Barnes, & Egget, 2000). According to the participants, having less sleeping hours makes them feel in a 'bad mood' and drowsy, and uninterested in writing their thesis. In addition, a lot of activities would make them too tired to write. Self-efficacy could predict emotion, motivation, and performance in an academic context (Bong & Skaalvik, 2003; Lane, J., Lane, A. M., & Kyprianou, 2006). Negative emotions, especially anxiety toward supervisor and fear of failure, contribute to disengagement through maladaptive motivation(Yin, 2018). It is reflected thorugh how students tend to neglect their thesis when they are uncertain about their research. Our findings showed that there was a 'sequence' between self-efficacy, motivation, and emotion. Self-efficacy would bring up emotions and those emotions become their motives to write or neglect the thesis

The second interesting finding is the role of undergraduate thesis value in participants. Value here means the participants' feeling about the outcome that is subjectively important for them (Pekrun, R; Frenzel, A: Goetz, T; Perry, 2007). Yin (2018) found that value has a big contribution to adaptive academic engagement through adaptive motivation. This study's finding supports ours regarding the role of undergraduate thesis. Pekrun, Frenzel, Goetz, & Perry(2007)makes a distinction of value into intrinsic (i.e. appreciating the activity itself, the advantages outcome was not too important) and extrinsic values (i.e. instrumental utility of activity to produce outcomes). We analyzed that most of undergraduate students driven by extrinsic values (e.g. for graduation, to earn a bachelor's degree) tend to procrastinate writing their thesis. This corresponds to a study which stated that 'They think that "I will start tomorrow; I still have a lot of times; etc."' (Ariely, 2001). They would start writing if

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the deadline is near or the social pressure becomes stronger. Undergraduate students who have intrinsic values, on the other hand, tend to bring up positive emotion in writing.

The third interesting findingin this study was religiosity,which appeared as a supporting factor in writing an undergraduate thesis. Despite the fact that a study found that there was slight but significant negative relationship between religious belief and education (Meisenberg & Woodley, 2012), according to our participants, praying to God make them feel relaxed and they believed that God will show His way to inspire them in writing the thesis.

This study involved quite a high number of participants in its qualitative research method. Yet, the participants' proportions were not balanced. It had more female and more psychology students. It would be better to develop a strategy to reduce attrition and to maintain the number of participants. Using maximum variation sampling and having a variation variable list before collecting data would help. However, this explorative study formed a starting point for further quantitative research in writing an undergraduate thesis. To ensure the transferability of this study, comparing these study findings with writing undergraduate thesis condition in other university becomes important.

For further researches, we suggest a study on how to optimize instruction method to supervise research and writing processes. Supervisors should encourage students to make a short term plan and monitor their progress regularly. Intervention relating to research to study about how to 'shift' students' value into intrinsic value is also suggested. Comparing the students who succeed in writing their thesis on time and the students who fail is also interesting for research because we may find not only the factors that encourage them to write but also those that make it faster to finish. We also suggest a quantitative study to find predicting factors in writing undergraduate thesis, not only for Universitas Padjadjaran students but also for other students in other universities in Indonesia.

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Conclusion

In this study we found 11 encouraging and 8 obstructing factors in writing thesis, includes internal and external factors. We also found that student wrote their undergraduate thesis driven more by external than factors. Neglect of writing the thesis, however, was caused more by internal than external factors. These findings may help improve students' awareness regulate themselves consciously in writing their undergraduate thesis. Finally, we suggest that each supervisor consider the thesis-writing dynamics to evaluate students' performance and to help them to perform better in their undergraduate research and writing.

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