

FACTORS AFFECTING STUDENTS' DIFFICULTIES IN WRITING THESIS

A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup

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Abstract

The research describes about the factors that affect students' difficulties in writing thesis at English Study Program of IAIN Curup. The objectives of this research are to find the students' difficulties in writing thesis. In this study, the researcher used mixed-methods study. The population and the subject of this research were consisted of all students at TBI, which are the total number 49 students. In this study, the researcher took total sampling and the instrument used are questionnaire and interview. The questionnaire is also used to find the students' difficulties in writing thesis and the interview was used to find the factors that affect students' difficulties in writing thesis. The data showed significant finding (1) there are 82% or 40 students have difficulties in personality factors. (2) There are 83% or 41 students have difficulties in sociocultural factors. (3) There are 86% or 42 students have difficulties in linguistic factors. From the three factors, it is concluded that linguistic factor is the highest difficulties face by English students. The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. The second, Sociocultural factors that covered in have an understanding about the culture department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

Keywords: writing thesis, personality factors, sociocultural factors, linguistic factors

Introduction

Generally, writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorder. These concepts are interdependent basically because human ideas, feelings, emotions, interaction are expressed through these processes. Heaton had stated about the definition of writing itself writing is kind effort to transfer oral language into written form. From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought to transfer into written form.

It is possible for student as second language learner to find some problem in developing their ideas in writing or focusing their attention to write a paragraph which is the basic in writing competence. It means

that by using writing, we can express ideas, feeling, sense or anything that exist in our mind more freely and correctly. Lagan says that writing is skill like driving, typing, or event preparing a good meal. It can be learnt with practice, because it is not an automatic process.

To write something, we should know what are the kinds of writing from a target audience or purpose point of view. Like academic writing, personal writing, literally writing, journalistic writing or even business writing. Academic writing there are includes essays, research paper or thesis, reports and so on. In fact, the difficulties in writing usually find in an academic writing. Oshima and Hogue explain that an academic writing need a lot of study and practice in order to develop learners' writing skill.

However, writing an academic writing is more difficult than only writing other kinds of writing. Oshima and Hoogue crystal clear explain that academic writing focusing on the kind of writing that second language learner need to do in higher level of education, such as in college or in the university area. Therefore, for undergraduate students, academic writing is mean that thesis writing. Hardling states that thesis writing is an activity one by a researcher to carry out the findings of their research findings in the form of writing.

The students who are studying in universities or colleges must to complete their educational programs to get strata one, a lot of students are required to make a research paper and writing thesis. Because to get a graduate degree students must write a thesis as a final assignment. So, the researcher think this means that thesis writing is aimed in doing research and writing up the research findings.

In thesis writing is not without any treatment. Learners usually found themselves blank when they write a thesis. The condition of learners to lose their focus in writing a good thesis is categorized in one of personality factors area. While, if learners have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing. Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing.

However, most learners engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students' personality factors itself, or their society and cultural factors, or even the linguistic factors. Nonetheless, in order to reveal the difficulties in academic writing or to specify, the difficulties in writing thesis, further research of the factors on the difficulties of writing thesis is needed. Therefore, this research in focused of

analyzing the factors of the difficulties on writing thesis need to be conducted.

Literature Review

1. Writing

Writing as one of the language skills, is defined differently by some expert. Writing is a way of expressing ideas in order to communicate with others. In writing, any ideas that you advance must be supported with specific reasons or details. By writing, a writer can express his/her thoughts or ideas on the paper. Heaton argue about the definition of writing itself, writing is one effort oral language into written forms. It means that by written forms, someone can express ideas with freely and correctly. From the theories, the researcher concluded that writing is one of language skills which defined by some expert. Writing skill can develop rapidly if someone concern and interest to write all the ideas well into a paper. Writing can be classified by several approaches. As stated by Crème and Lea claim that different types of writing require different approaches. Furthermore, Harris assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership. Windschuttle and Windschuttle note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience, and the form of the writing. In this study, the researcher will concern only to the academic writing. Academic Writing There are content, register and topic that should be considered in writing an academic writing. As Leo claims that three basic principles that should be considered in a piece of academic writing are content, register and topic. While Blaxter comments that academic writing comes in a variety of lengths. As Brookes and Grundy add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing.

Furthermore, this study will focus in writing thesis as one kinds of academic writing.

2. Thesis

Thesis is a piece of writing that provides information about particular topic that you have researched. Thesis is form of academic writing and partial requirement for students who will graduate from university. Writing thesis is a writing activity of research. Hardling states that “ Writing a thesis is an exercise in carrying out research and writing an account of that research activity.” Based on the definition above, thesis is an academic result of the research that written in scientific method. In addition, the students should prepare themselves in writing thesis, because there are many problem that will be found in writing thesis, such as the students are confused in determining a topic, difficult to construct the background, difficulties to get references, etcetera. From the explanation above, the researcher can conclude that students have to be prepare well in writing thesis because is really important. Thesis is very important for every student if they want to graduate from their universities. Thesis is usually assigned to students taking Studies Program Strata 1. In the other word, thesis is scientific work done by students doing a research. Research could be done by the field study and library studies. Thesis work is basically done to reveal the phenomena, facts and issues even analyzed to give a conclusion from the result of the analysis. Therefore, to ignore the problem in doing thesis the student should know the factors influence students difficulties in writing thesis.

3. Difficulties Factors in Writing Thesis

The difficulties in writing thesis, many undergraduate students have some vary factors of the difficulties they face. The ideas, structure, lack of vocabularies, and re-write or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. However, there are

yet further researches about other factors of acquiring second language as the basic factors to be analyzed by researcher. For second language learner in specific, the factors of the difficulties in acquiring second language may also encounter them difficult to write a thesis. Thus, in this research, the factors to be underlined are the factors raised by Brown as explained as follow:

a. Personality Factor

The factors related to the writers internal factors can also be known as the personality factors. Brown believes that the personality factors of students can be identified from the affective factors of the students. Further, Brown explains that the affective factors - which becomes the personality factors that will affect the undergraduate students in order to create a good thesis writing. All of the personality factor mentioned by Brown will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

1) Self-Esteem

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully perform that activity. By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others

by verbal reports and other overt expressive behavior.

Students with low self-efficacy might also attribute failure to an initial lack of ability. Both of the latter attributions can create a self-fulfilling sense of failure at the outset. What these strands of psychological theory say, in simple terms, is that it is essential for learners to believe in themselves in order to succeed at a set of tasks. The prospect of learning a second language is itself potentially so overwhelming that learners can and often do lose momentum in the face of a number of forms of self-doubt.

2) Inhibition

The concept of inhibition all human beings in their understanding of themselves, build sets of defenses to protect the ego. Gradually it learns to identify a self that is distinct from others. The growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. The physical, emotional, and cognitive changes of the inhibitions to protect toward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been found.

3) Risk Taking

These factors suggest that risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy. Self-esteem seems to be closely connected to a risk-taking factor, when those foolish mistakes are made, a person with high global self-esteem is not daunted by the

possible consequences of certain patterns of error, may be due to a lack of willingness to take risks.

4) Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

Some people are predictably and generally anxious about many things. At a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. However, recent research on language anxiety, as it has come to be known, focuses more specifically on the situational nature of state anxiety. Finally, anxiety was correlated with low-perceived self-worth, competence, and intelligence. Many of these findings reinforce the assertion earlier that self-efficacy and attribution are keys to other affective variables, especially to anxiety.

5) Empathy

In more sophisticated terms, empathy is usually described as the projection of one's own personality into the personality of others in order to understand them better. Empathy implies more possibility of detachment. Empathy as "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another." That there are two necessary aspects to the development and exercising of

empathy: first, an awareness and knowledge of one's own feelings, and second, identification with another person.

6) Extroversion

Extroversion and introversion are also potentially important factors in the acquisition of a second language. The terms are often misunderstood because of a tendency to stereotype extroversion. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good." Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

7) Motivation

The degree to which learners are intrinsically or extrinsically motivated to succeed in a task. Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self.

b. Sociocultural Factors

Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time. Culture is a dynamic system of rules, explicit and implicit,

established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time.

Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. But we tend to perceive reality within the context of our own culture, a reality that we have "created," and therefore not necessarily a reality that is empirically defined. Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors.

As Brown claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects. The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor. The culture in the language classroom of the undergraduate students, and The communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their tutor.

c. Linguistic Factors

This factor will first consider of contrasts between native and target language and the effect of the first language on a second. Then see how the era of contrastive analysis gave way to an era of error analysis, its guiding concept of interlanguage, or what is also called learner language. The questions about the effect on acquisition of input, interaction, feedback, awareness, and error treatment will be addressed. These excerpts also capture the transfer of vocabulary and grammatical rules from the native language. Brown classified four categories to describe the errors in second language learner production data.

Previous Studies

There are related studies, which has been done by the other researchers. Muhammad Idris in 2013, conducted research entitled “The Difficulty level of students of art education study program of the faculty of arts and design state University of Makassar in Writing Thesis”. This study aimed to describe the difficulties students of the Faculty of Arts Education Arts and Design University of Makassar in writing thesis. The population and sample includes all students who have been preparing the thesis in 2012 to 2013. After doing so many steps and processes in this study, he concluded that, students generally experience a relatively high degree of difficulty, experienced difficulties caused by internal factors, and external factors. One of the factor is students difficult choosing a topic and difficult narrowing topic into title.

Furthermore, there is a research which was constructed Ike Trisnawati in 2017, conducted research entitled “The Students’ Process in Writing Thesis”. This study was aimed to investigate what are the students’ process in writing thesis and how is the process of writing thesis based on students score of thesis on eight semester finished the thesis examination in 2016 at STAIN curup. The population were 66 students who have constructing thesis in 2016. The sample were 32 students. After long process and steps based on the research result researcher can conclude the different process used by students influence the result.

Methodology

In this research, the researcher designed as a mixed-method. Mixed methods involved the use of both quantitative and qualitative methods in a single study. This research has a purpose to know more about the students’ difficulties in writing thesis. It means that the situation in field research would be important aspects as the data, which would collect in his research. The researcher used quantitative method, as stated by Crowell, quantitative research is a means for testing

objective theories by examining the relationship among variables. These variables can be measured, typically on instruments. So, the numbered of data can be analyzed using statistical procedure.

It explain the phenomenon in the field cover the students difficulties factors in writing thesis. On specifically at IAIN Curup. Thus, researcher explained the factual phenomenon in writing thesis by eight semesters students year 2018 of English Study Program at IAIN Curup. Moreover, descriptive research is a study designed to depict the participants in an accurate way, it is all about describing people who take part in the research. The students’ difficulties factors in writing thesis was analyzed by using quantitative analysis. By this analysis, the researcher work in objective way and systematically by using quantitative approaches from analyzing the result of the questionnaire and rate in by using rating scale.

The subject of this research was taken students eight semesters of English Study Program in IAIN curup. Because eight semesters students doing write thesis project. According to Francklin, Jack and Narmalle Wallen said that a population was a class of individual or organization. The population is the group of interest to the researcher, the group to which she or he would like the result of study to be generalizable. So, the population in this research were all students in eight semesters of english study program at IAIN Curup in academic year 2018. Because of their challenge in writing thesis it is the reason researcher choose IAIN Curup as a population of the research.

The format questionnaire of this research was close-ended. It means that respondent answered the question based on the answers provided that was prepared by the researcher. The questionnaire that was used for knowing a research question the researcher decided to use closed-ended questionnaires with designed by Likert Scale. According to Kinear as cited in Arif stated that Likert Scale is the most common

scale that is used in measuring attitude, opinion and perception of respondents toward subject. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale. This research measured the main thing, the perception, which is obtained from the questionnaire given to the student. Therefore, the researchers used Likert Scale to describe the results of the questionnaire, which has five options as alternative answers. They were:

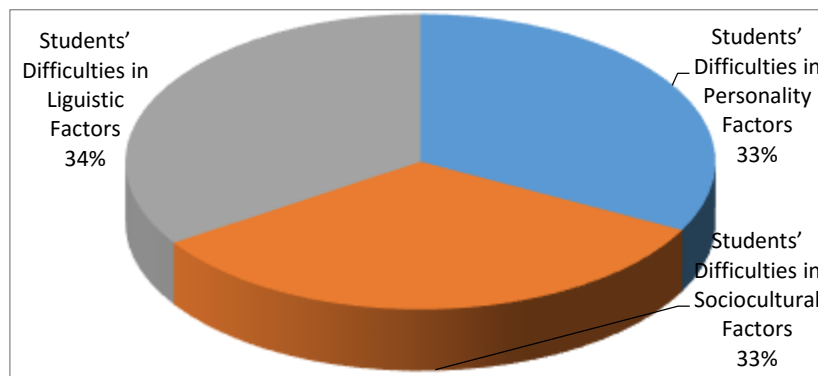
- SS : *Sangat Setuju* (Strongly Agree : 5)
- S : *Setuju* (Agree : 4)
- N : *Netral* (U : 3)
- TS : *Tidak Setuju* (Disagree : 2)
- STS : *Sangat Tidak Setuju* (Very Disagree : 1)

To analyze the data the researcher used Tabulating to arrange for processing data, also for getting the data better for systematic process and making percentage. Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula:

$$P = \frac{F}{N} \times 100\% \quad (1)$$

- P : Number of percentage
- F : The frequency of answer
- N : Number of sample¹

Findings and Discussion



After all the obtained data are reported in detail as result of this research, they also need to be analyzed based on the order issues that have introduced earlier in this study. The interview consist of several indicators based on the theory raised by Brown.

1. The students' difficulties in writing thesis

In this part, the researcher discussed what are the factors that affecting the students' difficulties in writing thesis. The questionnaire includes three difficulties factors in writing thesis, they are: personality factor, sociocultural factor and linguistic factor. Based on the result of questionnaire, the researcher found all of the point about difficulties in writing thesis. That means the students do have all of the difficulties in writing thesis. The first, students' difficulties

in personality factors the data shows that's 82%. Second, students' difficulties in sociocultural factors the data shows 83%. Third, students' difficulties in linguistic factors the data shows 86%. Based on the test result, the researcher concludes that the most difficult feature in writing thesis is students' difficulties in linguistic factors due to the fact that the percentage is the highest.

2. The factors that affecting students' difficulties in writing thesis

Based on the findings from interview above, it was explained that four reason of the students' difficulties in writing thesis by 4 respondents from TBI 8 A, B, C and NON-REGULAR. The descriptions about the students' difficulties it is followed Coopsmith in self-esteem such as difficult

in deciding the topic of their thesis and difficult in finding a proper literature review. After that, followed Matsumoto the culture in the language classroom of the undergraduate students. It was difficult in understanding about the culture in the university about standard of format in writing thesis and the last, Followed Fred Eckman in domain error analysis. They were difficult in paraphrasing sentences from the sources to my thesis writing.

a. Difficult in deciding the topic of thesis

Followed Coopersmith in self-esteem the student difficult in deciding the topic of their thesis From the data which the researcher got showed that the factors of students' difficulties is in deciding the topic of thesis, all of the respondents mentions that this causes is be their reason to difficult writing thesis. From 4 respondents, 3 of them have the same answer about the factors to felt difficult in deciding the thesis topic. It caused they felt hard in find a new interest of phenomenon, fact, or problem that happen in English academic to be their research. After that 1 of 4 students have different answer. She said that she felt because every thesis topic that she wanted to do research was ever the other researcher made before. Thus, she should find a new thesis topic and it was be her obstacle in writing thesis.

b. Difficult in Finding Proper Literature Review of the Thesis

Followed Coopersmith in self-esteem student difficult in finding a proper literature review. Besides in deciding the topic thesis, all of the respondents mentions also the difficult reason in finding proper literature review of the thesis to be their reason to difficult in writing thesis. Based on the statement from the respondent, 4 respondents have the same reason why they felt difficult in finding proper literature review. They said that they did not get a source to be their reference in thesis because the minim of facility to find a book. Such as in library or book store. And then they should use journal

or PDF files. After that, the mean vocabulary of journal and Pdf used the high academic vocabulary that they did not understand the meaning. Thus, it was the reason why they felt difficult in finding proper literature review of the thesis.

c. Difficult in Understanding About The Culture In The University of Format Standard In Writing Thesis.

Followed Matsumoto about the culture in the language classroom of the undergraduate students. It was difficult in understanding about the culture in the university about standard of format in writing thesis This factors also mentioned by all of the respondents about the students' difficulties in understanding about the culture in the university of format standard in writing thesis, the 4 respondents have the same reasons. They felt the university format standard was difficult to understanding because the respondents difficult to make a correct reference such as footnote. After that 1 of 4 respondents said about her reason to felt difficult in understanding about the culture in the university of format standard in writing thesis because she did not have experience before to make a thesis. Thus, it would affecting the student felt difficult in writing thesis.

d. Difficult in Paraphrasing Sentences from the Sources to Thesis Writing

Followed Fred Eckman in domain error analysis. They were difficult in paraphrasing sentences from the sources to my thesis writing. All of the respondents mentions their reason in domain error analysis. The statement of the respondents mentions when the researcher interview them. All of respondents give the same reasons about the cause their felt difficult. The first about lack of vocabularies. The second about defined the meaning of sentences. The last about grammar error. That is why this linguistic factor be the most common reason to the students' difficulties.

Conclusion and Suggestion

From the description mainly about the main problem, the researcher found all of the factors that affect students difficulties in writing thesis faced by the students. They were the students' difficulties in personality factor, students' difficulties in sociocultural factor and students' difficulties in linguistic factor. The researcher found all of the factor of students difficulties in writing thesis faced by the students. They were difficult in self-esteem such as difficult in deciding the topic of their thesis and difficult in finding a proper literature review. After that, the culture in the language classroom of the undergraduate students. It was difficult in understanding about the culture in the university about standard of format in writing thesis and the last, domain error analysis. They were difficult in In paraphrasing sentences from the sources to my thesis writing. From the all causes, the most causes of the students' difficulties is in finding a proper literature review From

the result of the students' difficulties in writing thesis above the researcher give suggestions.

There are some suggestions related to the result of the researcher, which is found by researcher. For the students in English department of IAIN Curup, if you faced the writing thesis, choose the interesting thesis topic but easy to be your research. Because if you enjoy in that topic you will fight to finished your thesis early. After that read more books, journals and academic articles to make you find a new phenomenon to do research. That are all the important things in writing thesis. After that, for the advisor in English department of IAIN Curup, give the good advice and time schedule for students for their thesis project. Because it can help them to finished their thesis early.

References

[¹] Herzberg, Paul. *Principles of Statistic*, (New York: University Press, 1993) P 134

Appendix 1

Table 1
Percentages of The Students' Difficulties in Personality Factors

No.	Items	Frequency					Total Score%
		SA	A	U	D	SD	
1	in deciding the topic of my thesis	29	17	2	1	0	90,2
2	in deciding the title of my thesis	31	16	2	0	0	91,8
3	in having prior knowledge due to the thesis topic	22	18	8	1	0	84,8
4	in identifying and formulating the thesis problem	14	31	4	0	0	84
5	in identifying the thesis purposes	4	29	10	4	2	71,8
6	in writing a proper literature review	25	20	4	0	0	88,5
7	in deciding the method I would like to use in my thesis writing	10	23	6	10	0	73,4
8	in gaining the data of my thesis	7	23	13	5	1	72,2
9	in writing the findings of my thesis	6	26	17	0	0	75,5
10	in writing a good thesis.	31	15	2	0	1	90,6
11	In thought due to a lot of ideas in writing my thesis	29	16	3	1	0	89,7
12	in financial during the thesis writing	18	15	16	0	0	80,8
13	in trying or to presentiment to write a thesis	10	24	15	0	0	77,9
14	being anxiety in writing a thesis	27	15	4	2	0	86,1
15	in being awareness of the current issues toward my thesis writing	7	32	7	3	0	77,5
16	in identifying of some issues related to the thesis writing	6	36	5	2	0	78,7
17	being critical about some issues regarding the thesis writing	6	34	7	2	0	77,9
18	having intrinsic motivation toward the thesis writing	18	21	8	2	0	83,2
19	having extrinsic motivation in writing a thesis	21	18	10	0	0	84,4
Mean							82 %

Table 2
Percentages of The Students' Difficulties in Sociocultural Factors

No.	Items	Frequency					Total Score%
		SA	A	U	D	SD	
20	In discussing about the thesis writing with undergraduate students	1	33	9	0	0	66,9
21	In discussing about the thesis writing with tutors	25	20	3	1	0	88,1
22	In understanding about the culture in the university standard of format in writing thesis	12	32	5	0	0	82,8
23	In having knowledge of proper lexical items and linguistic units on the thesis writing	16	26	7	0	0	83,6
24	In connecting each sentences and to form it into a meaningful thesis writing	21	23	5	0	0	86,5
25	In having knowledge about the roles of the social context related on the study of thesis writing	19	24	5	0	1	84,4
26	In sustaining communication through speech styles on the thesis writing	23	23	3	0	0	88,1
Result							83 %

Table 3
Percentages of The Students' Difficulties in Liguistic Factors

No.	Items	Frequency					Total Score%
		SA	A	U	D	SD	
27	In minimalizing the error of the grammar on my thesis writing	8	36	4	1	0	80,8
28	In paraphrasing sentences from the sources to my thesis writing	28	18	3	0	0	90,2
29	In knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing	19	25	5	0	0	85,7
30	In deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing	18	30	1	0	0	86,9
Result							86%