

# CHAPTER ONE

## INTRODUCTION

This study entitled on “M. Ed. English Students Perceived Difficulties in Writing Thesis” consists of five chapters. It is the introduction chapter. It includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

### 1.1 Background of the Study

Thesis writing is process of writing formal lengthy document which is submitted to the Department for academic degree or professional qualification presenting the authors research and findings. In other words, thesis writing is writing a research report. Thesis and Dissertation Writing in a Second Language is a practical guide containing useful real life examples (Paltridge and Starfield, 2007, P.2). Students in the learning process gain knowledge through doing different types of work. They learn by taking class, listening to the lecture, writing paper, assignment and thesis writing. Tribhuvan University faculty of English Education has been made thesis writing as a compulsory requirement at master level. Thesis writing is a research based work. Master level students need to write thesis to complete their master degree. It is one of the necessary parts for thesis students. Research is a systematic and organized effort to investigate a specific problem that needs a solution. The word ‘research’ is derived from the French word ‘Reserche’ which means to go about seeking. Similarly, the word research is composed of two syllables, ‘re’ and ‘search’. The dictionary defines the former as a prefix meaning again, a new or over again and letter as a verb meaning to examine closely and carefully, to test and try, or to probe. Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge,

undertaken to establish facts or principles (Grinnell 1991, as cited in Kumar, 2009, P.4).

All students writing a research thesis face new challenging of having to manage large amount of text across a lengthy period of time (Paltridge and Starfield, 2007, P. 52). Doing research is not easy task. It is process of finding answer of research questions. Kumar (2005, P. 6) defines “research is one of the ways to find answers to your questions”. It means research is systematic, controlled, rigorous, empirical and critical investigation of any area of study. Research can be pure, applied and action. Pure research is carried out to postulate a new theory. An applied research is assumed to solve the problem by applying the knowledge produced by theoretical research. But an action research addresses the practical problem. So that, whatever the research is, it is creative and intellectual work. The researcher should be creative problem solver. The mastery of research techniques and processes do not confer research competence. Researchers should have creativity. In Nunan’s (1992, P. 3) word, “Research is a systematic process of inquiry consisting of three components: (1) a question, problem or hypothesis, (2) data (3) analysis and interpretation of data”. So, research becomes one of the complex tasks. Moreover, writing itself is inherently challenging because it needs mechanics, accuracy, organization and systematic in punctuation. In the same way academic writing is a symbolic activity. Thesis writing begins with the selection of issue to be investigated. Mechanics, also known as graph logical system, refers to those aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and factors which are often dealt with the revision or editing stage of writing. Spelling in any piece of writing plays vital role in understanding written message and judging students’ ability. Similarly, punctuation has a great role to make writing attractive. Violation of well-established rules makes a piece of writing look awkward to many readers. Therefore, spelling, punctuation and capitalization seem to be major mechanics in writing.

Thesis writing is a part of academic writing. Every university around the world introduce thesis writing as a part of their academic course. So, Tribhuvan University also introduces thesis writing as a mandatory course in semester system of Education. Thesis writing is formal and lengthy research paper. It is a work of original research in partial fulfillment of the requirement for a degree program. It is really new experience of thesis students. Thesis writing is technical as well creative, technical in the sense that, one needs to have knowledge of citation, formality, selection of specific words, objectivity etc. Art means having knowledge of process of writing. So, while writing thesis, many students feel stress and they have ups and downs in writing thesis. However, the best way to make it easy is to select topic what they really like, interest, and begin by planning carefully.

## **1.2 Statement of the Problem**

Thesis writing requires a lot of skills and knowledge in the particular area. So, it is a challenging and often a difficult task because in writing we need to care on organization, punctuation, spelling, cohesion and coherence. Sometime, I feel extreme difficulty in organizing information and establishing logical relation between sentences. And I think that the students might have faced similar kind of difficulties. Similarly, my colleagues also argue that thesis writing is difficult task. It is most stressful work in his life. One of my colleague said “if I get chance to take paper exam instead of writing thesis I will take paper exam”. Some friends ask me how to choose topic. I have also similar kind of difficulties in thesis writing. So, I come to choose this topic for research. In this research, the problem raised is how it has become a difficulties task to the students. As well as why the thesis writing is part of their headache and problem. A master’s thesis can be characterized as a complex research task in which a good supervision process is indispensable (kleijn, Meijer, Pilot and Brekelmans (2016).All thesis students may face problem and challenge during writing thesis. Some students think that they should not have thesis writing.

They want to take exam instead of thesis writing. Thesis is stressful part in their master degree.

Many researchers and text book writers have published research manual on how to conduct research. However, the students take writing thesis as a complex activity. Students are still facing problem in thesis writing. Thousands of the students are writing thesis per year in Tribhuvan University in Nepal. Before starting proposal they get especial orientation class by faculty members. They get different types of skills and techniques during that program. They study 'Research Methodology' subject in the course. They get supervisor who help them every step of their writing still they feel difficulty in writing thesis. Some of them have problem while selecting topic. They spend number of sleepless night regarding selection of topic. Some of them go to library and see the list of topic which has already been done. Some students ask their supervisor or senior about topic. They expect that supervisor should give them topic. If they get topic still they have problem on resources. Some of them do not know where they can get resources'. They ask their supervisor for resources. Some supervisor easily accepts their proposal but some say search yourself. This is also great problem for them. After getting resources, they do not know how to cite. Some students copy unnecessary part. They have problem of how to give credit to writer. As a result they face plagiarism. My query is what they expect from supervisor, department, professor, senior and others while writing thesis. As well as what is their experience and where they perceived difficulties? Some of them have finished and some of them are writing thesis. They might have unique experience.

In my perception, this will be new research in this area since it aims at exploring the difficulties in writing thesis faced by the M-Ed students. The expectations and difficulty will project on what they really want and where they have been facing problems. So, I think it becomes worth to study.

### **1.3 Objectives of the Study**

The study had the following objectives:

- a. To identify the perceived difficulties of M-Ed English students in writing thesis.
- b. To find out the expectations and experiences of the thesis writing students.
- c. To suggest some guidelines while writing thesis.

### **1.4 Research Questions**

The following will be the research questions for the study.

- a. How do students perceived thesis writing?
- b. What are the difficulties so far they have experienced?
- c. What do they expect from the supervisor, mentor and experts?

### **1.5 Significance of the Study**

This study seems to be significant for those who are writing thesis at master level because they will have insight on process of thesis writing. In the same way, the study seems to be beneficial for supervisor on the problem of student where they faced problem. It is equally beneficial for department of English Education. They will know need and expectation of thesis students. Likewise, it is significant for experts, lecture and professors to deal with thesis students. Similarly, this study will be helpful for those who are involved in language teaching in the context of Nepal. Researchers writers, policy makers, language planner, curriculum designers, writers, instructional material producer can also be benefitted. This study also equally important to the new researcher, who is going to conduct research. Because they will have knowledge of how to write thesis.

## 1.6 Delimitation of the Study

This study was limited to identify the difficulties of the master fourth semester students. Similarly, this study was confined to the Department of English Education T.U., Kirtipur Kathmandu. The data for this study was collected only from forty thesis year students. Like that, the data were only be derived from questionnaire and interview. The study was limited within university level students. Finally, the study was analyzed perceived difficulties, expectation and experience of the thesis students.

## 1.7 Operational Definition of the Key Terms

The key words used in this research are defined from operational point of view for the clarity to the audience as following ways:

**Difficulty:** In my study, difficulty refers to the state or quality of being hard to do or understand the thesis writing.

**Expectation:** In my study, expectation refers to what thesis students expect from their department, professor, experts to improve their quality of writing.

**Experience:** In this study, experience refers to collection of good and bad feeling of students while writing thesis.

**Perceptions:** In my study, perception refers to university students' views on thesis writing

**Thesis:** A long piece of writing completed by a student as part of a University degree, based on their own research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This is the vital part of the study which includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Related Literature**

Research is a search for knowledge through the use of objective and systematic method. It is a habit of questioning on what one does, and systematic examination of observed information to find answers, with a view to instituting appropriate changes for a more effective professional service (Kumar, 2009, p.2). It is controlled, rigorous, systematic, empirical and critical study of certain situation or phenomenon. So, research is one of the ways to help you to answer such questions objectively.

A theoretical literature review offers an overview of important literature which is published in the related area. They carry significant values for the study. It provides basic knowledge for the report and gives theoretical background to the topic in the study during the course of study. In addition to, it gives the reader an understanding of what s/he needs to know in order to interpret and understand the result of study.

##### **2.1.1 Thesis Writing**

Thesis writing is one of the most important academic works. Writing thesis is the final stage of the research process but in the researches carried out for the requirement of a degree, the researcher needs to present it to a panel of evaluators to defend it (Ojha &Bhandari, 2013, P. 309). It is a document that submitted to particular departmentfor an academic degree or professional

qualification presenting the authors research and findings. In other words, thesis writing is searching new idea, knowledge and innovation and writing report. It is formal academic style of writing in particular area. Every university students need to write thesis to obtain master degree in semester system. It is occurred in the last semester but very essential stage of research. Faculty of Education, office of the Dean, T.U. has made thesis writing a compulsory requirement at master level. Writing thesis needs specific knowledge in the academic field. So, the most valuable practical work can be worthless if it is not communicated well through the research report. In the words of Kumar (2009, P.4), “The report should be written in an academic style and be divided into different chapters and/ or section based upon the main themes of the study”. So that, research writing must be absolute, accurate, clear, free of ambiguity, logical and concise. The purpose of the research writing is to tell readers the problem investigated, the method used to solve the problem, the result of the investigation and conclusions inferred from the results.

Each and every university or institution has its own style of thesis writing. Therefore, the structure of research writing varies from institution to institution or even department to department. It also varies from one discipline to another discipline within the same department or institution. The same is the case with the style of writing of thesis in the department of English education. There is the provision of writing thesis in partial fulfillment of masters’ degree. It has been allocated six credits hour. It is compulsory.

There are a number of books that offer advice to research students but very few of these provide detailed instruction in the writing of the actual thesis and hardly any offer specific advice to students from non-English-speaking backgrounds (Paltridge & Starfield, 2007). Therefore, it is essential that the researcher becomes very much careful while writing the thesis. There are a number of qualities research students’ needs to have to prepare an effective research report. Such skills include sound communication skills, clarity of thoughts, ability to express thoughts in logical and sequential manner and

knowledge base of the subject data (Kumar, 2005, p.266).So, thesis writing has been made mandatory subject in the department of English education. It has a long history.The work of thesis writing got continuity and until 2019 more than 5000 theses have been submitted to the department of English education.

Currently, the Department of English Education follows the following structure of thesis or research report.

#### **2.1.1.1 The Preliminaries of the Thesis**

The research student should be familiar with the format and layout of the preliminaries of the thesis. S/he should be careful about the font to be used, size of the letters, and other areas related to the format. The researcher should be familiar with the preliminary pages used in the theses as prescribed by the office of Dean, faculty of Education in the Department of English Education, Tribhuvan University. First Page of the thesis includes a cover page which contains the title, the purpose of writing the thesis, the name of the researcher, the name of the faculty/department of the students, and the year of completion. Similarly, the second page includes inside cover page which has cover page plus one more group of information with details of the students, such as T.U. registration number, exam roll number, date of approval of the proposal and the thesis submission date. Likewise, the third page is declaration. In that page the researcher should declare that the research work is original and has not been submitted anywhere else for any other degree. Like that, fourth page includes recommendation for acceptance. This page contains the thesis supervisor's recommendation for the acceptance to the research guidance committee formed at the time of the approval of the proposal. Similarly, Recommendation for Evaluation is in fifth page. In this page, three member of evaluation committee have to include in details. Likewise, Evaluation and approval page contains three member of Evaluation and Approval committee. Head of Department chaired the committee. Supervisor and one other faculty member included in this committee. Like that, Dedication is an optional page. Therefore, the

researcher may remove this page if s/he wants to. In Acknowledgement page, the researcher shows his/her grateful to different people who have helped him/her in the preparation of thesis. The researcher thanks them. Similarly, in Abstract page, the researcher has to include the title of the research, the aim of the study, the methodology and methods used in the study and the major findings of the study. Likewise, the researcher has to include all of the short forms in list of acronyms and abbreviations page which s/he has used in study. Like that, table of contents also important page. It includes the map of the topics and contents. Finally, list of table page contains tables and charts page if the thesis has. As well as lists of figures should be included in the thesis.

### **2.1.1.2 The Body of the Thesis**

This is the main part of the thesis. It describes what the problem was, how the study was carried out, what are the findings and implications. The body of the thesis is divided into five chapters. First chapter is introduction section which includes Background of the Study, Statement of the Problem, Objective of the study, Research Questions, Hypothesis, Significance of the Study, Delimitation of the Study and Operational Definition of the Key Term. Similarly, second chapter is review of related literature and conceptual Framework. Which contain Review of the Related Literature, Review of the Empirical Literature, Implications of the Review for the study and conceptual Framework. Likewise, third chapter is about Methodology. Which include Design of the Study, Population, Sample and Sampling Strategy, Research Tools, Sources of Data, Data Collection Procedure, Data Analysis and Interpretation and Ethical Consideration. Like that, fourth chapter is about Analysis and Interpretation of Data. It contains Analysis of Data and Interpretation of Result. Finally, fifth chapter is about Finding, Conclusion and Recommendation.

### **2.1.1.3 Other Components of the Thesis**

Besides these main components of the thesis, the researcher should make himself/herself familiar with some other components, too. In this section the supportive evidences are included which can prove and verify the logics. These include footnotes, references and appendices.

### **2.1.2 Process of Thesis Writing**

The research process is very similar to undertaking a journey (Kumar 2009, p.16). There are practical steps through which you must pass in your research journey in order to find the answers to your research questions. Whichever type of research you choose, it will be useful to understand something of the process of research (Walliman, 2011). Different researchers may adopt different processes and steps while writing thesis. But most of them are similar to each other and the essence of all of them is always the same. Writing a thesis is along project and it will make the job much easier if one can conceptualize the whole process before beginning. A major part of writing a good study is good organization. It is important to continuously reorganize materials, notes, time schedules, and approaches throughout the process.

The first step in planning a research project is the identification of a suitable problem (Das, 2005, P.13). The selection of a suitable topic for a thesis or dissertation is in many ways the most difficult task. A thorough knowledge of a particular subject area is needed. The researcher should take appropriate topic from the respected area. This is a confusing problem and a clear and appropriate topic takes time to discover. In the process of choosing topic it is necessary to consult with a thesis supervisor and obtain his/her help. He/she can help narrow the topic and state it in an appropriate style. After deciding on a topic it will be necessary to submit it to the supervisor for his approval in the form of proposal. When a topic is chosen for writing it is necessary to develop some expertise on the topic. The best way to do this is to investigate the

relevant literature in libraries and documentation centers. It is a good idea when reviewing the literature to take detailed notes on the important points relating to the topic.

The second step involves the establishment of research objectives. These objectives will further assist in guiding your research project (Polonsky and Waller, 2011, P.92). These research objectives are the specific components of the research problem that you will be working to answer the overall research problem (Churchill, 2005 as cited Polonsky and Waller, 2011, P.92). The next step is deciding on the research design. The research design is one of the most important elements of the thesis. It is the outline of the logic of the study. The process is to go from the stated hypothesis or the problem and explain the solution or the method of investigating the solution. The research design basically explains how the student plans to do his/her empirical research. The preparation of such a design facilitates research to be as efficient as possible yielding maximum information (Paudel, 2006, P. 13). It is common in the research designing to specify the desired data, the way one will choose a sample and how the data will be analyzed. Most students will probably pick a research design using an interview, a case study, or survey research. It is necessary to develop a questionnaire or some other instrument which will be used to collect data.

After the completion of the research design and the development of the instrument, one is ready to go to into the field and collect data. Before using the instrument to collect data, it might be necessary to pre-test them on a small group of people. Pre-testing a questionnaire or an interview schedule is frequently useful to give the researcher a chance to remove any ambiguous questions, to determine if he/she forgets any questions and to provide additional information about the sample. Collection of data is fairly straightforward. It is important to collect data without being biased and to try to treat each sample the same. Once the data collection is finished, the data is

transferred from the questionnaire, interview, or whatever instrument was used, and placed on a summary sheet.

Once the data is placed on summary sheets, the data analysis can be made. Basically, analyzing data means looking for pattern in the information collected. Usually, when the data is arranged on the summary sheets it is possible to get some idea of the results. From the summary sheets the data is tabulated and statistically analyzed. The analysis depends on the type of data and the nature of the research design. So, researcher can write findings, conclusion and recommendation of the thesis. So, it is completed within three months.

### **2.1.3 Components of the Thesis**

A thesis is a report of the study carried out by the researcher. It is a formal document prepared at the end of the research activities (Ojha & Bhandari, 2013. P.309). It includes almost all the components of the proposal along with the actual data collected, the interpretation and analysis of the data, findings or conclusions and suggestions. According to the guidance given by the office of Dean, Faculty of English Education (2071) has given following components to be included in thesis. They are as follows:

Title page/cover page

Inside cover page

Declaration

Recommendation for acceptance

Recommendation for evaluation

Evaluation and approval

Dedication (optional)

Acknowledgement

Abstract

List of Acronyms and Abbreviations

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#### **2.1.4 Supervisor's Role in Thesis Writing**

The university supervisor is staff and employed at University and is expected to have sufficient knowledge on supervision. The major responsibility is to supervise the scientific part of the work and guide the student in his/her work to meet the assessment criteria and expected study outcomes for the course. The success of a thesis or a dissertation for a graduate student relies upon the role of supervisor (Mhunpiew, 2013 v.3, p.119). The roles of supervisor are professional roles. The supervisor concurrently may act in many roles as a coach, teacher, friend, colleague, trainer, good role model and guide (Mhunpiew, 2013v.3, and p.119). Coaching the skills builds trust and understanding between the student and supervisor (Robertson, 2009, as cited Mhunpiew, 2013). The specific skills of a student should be trained by the supervisor and the specialist. Besides coaching and training, the supervisor also acts as a good role model who listens and guides the student to achieve goal.

Furthermore, supervision has been identified as important factors (Philips & Pugh, 1994 as cited Dythe, Samara & Westrheim). A good supervisor requires the leadership skill: a mixture of three skill approach (Northouse, 2010 as cited Mhunpiew) - Technical skill, human skill, and conceptual skill – to help a student in producing the best outcome. Students need a leader who keeps them on track and makes them feel confident. The supervisor's roles are critical, the success of the student depends on supervisor's ability to tell the student the truth and respond to what need to be done. The supervisor should know the strengths and weaknesses of the student. At the same time, the supervisor should know how to provide relevant document, experts, advice, and emotional support, and allow the student to learn self-motivation to reach all of their

goals. The supervisor acts as respond to the basic elements of student's thesis, such as their method, their choice of theory, their empirical data and their primary literature. The supervisor judge whether the thesis can be written within the time limit and the academic limits which are set out in the regulation. The supervisor's response takes as a starting point the draft that student have sent beforehand. By so doing, supervisor will have the opportunity to see how they actually write and carry out their intentions, and based on this will work out where they need help. And supervisor will comment on the written product and respond, focusing on the future, to what needs to be investigated and written. Supervisor will constantly attempt to provide constructive recommendation for what to do next.

So, the constant comments and suggestions from the supervisor help students to develop skills for writing and preparing the thesis. Supervisor should not be just experienced researchers, but they also should know familiar with methods which make research effective. Supervisors thus expected dissertation students to be guided by the values and to adopt the practices of the research community (Charles, Day & McLaughlin, 2006). Similarly, Ndakala (2008) stated that "the role of University supervisor is to participate in designing the project of students". Students themselves may not be able to follow right track. The supervisor's role is to get them back on project track. They can provide scientific guidance to the students. Whenever students feel difficulties, the supervisor has the responsibility to review the written report and provide guidance for the oral presentation. Supervisor is expected to read the literature and discussion parts of it with students. So that, the supervisor can give feedback on students work and check the report against assessment criteria. So, the student can understand more about their project work.

### **2.1.5 Students' Role in Thesis Writing**

Research student is someone whose role is to complete thesis successfully on time. In most European countries the final assessment in a master's degree

programme is the master's thesis (Meeus, Van Looy' and Libotton, (2004) as cited in kleijn, Mainhard, Meijer, Pilot and Brekelmans, 2013). This master's thesis is a complicated task for students. Student should be most active and responsible person to write thesis. S/he should take responsibility of whole thesis work progress, authenticity and quality of thesis. Researcher should work collaboration with supervisor and respective department. S/he should tell everything to supervisor and do according to supervisor's suggestion. Similarly, Ndakala (2008) stated that the student role is to read and have an insight of the content in literature. The student is at start of thesis work expected to read and analyze the assessment criteria for the different parts of the thesis work. He/she should have knowledge of all the parts of thesis. Those sorts of knowledge lead him/her towards better understanding of thesis components. The student is also responsible to, in cooperation with company supervisor and the course coordinator, write a project plan before the independent part of the thesis is carried out. Without coordinating with supervisor, student cannot take right track. To be in right track, he/she must follow supervisor's advice. Student should read all the literature which is relevant to his topic. His responsibility is to have knowledge of the content in the document. He/she must know why and how these documents have taken in document. The student is responsible for that work is carried out according to the project plan. Project plan is essential in thesis writing. Without following the project plan student should not reach in destination. So, the student must regularly report project progress to supervisor and especially point out if the project plan cannot be followed. If the project plan is revised it needs approval from supervisor. Student is responsible to write project diary. Project diary is helpful for reminding. It is the responsibility of student for project implementation and to conduct work and writing according to the highest ethical ground. He/she should not violate ethical ground of respondent. It is the role of student to keep them in confidential. The student must ensure that the contents the report and the presentation do not violate agreement company privacy, or any copyright rules. So, the student is responsible to email the

written report to <http://www.urkund.se> for plagiarism check. The student is also responsible to give credit to others who help him during thesis work. He/she clearly describes collaboration in the thesis, and point out contribution. Student has independently documented the work and the result. The student is expected to make reflections and discussion the project outcome with the customer and supervisor. He/she is also responsible to present the results in a written report and at an oral presentation at a public seminar or conference.

### **2.1.6 Challenges in Thesis Writing**

Writing a thesis for the first time is often a challenge for both native (L1) writers and nonnative (L2) writers (Bitchener, 2010, P. 80). The first tension concerns situations in which a student is barely able to reach the goals of a master's thesis project, and therefore would require more regulation from the supervisor than the supervisor deems appropriate in light of goals (Keijn, Bronkhorst, Meijr, pilot and Brekelmans). Dissertation work was viewed as having increased the students' 'research-mindedness', allowing them to look at their individual practice from a wider and more analytical perspective and to subject it to a more detached scrutiny (Charles Anderson, Kate Day and Pat McLaughlin, 2006, v.31, p.155). Student researcher has to do a lot of exercise during their writing thesis. One has to collect a lot of material like books, articles, theses, journals and relevant materials to their respective area. These sorts of material may not be easily accessible to the novice researcher. S/he should collect these materials by the help of supervisor or relevant expert. This is also challenging job for researcher. In the process of interacting with the postgraduate students and examining their research reports, it has become evident that the writing of theses and dissertations has not been an easy task for the majority of the students (Komba, 2015). Students may face challenges every step of their research journey. The challenges included inappropriateness on presenting different chapters of the reports and lack of academic writing skill. Even they have problem in how to present the chapters and how to maintain cohesion and coherence in thesis writing. Researcher needs academic

specific writing skills. One has to know which word is appropriate in which place and how to make strong sentence in research report. These sorts of skills lack on students academic writing.

According to Helm (1989, as cited in Komba, 2015, p. 4) “postgraduate research pose problem areas, namely the research design, the data collecting and processing and the report writing”. Some students lack on research design. They confuse which design is appropriate for what topic. There is mismatch of topic and research design. Another problem they face is in data collection phase. Some students could not collect authentic data. They cannot reach target people. Some respondent ignore researcher’s request. After collected data, even they have problem in data processing. They lack how to present data in systematic way. The writing phase of the research report, be it a dissertation or thesis, can have several challenges. Thesis writing starts from interested topic of the students. Students might have interested topic. If they have interested topic in any area, they have somehow easiness. Students might have to face problems in following aspects/domains.

#### **2.1.6.1 Selecting Topic**

Students may feel difficult in selecting topic. They might not know how to select topic. As a result they have to spend many sleepless nights. Some students ask their supervisor for the topic. They may think that topic should be given to them by the supervisor. It means they just want topic for study.

#### **2.1.6.2 Collecting Resources**

After selection of topic, students may face problem on collecting resources. They do not have idea where to get resources for their respected area. Some students ask their supervisor for materials. If supervisor did not send materials they faced problems. They may not know where to get resources for their topic. So, it is also challenging task for them.

### **2.1.6.3 Literature Review**

Literature review is one of the challenging tasks for students. Students may have problem in reviewing literature. They may not know which part of the literature is appropriate for their topic. They might copy unnecessary part of the literature which might not be related literature to their topic. They may not be familiar with the process of literature review and may feel difficulty in scrutinize the information.

### **2.1.6.4 Writing Proposal**

Writing proposal is one of the significant parts in thesis writing. Students spend so many days in preparing proposal. It is a challenging and often a difficult task because in writing we need to care on organization of information and establishing logical relation between sentences.

### **2.1.6.5 Developing Research Tools**

In my view, developing research tools is one of the most difficult tasks in thesis writing. Some students face problem on developing research tools. Since there can be different tools for data collection, for example interview, observation schedule, test items and so on.

### **2.1.6.6 Data Collection**

After developing research tools, students go to real field for data collection. In data collection process, they can have problem how to establish rapport, take consent and get support and co-operation from the respondents. Some students argue that the respondents demand money for interview. Some respondents do not return the data too. So, it is one of the problems for them.

### **2.1.6.7 Citation**

Students may feel difficulties in citation. They might not know how to cite and how much from others work. Some students copy unnecessary part. They do not know how to give credit to writer. Even they have problem on how many words they have taken from the paragraphs. As a result they face plagiarism.

### **2.1.6.8 Writing Report**

Writing report is a challenging task in thesis writing. It is significant part in thesis writing. Some students feel difficult in organization of report. They have problem on establishing logical relation between sentences. Even they feel confusion on grammatical level.

### **2.1.7 Feedback in Thesis Writing**

Feedback is a way of giving advice, criticism or information about how good or useful somebody has worked (Oxford Advanced Learner's dictionary, 2010, p.562). Feedback plays an even more important role in the final piece of work in most master's programmes, which is writing a master's thesis (Kleijn, Mainhard, Brekelmans and Pilot, 2013, P.1012). It can be given by supervisor both way positively or negatively. Positive feedback encourages the learner to do more in their work. Students think that they have achieved a lot and do better. So it leads them towards destination. The negative feedback provides a self-regulation learning experience (Cf. Bulter & Winne, 1995 as cited Vijay, 2007) for the supervisee. As a result of addressing these concerns, the thesis becomes tighter, and there are fewer loopholes for the examiners to pick on. Supervisor comments enable them to look in general at what he/she had written more critically. It is equally beneficial both of them. Feedback provides development of both supervisor and supervisee (Vijay & Elke, 2007). It contributes to the further development of his communicative and collaborative skills. One hand supervisee develops his/her writing skill, independent researcher and writer and managerial skill. Other hand, students achieve their

target goal quickly. Supervisor also develops his/her instruction skill, communicative skill and interpersonal skill. It makes both the parties active and effective. The supervisor and supervisee can do a lot of thing together, negotiate new meanings and learn from each other.

Feedback gives a sense of accomplishment. It makes the researcher aware of committing mistakes and errors as a reflection of one being careless. It gives suggestions, questions and instructions. Some of the suggestions consisted of asking the supervisee to provide more content details. That sort of suggestion make researcher is re-organized to fit with the order in the text. It is also important because feedback provide them to make their text more relevant to argument. More critical reviews are added to strength these parts. Instruction is important to clarify ideas and to link them cohesively. The expressive function of feedback, which comprised praise, criticism, and supervisor's opinion, turned out to be the most beneficial according to the supervisee (Vijay, 2007).

Feedback on draft of a thesis is arguably the most important source of input on what is required or expected of thesis writing students by the academic community. Supervisor edits and remanages the students' thesis if required. They focus all the issues of the thesis. They provide feedback on linguistic issues at the sentence level, discourse feedback at the paragraph level and feedback on what is expected and required for the difficult part- genres of a thesis (Bitchener, 2010, p. 90). In providing written feedback, supervisor can play the expert role as they seek to help their students become more independent of them and reach the level of performance expected by their academic communities.

## **2.2 Review of Related Empirical Literature**

The research remains incomplete if the earlier findings are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information and development. The aim

of reviewing the previous researches and literature are not explore what has already done in the very real. Two researches have been carried out to find the perception of writing thesis under the department of English Education, Tribhuvan University. And, a few researches that the researcher consulted during the studies are briefly below.

Luitel (2010) conducted a research on "A Reflective Evaluation of students' Research Practices in English language Education". This work has been conducted with the aim of carrying out analytical study of the students theses from several perspectives, studying the administrative procedure and formalities adopted for thesis supervision in university departments, and suggesting some recommendations for the improvement of situation based on the findings of study. He selected two campuses purposively and fourteen theses using random sampling strategy. Primary data were collected through interview and secondary data were collected through analysis of theses. The major finding of this study were despite the praiseworthy effort of faculty members in producing a huge quantity of theses, there are various instances of quality loss in most of the respect covered within the scope of present study: in term of the relevance of literature review with research topic, appropriateness of tools, depth of data analysis, coherence between the major theses components, language standard, chapter organization, formatting, citation and listing of references.

Rai (2011) carried out research on "Problems in Teaching Writing at Secondary Level". The main objective of this study was to explore the causes of those problems. Both the primary and secondary sources of data were used in this study. Descriptive and analytical study design along with both qualitative and quantitative data was used. The study found that teaching writing is problematic due to the problems related to both the teachers and the students. Teachers' problems were related to the three main context; problems related to teaching preparation, problems related to teaching techniques, and problems related to textbook used. The main problems related to students

were–neglecting the thinking time, understanding and applying the aim of writing.

Similarly, Adhikari (2012) conducted research on “Problem Faced by English Teachers in Teaching Writing Skill for Grade Nine Students’. The main objective of this research was to find out the problems faced by teachers in teaching writing skill. He used survey research design. The total population of this study consisted of forty two English teachers of secondary level in Nawalparasi district by using purposive non-random sampling procedure. His main finding was the text books which are prescribed for grade nine are not suitable and attractive because they are lengthy and uninteresting and are difficult to be completed in an academic year. The writing exercises given in the grade nine are insufficient, too.

Similarly, Bohara (2015) conducted a research on “M. Ed English Students Perception towards Thesis Writing” to explore the perception of M. Ed students towards thesis writing. He used survey research design. He selected twenty students from central department of English education T. U. Kirtipur and twenty students Mahendra Ratna Campus Thachal among M. Ed second year students using purposive non- random sampling procedure. The tool for data collection of this study was questionnaire. The major findings of this study were that 52% of the M. Ed English students (I.e. 21 students) responses strongly agree with the statement whether thesis writing is appropriate for M. Ed students. Similarly, 45% students (i. e. 18 students) agree whereas 3% students (I. e. 1 student) disagree with the statement.

Likewise, Sitaula (2015) carried out research on “Students’ Perception on Writing Thesis”. The main objective of this study was to find out students’ perception on thesis writing. He used survey research design. Fifteen students were selected from thesis writing group and other fifteen were the students who have completed their master’s thesis under the same department as the sample for the study. Similarly, he used purposive sampling procedure for choosing

informants. The tool for data collection of this study was questionnaire. The major finding of this study was that majority of the respondents (56%) selected their research problem/topic from their own area of interest.

Belbase (2015) conducted research on “An Analysis of the Textbook Writing Skill: A Solving Approach”. The objective of this study was to analyze English textbook of B.B.S. second year. He used text analysis approach as research design. While selecting the sample, two stages were followed. In the first stage different books were selected and among these books the researcher selected the particular book for study by adopting the judgmental method of non-probability sampling method. The researcher used unstructured, qualitative and non-participant observation tool for data collection. The major finding of this study was on the basis of the contextual criteria, writing skill is contextual in the sense that it has full of writing exercises related to the business field and purposes. And it has been prescribed for the students majoring business studies.

The above mentioned studies are related to the perception of students on thesis writing, but no one has studied on difficulties on thesis writing. Therefore, this study seems to be distinct from the other researches done previously.

### **2.3 Implications of the Review for the Study**

Previous related researches are very important to carry out a new research. Previous researches guide a researcher to direct his/her research. It is very important to review the previous researches because it expands the ideas about how to carry out a research in standard way. So, the literature review is an integrate part of the entire research process which makes a valuable contribution to go through almost every operational steps. It helps to bring the clarity and focus on the research problem, improve methodology and broaden the knowledge base in the research area.

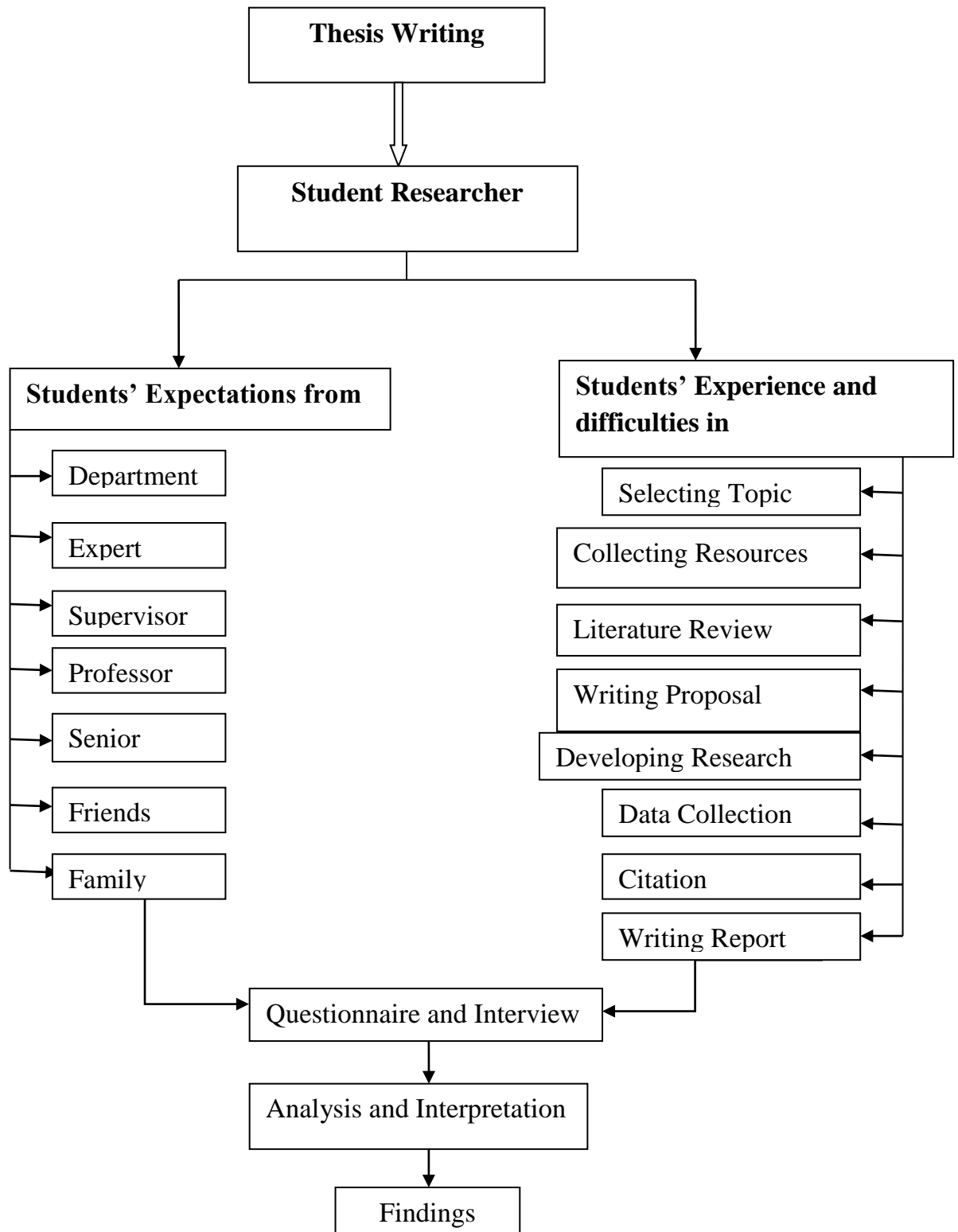
The studies that are carried out survey research and make use of questionnaire as research tool. In this sense, my research is similar to those studies because

my study also makes use of questionnaire as research tool and is a survey research. With the help of review of related literature, it becomes clear that no research is carried out to find out the 'M-Ed English Students' Perceived Difficulties in Writing Thesis'. As a researcher, therefore, I went through different existing literature, books, articles and empirical researches. The reviewed literature provided me that guidelines and to frame the methodology to carry out this research. From the study of Sitaula (2015) I got ideas to develop theoretical knowledge which brought clarity to my research. Similarly, the study of Bohara (2015) helped me to improve my research methodology. Similarly, Belbase (2015) gave me idea about how to write statement of problem. Likewise, Adhikari (2012) provided me clear understanding of design of the research with his explanation in the study. And Rai (2011) assisted me to develop research tools.

So, review of previous related research is important to carry out a research because it assists a researcher by proving several techniques and insights.

## 2.4 Conceptual Framework

The study on “M-Ed English Students Perceived Difficulties in writing thesis” has been used on following conceptual framework.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter is about the methods and procedures of the study. To achieve the objectives of the study, the researcher adopted the following methods and procedures of the study.

#### **3.1 Design of the Study**

Research is always based on the investigation and inquiry of knowledge and information. Research study includes different methods and processes. It depends on the area of the study and selection of the problem. According to Kumar (2009, P. 84), “A research design is a plan for structure and strategy of investigating to convinced as to obtain answer to the research question or problem”. It means there are various sorts of research designs; they are applied on the basis of research problem and other requirements. Regarding my study, I followed the mixed method design in the sense that both types of quantitative and qualitative data had to be collected and analyzed in order to meet my objectives of the study. This “mixing” or blending of data, it can be argued, provides a stronger understanding of the problem or question than either by itself. This idea is at the core of a reasonably new method called “mixed methods research” (Creswell, 2014, P.263). We can start with the assumption that both forms of data provide different types of information such as open-ended data in the case of qualitative and closed-ended data in the case of quantitative. If we further assume that each types of data collection have both limitations and strengths, we can consider how the strengths can be combined to develop a stronger understanding of the research problem or question (and as well as, overcome the limitations of each) (Creswell, 2014, P.263).

Regarding the Design, Creswell (2014, P.540) states, “the purpose of a convergent mixed method is to simultaneously collect both the quantitative and

qualitative data, merge the data and use the results to understand a research problem. A basic rationale of this is that one data collection form supplies strength to offset the weakness of other form and that a more complete understanding of research problem results from collecting both quantitative and qualitative data". On the basis of above mentioned discussion, it is clear that convergent-mixed method design is one of the important research methods which give clear direction to collect and analyze both the quantitative and qualitative data in order to meet the objectives of the study; so, I used this design in my study. In this research I used non-random quota sampling for selecting forty thesis students and used questionnaire and interview to collect data. In mixed method research, the findings of the studies are generalized and described to the whole group.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study included all thesis writing students of department of English education T. U., Kirtipur. All together forty students were selected for this research. Out of forty, twenty students were selected from thesis writing group (TWG). And other twenty students were taken from thesis completed group (TCG) under the same Department as the sample for the study. Similarly, the researcher conducted semi-structured interviews with four students from both group. Likewise, researcher used Non- random quota sampling procedure. Researcher's ease of access to the sample population is the main consideration in the selection of sample in quota sampling. The researcher stands at a place of his/her ease and selects the required number of population on the basis of some visible characteristics such as gender or race which are of interest of the researcher. For interview, the researcher selected four students. Out of them, two students were taken from thesis writing group and other two students were taken from thesis completed group.

### **3.3 Research Tools**

The researcher used questionnaire and interview as a research tool to collect the data. Close-ended question for questionnaire and open-ended questions for interview were asked to the students.

### **3.4 Sources of Data**

Data are the information derived from informants, researches, articles etc. In this research, I collected data from both primary and secondary sources.

#### **3.4.1 Primary Source**

As a primary source of data collection, I collected the data from thesis writing students through questionnaire and interview. Forty students were primary sources of data.

#### **3.4.2 Secondary Source**

The secondary sources of data were related to books, textbooks and journal. For the facilitation of this study the researcher consulted various books especially, Paltridge and Starfield (2007), Kumar (2009), Ojha (2013) etc. Similarly, the researcher consulted different articles like, Bitcher (2010), Charles Anderson, Kate Day & Pat Mclaughlin (2006), de Kelijn, Mainhard, Meijer, Brekelmans, and Pilot. (2013), Kleijn, Bronkhorst, Meijir, Pilot and Brekelmans (2016), Mhunpiew (2013), Ndakala (2008) and Olga, Akyline & Kariane (2006). The researcher visited different websites related to thesis writing difficulties.

### **3.5 Data Collection Procedures**

The researcher used questionnaire and interview as a tool to collect data from the thesis students. The questionnaire was based on M. Ed. English students' perceive difficulties in writing thesis. Similarly, the semi-structured interview

was based on students' perceived difficulties. At first, I visited them and built good rapport with the respondents and the purpose of research was explained. Then, the questionnaires were administered to the students. After, interviews were conducted with four students.

### **3.6 Data Analysis and Interpretation Procedures**

The process of data analysis was started after the data collected from questionnaire and interview. The data were analyzed qualitatively and quantitatively. The close-ended and open-ended questions were analyzed using simple statistical approach tool like percentage and descriptive approach.

### **3.7 Ethical Considerations**

Ethical consideration is vital while conducting research. I did not cause any harm to the participants. Every people has their privacy, norm and own value. The researcher considered such things. So, the researcher kept the participants' response confidential. While conducting the research, the researcher made them believe that the research would not harm their privacy and would not put them in risk.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter includes the analysis and interpretation of the collected data from the sample. The thorough analysis and interpretation of data has been made in this section.

#### **4.1 Analysis of Data and Interpretation of Results**

This study included both qualitative and quantitative data. The quantitative data collected through questionnaire have been analyzed and interpreted through tabulation using the statistical tools such as percentile. The qualitative data also have been analyzed in descriptive way from the interview.

Thesis writing is one of the difficult tasks for novice researcher. In order to carry out a research, the researchers must have knowledge on different steps and aspects of thesis. Similarly, students must have knowledge on the process of thesis writing. Thesis writing starts from selection of the topic. For some students, they spend sleepless night for topic. Likewise, students may feel difficulties for searching materials, review of the literature, proposal writing, developing research tools, citation, organization, logical relation, data collection, report writing and so on. These are the main problematic area in writing thesis. The data corresponding to them have been analyzed and interpreted with reference to following three broad themes:

- a) Students' expectation in writing thesis
- b) Students' experiences in writing thesis
- c) Students' perceived difficulties in writing thesis

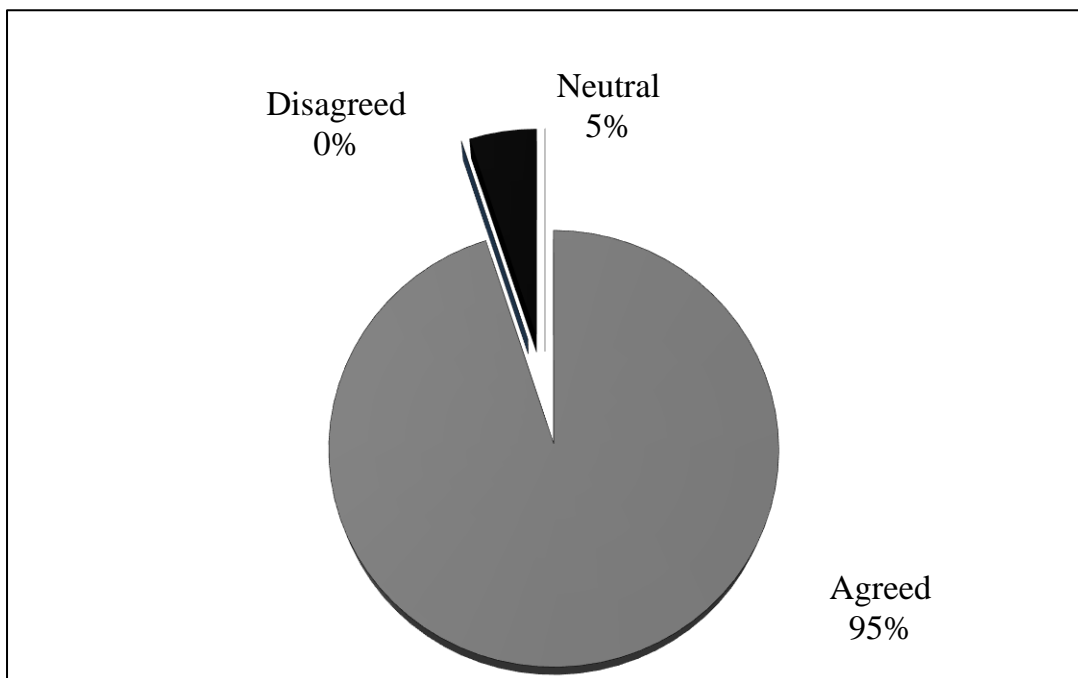
### **4.1.1 Students Expectation in Writing Thesis**

Students might have many expectations in thesis writing process. Expectations might be different from person to person. As the novice researchers, they may have many expectations from Department, expert, supervisor, professor, senior, friends, and family. What students have expected from them is a matter of query. In order to find out their expectations, the respondents were given a set of questions related to the expectations. The researcher collected the responses of 20 students through questionnaire and conducted semi-structure interview with two students from the Department of English education. The responses from the participants are analyzed and interpreted by using both statistical and descriptive tools. The following sub-sections include the detail of its:

#### **4.1.1.1 Expectations from Department**

Students expect may different idea support to the research activities. Department can help students in different ways. Under this topic the respondents were asked multiple choice questions and regarding what they did expect from the Department. I asked them to respond '*I had an expectation that the Department should conduct thesis writing workshop programme*'. The data obtained from questionnaire has been displayed in the following figure.

**Figure 1: Expectations from Department**



As the data presented in figure.1 above, 95 (19) percent of the respondents expected that the Department should conduct thesis writing workshop and Department should provide friendly supervisor to them. Whereas none of the respondent was disagreed with this statement and only 5 (1) percent of them were undecided.

Beside this, I also interviewed with the two voluntarily participants about the expectations. In this regard, the respondent one said *Department can help me many ways. It can conduct thesis workshops. By providing proper workshops and training it can help us. It can also help by taking help from other institutions for thesis programme.* Likewise, respondent two said *department of English education can conduct various workshops, seminars regarding thesis writing. I expect that department will accept only the original theses which are creative tasks of the students. Department could teach us about the technical aspects of thesis writing. Likewise, it could provide us with good samples of proposals and theses so that we got good guideline. Likewise, it could make the students to complete thesis in time.*

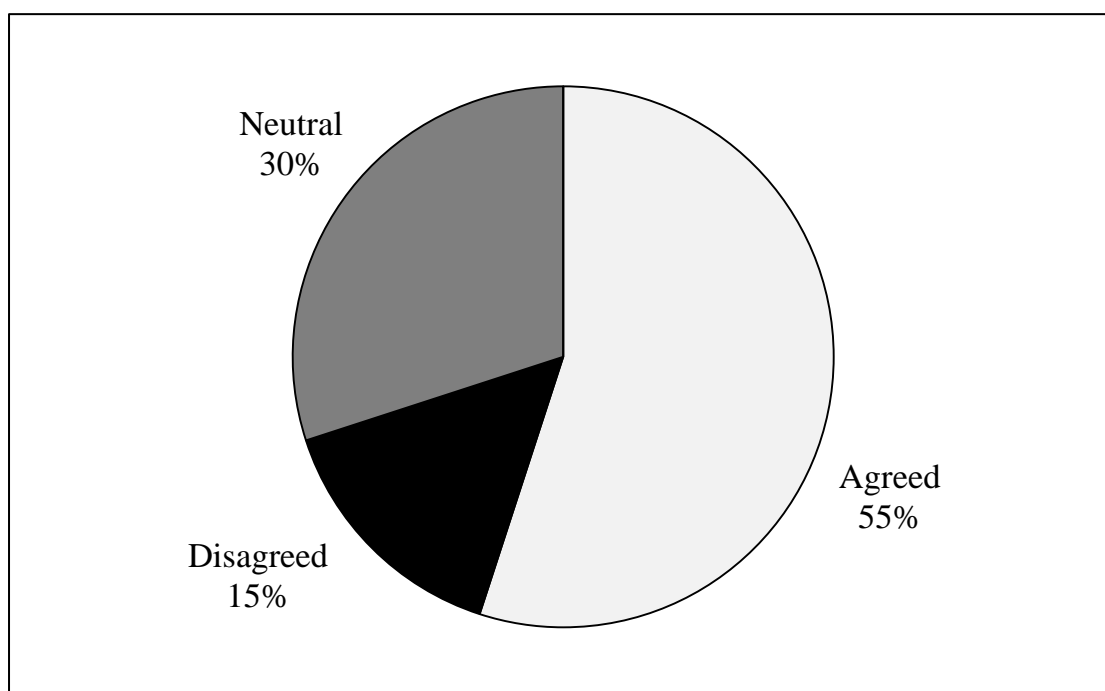
The excerpts indicate that students expect seminar, conference and workshop programme to support thesis writing skill. They need to get technical, social and academic skills from department to fulfill their thesis.

The above results show that the majority of the thesis writing students has more expectations from department. Department should conduct thesis writing workshop to address students problems. The result also indicates that the department should also provide friendly supervisor to them.

#### 4.1.1.2 Expectations from Expert

This section deals with the students' expectation from the expert. The question was designed to find out whether thesis writing students need help from expert or not. I asked them to respond *I had wished that the expert would come and tell everything in detail about thesis writing processes*. The data obtained from questionnaire has been presented in the following figure.

**Figure 2: Expectations from Expert**



The figure 2 shows that all the respondents put their response on the item given. Out of them 55 (11) percent respondents expected that the expert would

come and tell everything in detail about thesis writing process. Whereas, 15 (3) percent disagreed and 30 (6) percent respondents were neither agreed nor disagreed.

Similarly, the data taken from the interview also shows that students had similar kind of expectations from the experts. During the interview respondent one argued that *especially, thesis related experts we need. First one is one can help me by suggesting apt methodological tricks. Second might be by providing me the hints and guidelines in the required area. Third one might be technical, logical and innovative tricks in my writing.* Respondent two said that *I expect some suggestions regarding literature review and data analysis. Likewise, I expect some valuable ideas regarding reference and citations. Moreover, I expect that they would give me individual attention in the process of writing thesis. Most important thing, I expect from them is that they should recommend books on the basis of our research topic.*

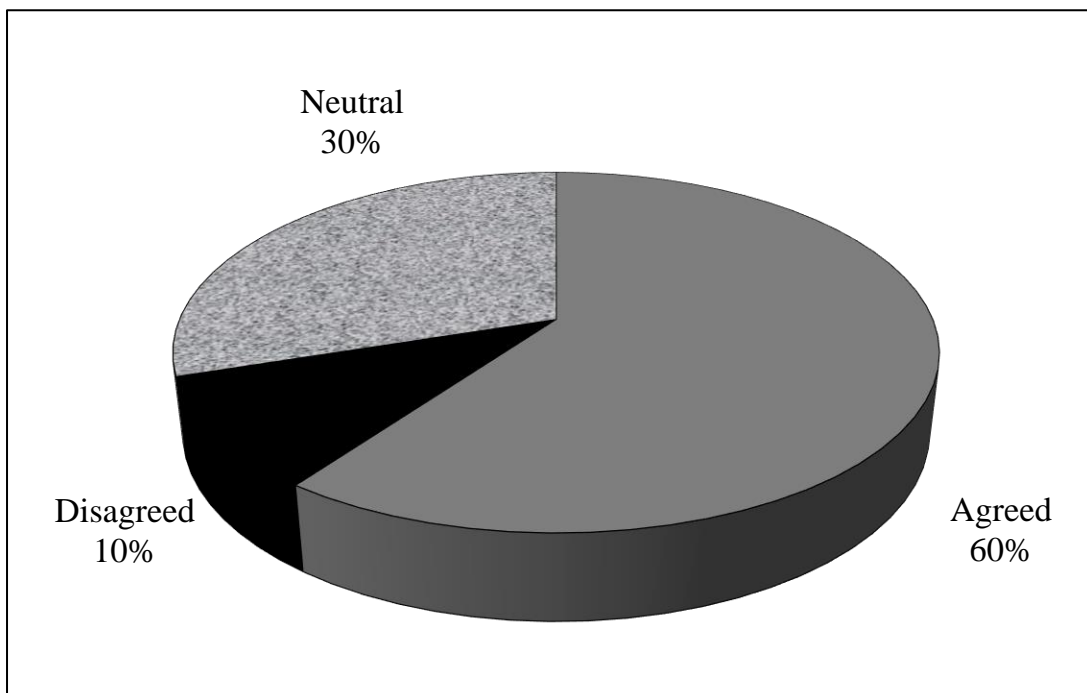
The excerpts show that the experts can teach about methodological trick like technical, logical and innovative trick of research. They had expectations of hint and guideline in the required area. Likewise, they also had expectations of literature review, data analysis, references and citation from experts in thesis writing process.

To analyze the students responses, it is seemed that majority (55%) of the students have expected ideas like data analysis, methodological trick, innovative trick, technical and logical trick, citation, reference and guideline from expert.

#### **4.1.1.3 Expectations from Supervisor**

The statement *I thought that my supervisor would allow me to share my problem with him/her.* In this view primary focus was given to the students whether they share their problems with supervisor in thesis writing process or not. The following figure show the clear picture of the data obtained on it.

**Figure 3: Expectations from Supervisor**



As it is presented in the figure3 above shows that out of 20 respondents, 60 (12) percent respondents were agreed with the statement ‘I thought that my supervisor would allow me to share my problem with him/her. Similarly, 10 (2) percent students were disagreed with the statement whereas, 30 (6) percent respondents were neutral.

Similarly, the data obtained from interview shows that most of the students have high expectations from supervisor. In this regard, respondent one argued that *I have many expectations from supervisor because supervisor is one who help me different steps of thesis writing. He/she help me by guiding my thesis, by providing important suggestions. Supervisor gives proper feedbacks with constructive ideas. That helps me a lot. So, supervisor helps me giving intellectual support in writing process.* Respondent two said *supervisor is like mentor for me. We novice researchers expect more from supervisor. I expect that my supervisor tell me about technical aspects of theses and he will suggest me regarding the feasibility of my thesis topic. Moreover, I expect that my supervisor give me time when I have to submit my proposal or thesis.*

*Supervisors can also help us by providing us with reference materials related to topic through email.*

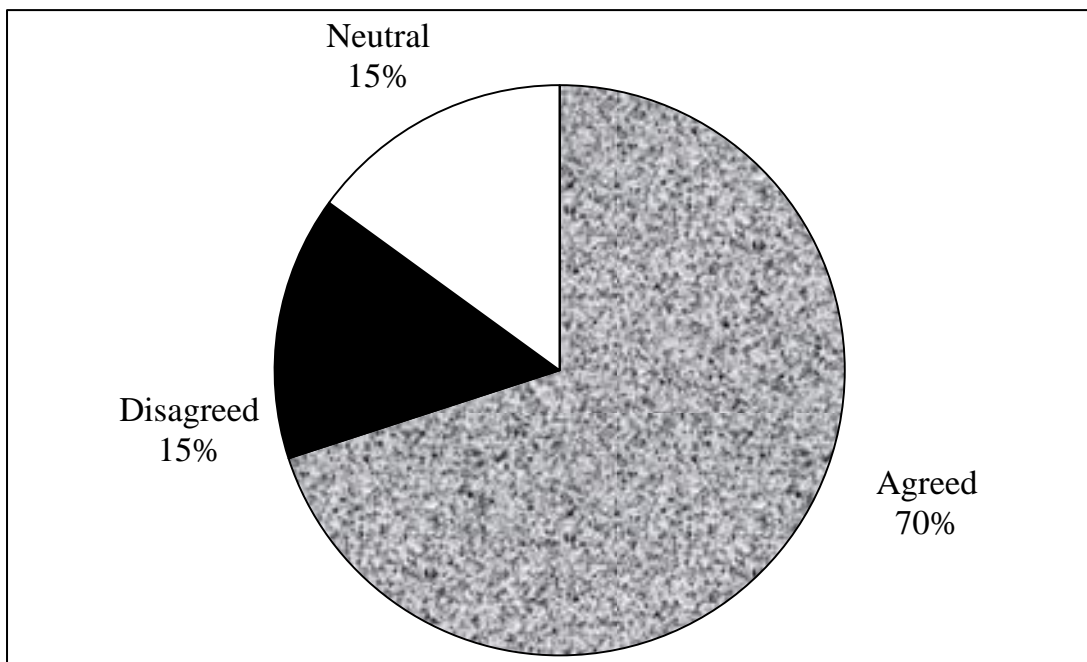
Supervisor is most essential person of novice research in writing thesis. He/she can help student different ways such as giving guidance, providing suggestions, delivering constructive feedback and giving intellectual support in writing process.

It showed that majority (60%) of students have expectation that supervisor is someone who help them different steps of thesis writing. Or supervisor works as guide line in completion of thesis writing.

#### **4.1.1.4 Expectations from Professor**

This section is concerned with the expectation of students from professor. Professor is someone who has great expertise in the field of research. I asked statement *I expected that the professor would teach me how to avoid plagiarism in thesis writing.* The data obtained from questionnaire have been presented in the following figure.

**Figure 4: Expectations from Professor**



As the data presented in figure, above 70 (14) percent of the respondents were expected that the professor would tell them how to avoid plagiarism in thesis writing. And the professor suggests them in methodological part. Similarly, 15 (3) percent respondents were disagreed with this statement, whereas 15 (3) percent were undecided.

While conducting interview, the respondents had also same sorts of response. While sharing the experience respondent one said *professor helps me by providing the subject knowledge. Subject knowledge is very important before started thesis. He/she assist me by introducing the burning area of the research. That leads me know better area. Similarly, even one can provide the ideas of important sources too. Professor can help me providing appropriate books and article. Similarly, The respondent second said professors can also help us with same sorts of ideas. Moreover, they can share their ideas how they conducted their theses, dissertations in different stages of their academic journey. Likewise, they can recommend some books on the basis of research areas according to their experiences. And, they can encourage us to make our research new and productive providing genuine suggestions.*

Students expect that professor need to help them by introducing burning area of research. Professor can give appropriate guidance of resources. They have also expected that professor can share their experiences how they conducted thesis.

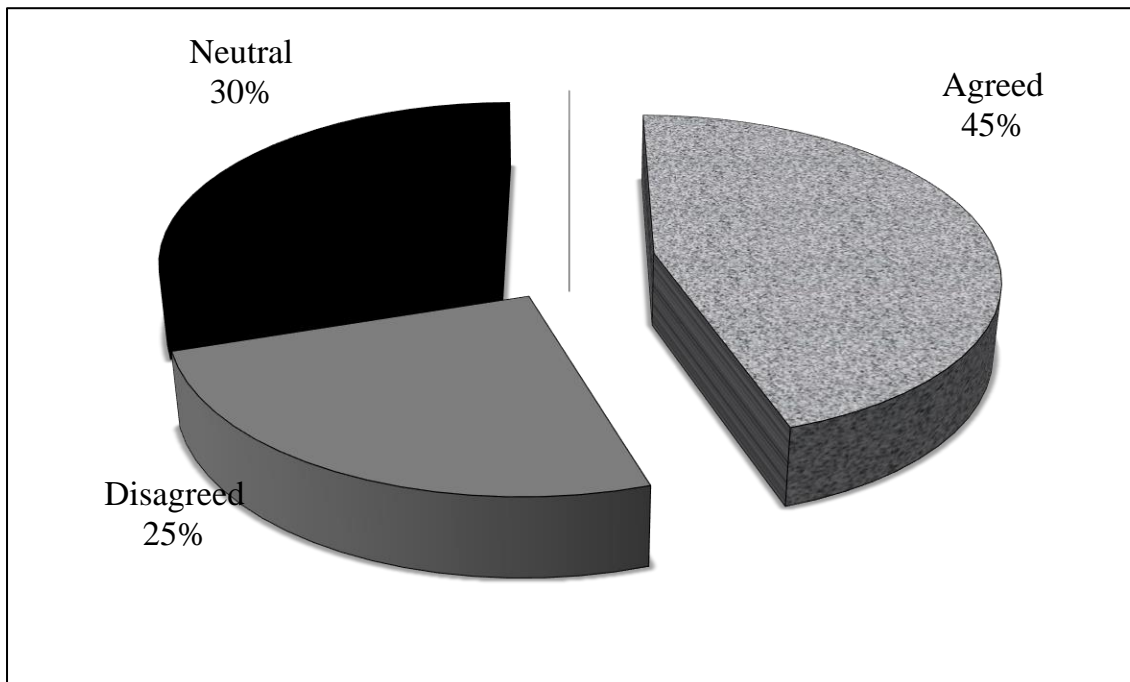
The data obtained to this statement shows that the majority of the respondents believed that professor should share their idea how they have conducted their thesis and teach them how to avoid plagiarisms as well as they should encourage students to do better in the thesis writing.

#### **4.1.1.5 Expectations from Seniors**

Senior can help junior students many ways. Regarding the responses *the senior would assist me in proofreading* was given them to identify their expectations

from senior. The data obtained from questionnaire has been displayed in the following figure.

**Figure 5: Expectations from Senior**



The data displayed in figure5 reveals that out of 20 respondents, 45 (9) percent in total expected that the senior would assist them in proofreading, 30 (6) percent respondents did not expect with the statement whereas, 15 (3) percent were undecided.

Beside this, I also interviewed with the two voluntarily participants about the expectations. Respondent one said *they can help me in the beginning to end by giving constructive ideas like how to write proposal, how to develop research tools, how to cite others' work. Similarly, they can help me in the process of proofreading. Alone with this they can help me in editing process too.*

Likewise, respondent two said *I expect something from seniors. I expect that they would help me in designing the format, deciding font size, margin etc. likewise, I expect that senior would edit my proposal and thesis. As a whole, they can give important suggestions on the basis of their experiences and show us clear path while conducting research.*

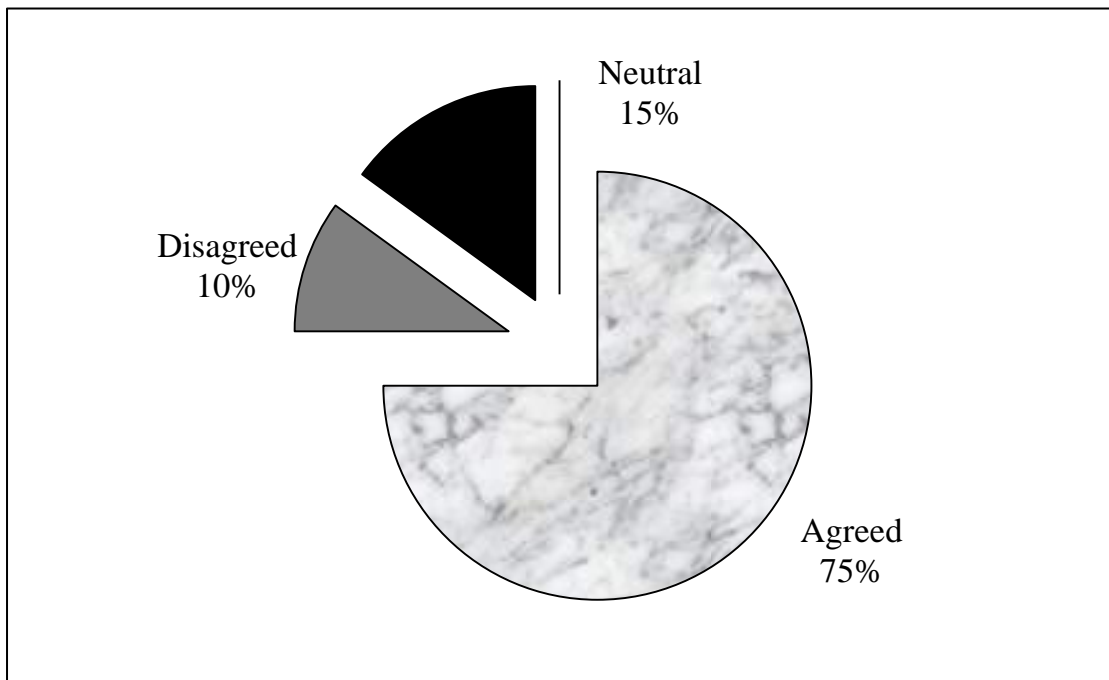
Students expected that senior could help them in proofreading. They could also assist them in editing step and deciding font size. As a whole, they could give important suggestions on the basis of their experiences.

So, senior can play vital role in writing thesis. They can helps us to show clear path of the research journey as well as by giving constructive ideas like how to write proposal, how to develop research tools, proofreading, editing and so on.

#### 4.1.1.6 Expectations from Colleagues

In order to find out thesis writing students expectations from colleague, they were given the following response *my colleague should help me to edit the grammatical mistake in the theses* to find out their expectations. The data obtained from questionnaire has been given in the following figure.

**Figure 6: Expectations from Colleague**



The figure 6 shows that all respondents responded in the given response. It has been seen that 75 (15) percent respondents expected that the colleague should help them to edit the grammatical mistake in their thesis. Similarly, 10 (2)

percent did not expect that they did not need their support whereas, 15 (3) percent were undecided.

Similarly, the data obtained from interview also showed similar result. As evidence, respondent one said *I have expectation from my colleagues. They can help me economical support while I have no money. They can also assist me by encouraging me for better writing. Similarly, they can help me in distributing the questionnaires and other tools of collecting data. Even they can help me in editing and proofreading.* Likewise, respondent two also shared same kind of expectation from colleague. He/she said *I expect that my friends will give me information related to my thesis. They can edit my thesis. Likewise, they can provide me needed books if they have. As research is rigorous tasks, they can encourage me in my research and support me with some ideas as much as they can.*

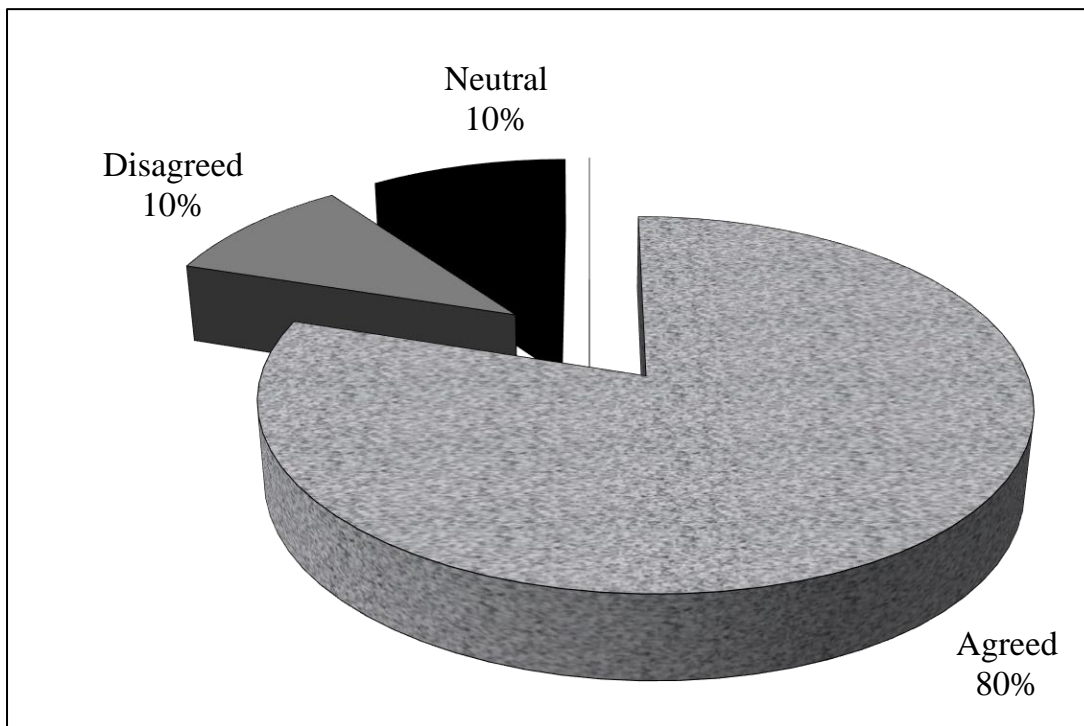
The excerpts reveal that students expected help in distributing the questionnaire from colleagues. They wanted their friends assist them in editing and proofreading.

In conclusion, colleague can help by encouraging, supporting, proofreading, editing, and providing book.

#### **4.1.1.7 Expectations from Family**

This section is concerned with the expectation of students from their family. Family can help them in writing thesis. What kind of expectations students have from their family. I asked them *I expected that my family would encourage me to achieve best result in thesis writing.* In response to this response, I got the following answer from thesis writing group which are given in the following figures.

**Figure 7: Expectations from Family**



The data presented in the Figure7 Project that 80 (16) percent of the respondents expected that the family would encourage them to achieve best result in thesis writing. Similarly, 10 (2) percent respondents did not agree with that statement whereas, 10 (2) percent were Undecided.

Beside this, I also interviewed with two voluntarily participants about the expectations. The data obtained from interview shows that thesis writing students need support from their family. Respondent one explained that, *I have many expectations from my family. First they can help me by sending money. They can give me courage to write better thesis as well as psychological support. This assistance helps me to write better thesis. They can also help me by creating the creative environment for writing the thesis.* Similarly, respondent two said: *Family don't have significant role to play while thesis writing. However, my parents and brother encouraged me to write thesis very fast. However, my family supported me economically they provide me money in*

*need. So, family could help economically and they also could encourage in thesis writing.*

The excerpt shows that students need economical support, psychological support and ethical support to write better thesis. They have also expectation of creating good environment while conducting thesis.

In conclusion, family member can play key role for completing the thesis. They can support by sending money, encouraging and providing psychological support.

#### **4.1.2 Students Experiences in Writing Thesis**

Students might have experienced the story of happiness and sorrow of the time of writing thesis. These can be a good lesson on to others. Considering this, the researcher includes some experiences in this part. Under this heading, the responses of M. Ed. English students perceived difficulties in writing thesis responses are dealt with various topics. M. Ed. Fourth semester specializing English thesis completed group were provided questionnaires and conducted interview having fifteen questions related to experiences of thesis writing. As well as taken some supporting topic related ideas from interview.

The respondents were asked what their experiences while writing thesis. Questions were developed based on selecting topic, collecting resources, literature review, writing proposal, developing research tools, data collection, citation and reporting writing.

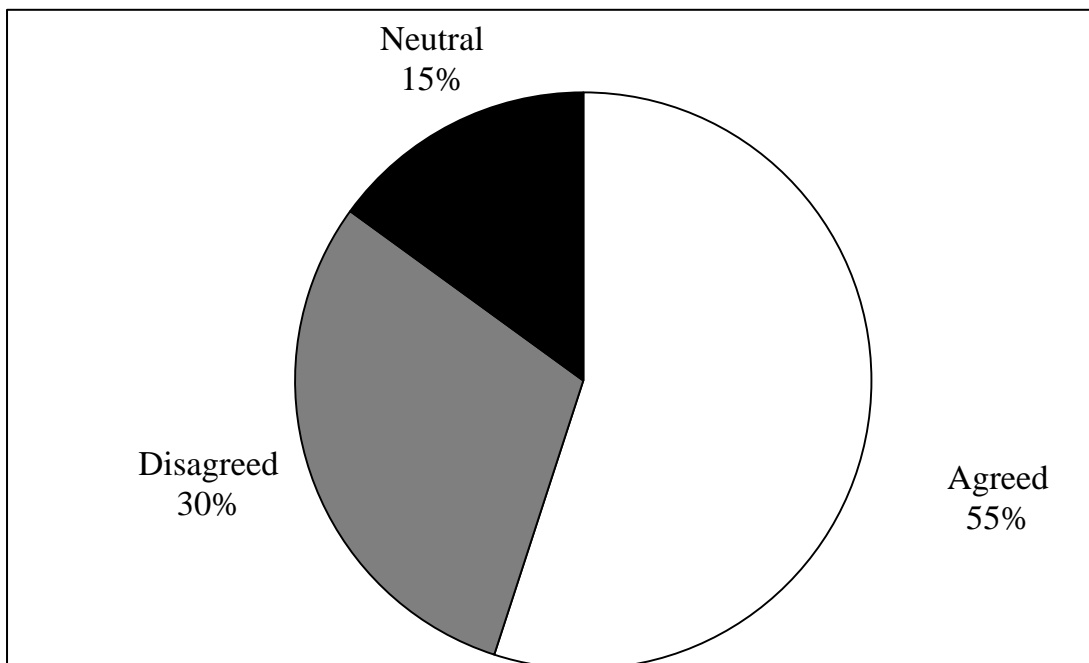
The responses of the students are displayed first with percentage and described later to make the analysis and interpretation more effective and logical. Similarly, responses of respondents from interview also included to make description more logical.

After the processing the data obtained from primary sources, the following results were found.

#### 4.1.2.1 Selecting Topic

Students can have different experiences regarding selection of topic. Thus, I asked them about their experiences with a statement *I had sleepless nights for selecting thesis topic* was given to the students. I asked them the statement in order to document their experiences on selecting research topic. The data obtained from the students have been given in the following figure.

**Figure 8: Selecting Topic**



The data in the figure 8 reveals that out of 20 students, 55 (11) percent agreed that student have sleepless night while selecting topic, 30 (6) percent students disagreed that they have not sleepless night regarding selection of topic and 15 (3) percent students were neutral.

Similarly, the data obtained from the interviews also show similar result.

Respondent third shared his/her experiences that *I searched different topic on internet and I consulted with my friends. Then, I read some research works. I went to library and read different books and articles. As well as I went through the different previous research topics.* Likewise, respondent fourth said that *I*

*listened about the topic from our teacher while teaching and I choose that topic as an issue for my thesis title.*

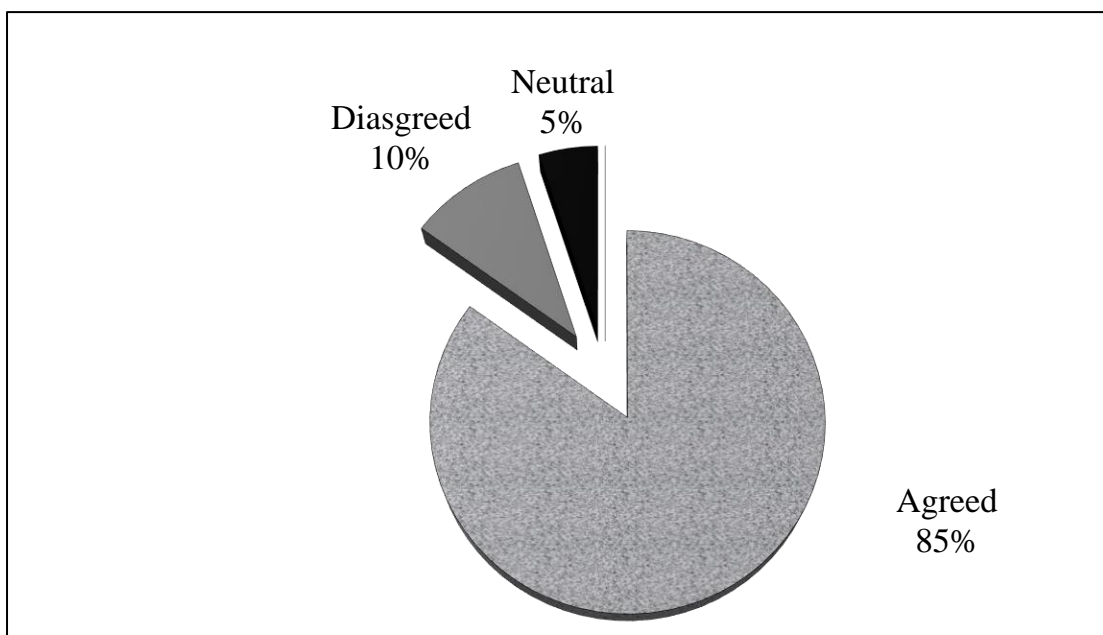
The excerpts shows that many students got experiences in searching thesis topic on internet, they also consult with their friends. They turned the pages of old thesis to get better thesis in library. Some students asked to their supervisor about thesis topic.

The above discussion shows that majority (55%) of the students have sleepless night for their research topic. They have unique experiences while selecting thesis topic.

#### **4.1.2.2 Collecting Resources**

Collecting resources is one of the important tasks in thesis writing. The students were asked what sorts of experiences they have got while searching materials. I asked them the statement *I faced problem for searching resources of my area*. The data obtained from the students have been presented in the following figure.

**Figure 9: Collecting Resources**



The data displayed in figure shows that out of 20 students, 85 (17) percent students agreed that they have faced problems for searching research materials, 10 (2) percent students disagreed that they have not faced problems in collecting materials while 5 (1) percent students were undecided.

Beside this, the researcher interviewed with only two students. The data obtained from interviews also showed similar kind of problems. For example, respondent third said *I downloaded documents from internet and went to the library and consulted different books. As well as I asked my supervisor for document.* Likewise, respondent fourth shared that *I consulted web-based materials. I asked by supervisor to provide research sites and then I downloaded a number of articles; research works and went through them to collect ideas. Likewise, I requested other teacher to provide articles, books related to my research topic. I visited libraries to search for books.*

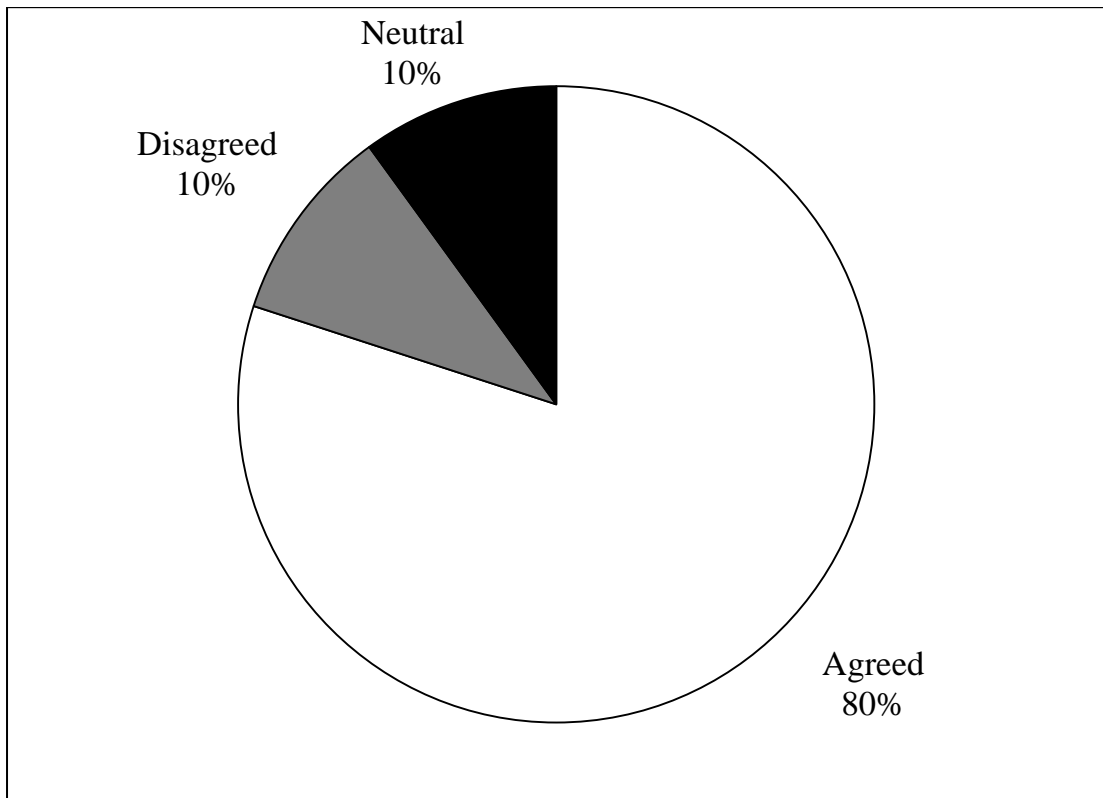
The excerpt reveals that the students had unique experiences of collecting resources. Students asked their supervisor for resources. They also searched resources on internet.

Therefore, majority (85%) of the students have consulted different web-sites, supervisor and teacher for collecting resources.

#### **4.1.2.3 Literature Review**

This section is concerned with the thesis completed group students experience on literature review. The question is *I asked my supervisor how to review literature in my area.* This question is asked how they have collected literature which is related to their area. I asked one close-ended and one open-ended question to the students in order to get their response. The data obtained from the students have been presented in the following figure.

**Figure 10: Literature Review**



As per the data presented in figure10, I came to know that 80 (16) percent of the students agreed that the students asked their supervisor to review literature in their area whereas 10 (2) percent of the students disagreed as well as 10 (2) percent of the students were neither agreed nor disagreed.

Similarly, the data obtained from interview show similar kind of experiences of the students. In this regard I have cited the excerpt of one student here. He said *In this area my supervisor helped me lot. He told me some specific area of my research and I collected all the related literature which was related to my research work.*

*In the same way, when I observed other researches from there I got about the literature which really helped me in my research work.* Respondent four shared that: *my research topic and issue itself provides me some clue to select literature related to the research area. The objectives and research problems are the main key to determine the literature for the study.*

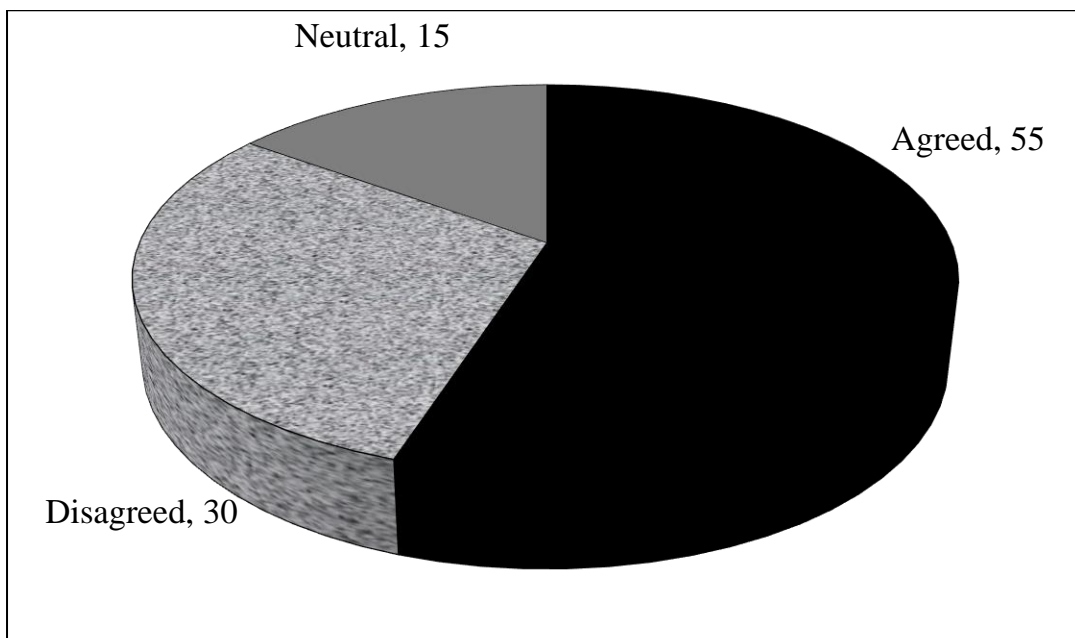
The excerpts also show similar kind of experiences in literature review. They sought help from supervisor. The objectives and research problems are the main key to determine the literature.

In conclusion, most of the students have sought help from their supervisor for literature review. Research topic also provides them clue to select literature.

#### 4.1.2.4 Writing Proposal

In order to find out the thesis completed students experience in writing proposal, they were given the following question *I got confusion while writing proposal*. The main purpose of this question is to find out their experiences on writing proposal. I asked one close-ended question to the respondents in order to get their response. The data obtained from the students have been displayed in the following figure:

**Figure 11: Writing Proposal**



The data presented in figure 11 shows that out of 20 respondents, 55 (11) percent respondents agreed that they have confusion while writing proposal, 30

(6) percent respondents disagreed that they had not any confusion whereas 15 (3) percent respondents were undecided.

Similarly, the data taken from interviews also indicate the same results. For evidence, respondent third shared *my friends, seniors and teachers helped me to make my research systematic. They helped me in different areas like theory building, making framework, grammar etc.* Respondents fourth said that *while writing proposal I got help from my proposal writing supervisor. I consulted her for many times while I got confused. I sought help for writing introduction, citation, literature review etc.*

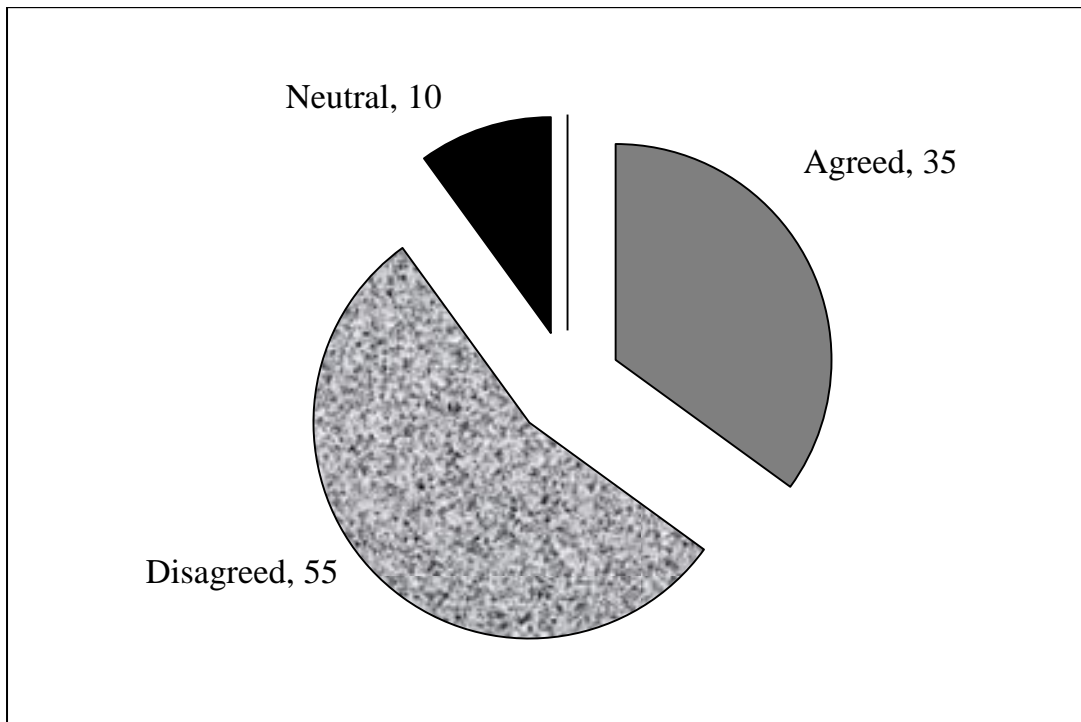
The excerpts above help me generalize that students got confusion in writing introduction, statement of the problem, citation, literature review and many more. When they had confusion, they asked their supervisor to come out of the problem.

Therefore, majority of the students are in confusion while writing proposal. Students were helped by supervisor, friends or for some senior especially in selecting topic, conceptual frame work, developing tools and so on.

#### **4.1.2.5 Data Collection**

This section is concerned with the students' experiences while collecting data. The statement *my request was rejected by the respondent in data collection phase* to find out whether their request was rejected or not. I asked one close-ended question to 20 respondents and one open-ended question to two respondents' interview. The data obtained from questionnaire has been displayed in the following figure:

**Figure 12: Data Collection**



The data in figure13 shown that, 35 (7) percent respondents were agreed with the statement ‘my request was rejected by the respondents in data collection phase’. Similarly 55 (11) percents respondents disagreed, whereas 10 (2) percent respondents were neutral.

Beside this, the data from interview indicate similar experiences. In this regards, respondent third explained *data collection phase is practical and critical phase of research. In this phase, researcher needs to do field work. I went time and time again for data collection in different area.* Likewise, respondent fourth shared that *yes, collecting data through questionnaire is difficult task if questionnaire is too long. These problems were:*

- 1. Finding required number of respondents on time.*
- 2. Respondents felt lazy to fill long questionnaire.*
- 3. Some respondents did not return questionnaire on time.*
- 4. Some respondent’s answers were not sufficient.*
- 5. Some respondents left some questions unanswered.*

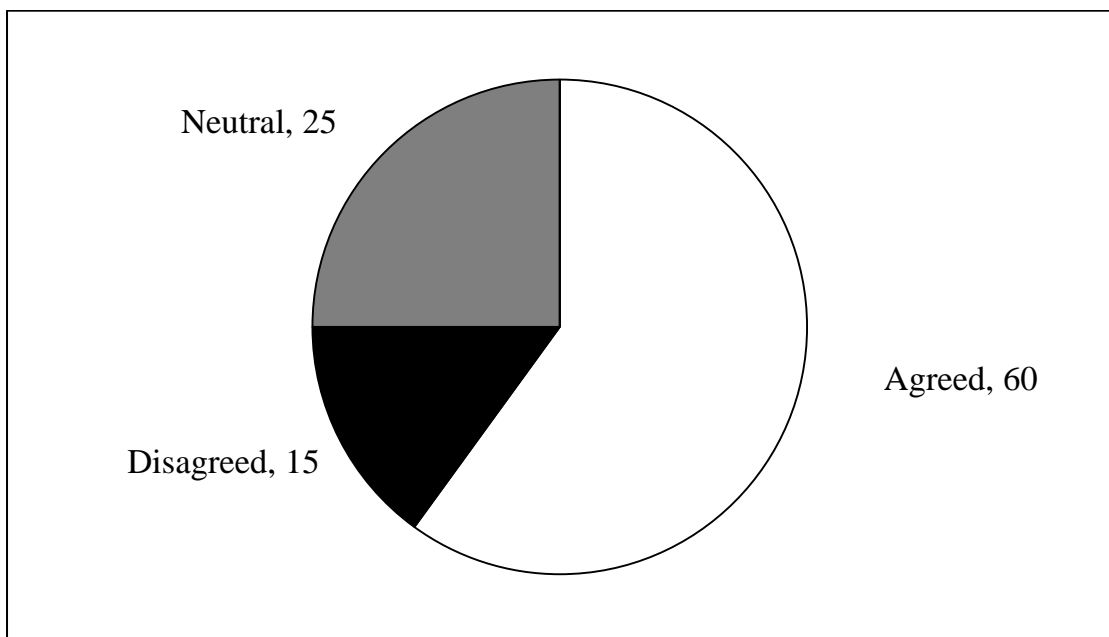
The excerpts show different kind of experiences regarding collection of data. They went field time and time again for data collection. They also did not find required number of respondents. Some respondents did not return their questionnaire. Some of them left questions without answering them.

The above discussion shows that most (55%) of the students' request is not rejected by the respondents in data collection phase. But the interview shows that students have problems in data collections. They said they have faced problem in data collection phase.

#### 4.1.2.6 Citation

In this heading I have designed a statement related to the students' experiences in citation. A statement *I requested my supervisor how to cite others' work* was given to the respondents to find out their experiences in citation. I asked one close-ended question to 20 respondents and one open-ended question on interview. The data obtained from questionnaires has been displayed in the following figure.

**Figure 13: Citation**



The figure14 shows that all respondents put their response on the item given. Out of them, 60 (12) percent respondents agreed that they have requested their supervisor to cite others' work, 15 (3) percent respondents disagreed that they have not requested their supervisor whereas 25 (5) percent respondents were undecided.

Similarly, the interview data also supported it. For evidence, respondent third shared *there are different types of citation process. For different types of document like articles have different types of citation than books.* Likewise, respondents four said that *I consulted with my research supervisor. She provided materials and I read that and apply on my thesis.*

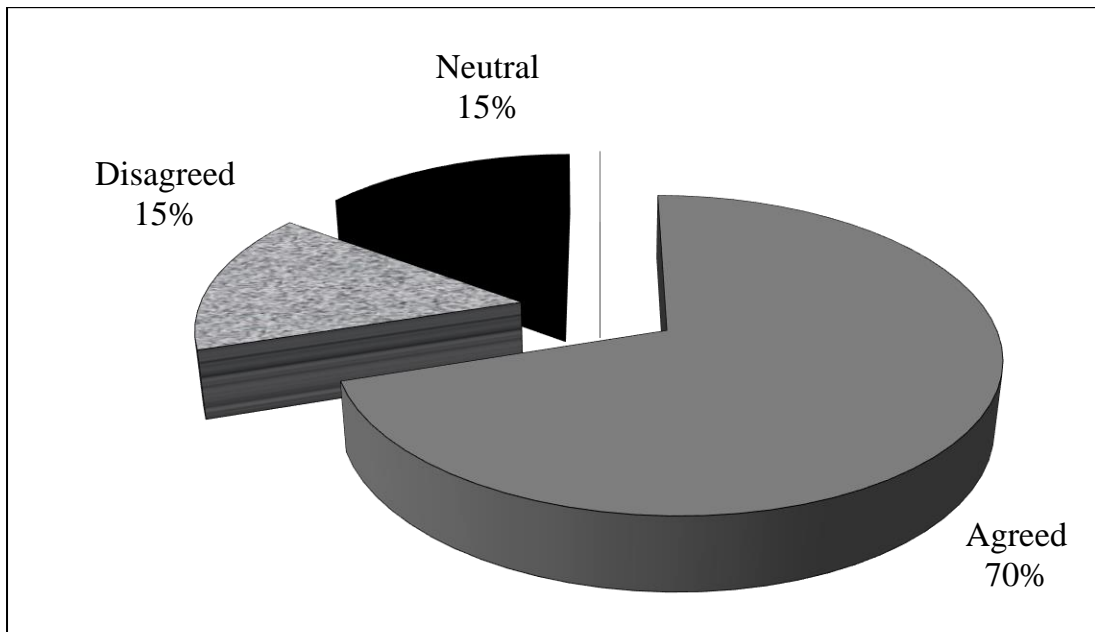
The excerpts reveal that students got a lot of experiences in citation process. They consulted with their supervisor. The supervisor provided them reading materials of how to cite other' work.

The data obtained from both interview and questionnaire show that majority (60%) of the students seek help in citation. Some of them learn from feedback and comments of supervisor.

#### **4.1.2.7 Report Writing**

This section is concerned with the thesis completed students' experiences while writing report. The question is designed to find out their experiences in report writing. I asked the statement *my report had got cohesive mistake while writing report.* The data obtained from questionnaire has been presented in the following figure.

**Figure 14: Report Writing**



As the data presented in figure 15 above, 70 (14) percent respondents experienced that they have got cohesive mistake while writing report, 15 (3) percent respondents disagreed that they have not got cohesive mistake whereas 15 (3) percent were undecided.

Beside this, I interviewed with two participants. The data obtained from interview shows similar result. Respondent fourth shared his/her experiences on report writing. She/he said *Report writing is the final task of thesis writing. Our teacher provided me format and I followed that and prepared my report.* Likewise, respondent third said *I faced challenge of arranging the data in a systematic way. In writing abstract, I faced difficulty because it is very confusing for me to select the content should be written in abstract.*

The excerpts above reveal that students followed format of report writing which was given by supervisor. They faced challenges of arranging the data in a systematic way. They have got challenges in writing abstract.

The ideas above expressed that majority (70%) students had got coherence and cohesion mistake in writing report. They also follow supervisor's guideline while writing report.

#### **4.1.2.8 Trick to Avoid Troublesome in Writing Thesis**

Thesis writing process starts from selection of problem. Most of the students face problems in it. To avoid problems, students used many trick to avoid troublesome. To make the thesis writing less trouble one has to select particular area which he/she is interested. Respondent three said that *firstly, do the researches on that area in which you are interested. Second, make map way of your thesis. As well as be careful on the objectives and the tools you are going to use in your research.* The novice researcher must care what he/she wants to and how much he/she knows that area too. Respondent four said *thesis writing is one of the headache works. We have to minimize these troublesome while writing thesis. We can minimize these troubles by taking help from supervisor. These are the some ideas to minimize the troubles:*

- I. Researcher should have dedication.*
- II. Supervisor should be cooperative, supportive and provides constructive feedback.*
- III. Researcher should consult as many resources as available and should be devoted towards his/her research writing.*
- IV. Department should provide theoretical knowledge to students and involve them into practice.*

The excerpts above show that thesis writing trouble minimized by selecting interested topic. Students have to get clear idea of how to write statement of problems, objectives and research tools. Researcher should not start writing thesis until he/she got theoretical knowledge. To fulfill thesis in time depend upon whether your supervisor is cooperative, supportive and intelligent.

Therefore, the researcher should select thesis topic what he/she really interested, consult with as many resources as possible, careful about objectives and research tools.

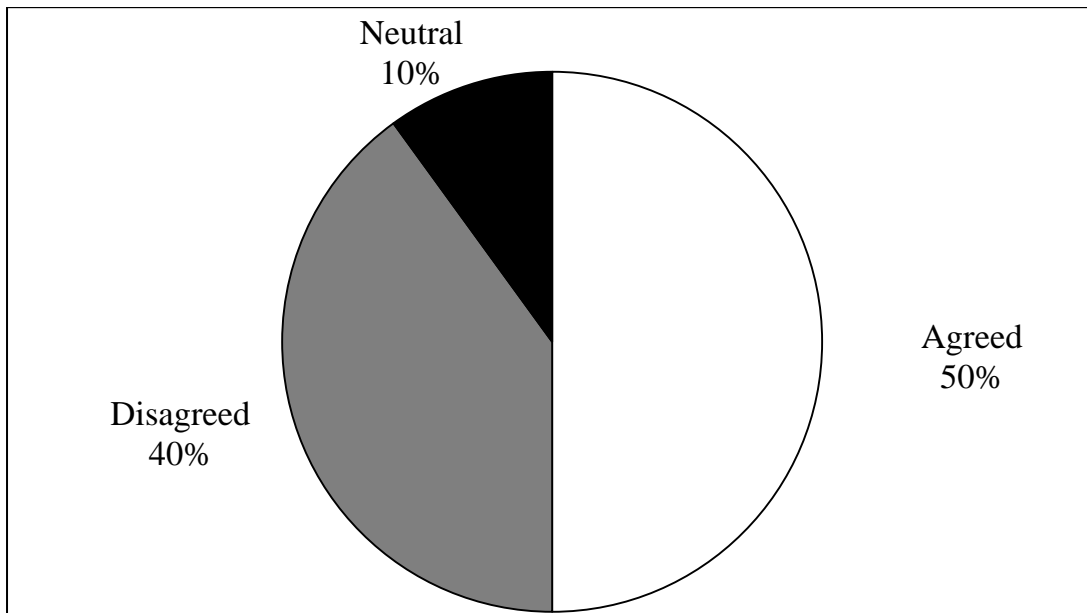
### **4.1.3 Difficulties in Writing Thesis**

Students may face many problems during the process of thesis writing. Difficulties might be different from person to person. As a student researcher, they might face problems on selection of problem, developing proposal draft, developing research tools, obtaining information, writing summary, conclusion and recommendations. This section is designed to find out the students' perceived difficulties in writing thesis. Considering this, the researcher includes some difficulties in this part. The analysis and interpretation of data obtained from the close-ended and open-ended questions is presented below.

#### **4.1.3.1 Selection of Problem**

Every student has to put their effort in selecting problems. However, selection of research problems as a novice researcher is not an easy task. Problems cannot be borrowed from others rather it has to come from the researcher's one's own area of interest. To find out the respondents' view in the selection of the problem, they were asked one statement *I got confusion on my topic because I thought that it was difficult for me*. The data obtained from questionnaire has been given in the following figure.

**Figure 15: Selection of Problem**



As the data presented in figure15 above, 50 (10) percent respondents agreed that they have faced problem while selecting problem, 40 (8) percent respondents disagreed that they have not faced any problem while selecting area whereas 10 (2) percent respondents were neither agreed nor disagreed.

Beside this, I interviewed with two students. The data obtained from interview also shows that most of the students feel difficulties in selecting problem. Respondent third shared his/her difficulties that *I was confusion of selecting the area of research. When I went through different researches done by my senior, it is very difficult for me to create new title. Sometime my supervisor rejected my topics by saying it is very high level research. It is very difficult to conduct in Nepalese society etc.* likewise respondent four said that *first I have faced problem is how to get topic for thesis. Then, I thought to whom should consult with. After I thought what sources I need to read to select topic. Is my research topic is practiced or not. Can I get the sources if I select this/that topic? Lack of sources.*

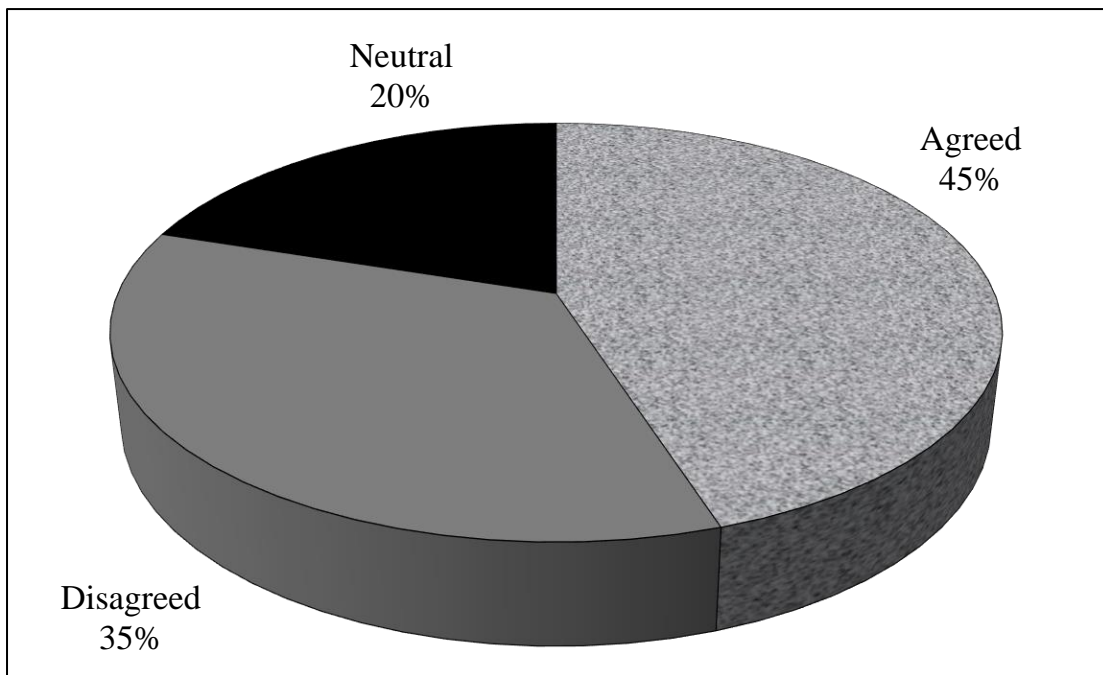
The excerpts above show that selection of thesis problem is problematic to the novice researcher. They faced problem of creating new title. Some of their title were rejected by supervisor.

Therefore, the data obtained from both questionnaire and interview show they majority (50%) of students have got problems in selecting problem. Their topic also rejected by their supervisor.

#### 4.1.3.2 Developing Proposal Draft

This section is concerned with the students' difficulties in developing proposal draft. Students might have difficulties for preparing proposal draft. The statement *writing a proposal was the most stressful work for me* was given to the students to explore whether they had difficult or not. I asked one close-ended question and one open-ended in interview. The data obtained from questionnaire has been presented in the following figure.

**Figure 16: Developing Proposal Draft**



The figure16 shows that all respondents put their response on the item given. Out of them, 45 (9) percent respondents were agreed with the statement

‘writing a proposal was the most stressful work for me’. Similarly, 35 (7) percent respondents disagreed, whereas 20 (4) percent respondents were neutral.

As the data obtained from interviews also indicates that students faced problems in developing proposal draft. Respondents four said that *main problem areas are title selection, creating research problem and objective, collecting literature and preparing research tools*. Likewise, respondent third *statement of the problem (answer the question why did you select this topic? What is the gap between theory and practice). It is also equally difficult to develop objectives and research questions. As well as deciding tools and procedure and research design*.

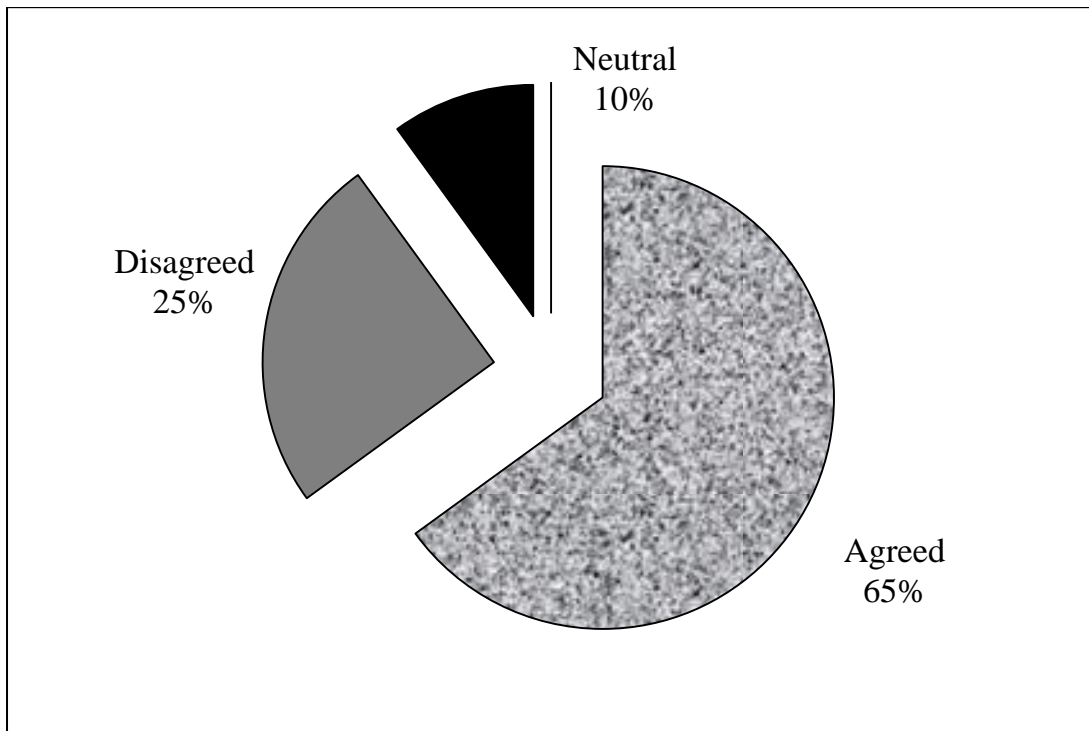
The excerpts show that students faced problems in selecting topic, creating research problem, formulating objectives, collecting literature and developing research tools.

So, majority of the students (45%) face problems like selection of topic, statement of the problem, objective, research tools and design.

#### **4.1.3.3 Developing Research Tools**

Thesis writing students may have problems on constructions of research tools. Some students sought help from other whereas other does not. A statement *I had modified my research tool many times* was given to the students to find out their difficulties in developing research tools. I asked one close-ended to 20 respondents and one open-ended question to two students in interview. The data obtained from questionnaire has been presented in the following figure.

**Figure 17: Developing Research Tools**



The result of the figure 17 indicates that 65 (13) percent of the respondents were agreed with the statement ‘I had modified my research tool many times’; similarly 25 (5) percent respondents disagreed, whereas 10 (2) percent respondents were neither agreed nor disagreed.

Likewise, I conducted interview with two respondents. The data obtained from shows that they have faced problems in developing research tools. Respondent third said that *while developing the tools of my research I felt difficulty in structuring the guideline for data collection*. Similarly, respondent fourth shared that *especially I faced problem is selecting types of tools, number of questions and weather my respondents are capable to answer questions or not*.

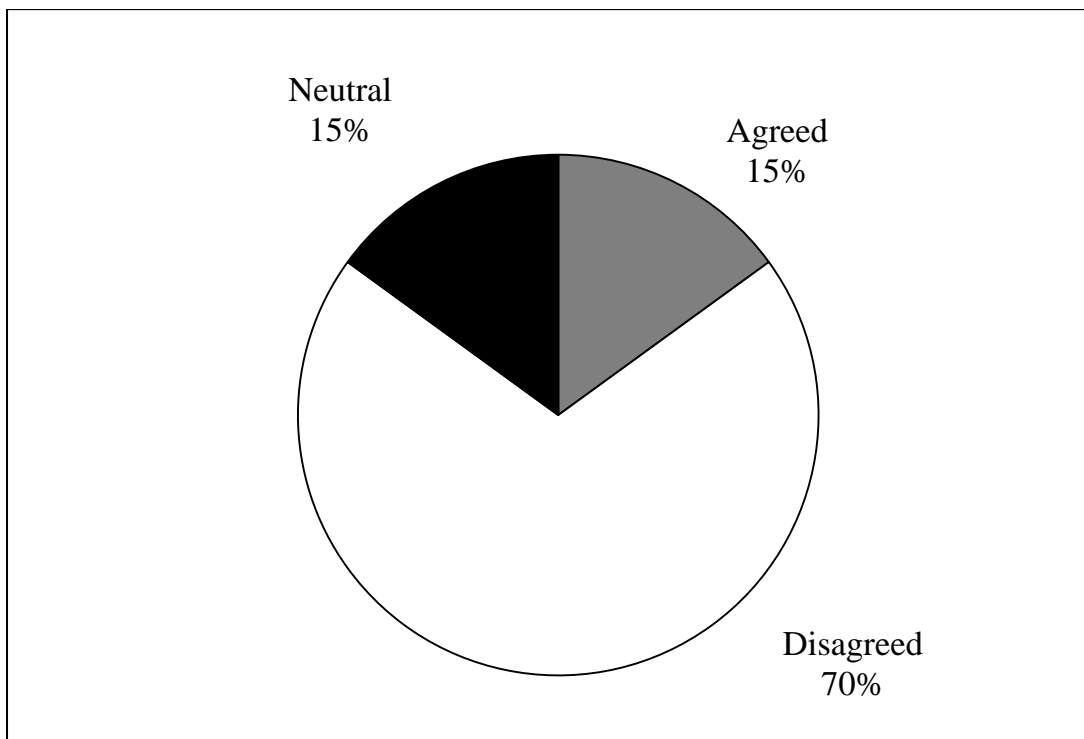
The excerpts above help me generalize that students got problems in structuring the guideline for data collection, selecting types of tools and making numbers of questions.

As the data obtained from questionnaire and interview, most of the students have problems on types of tools, numbers of questions to be developed for their study.

#### 4.1.3.4 Obtaining Information

Students might face problem when they sought for information about their related area. Information can be theoretical or other. In order to find out the thesis students difficulties to obtaining information, I asked statement *the respondent become angry with me when I requested for data*. I asked one close-ended question to 20 students and one open-ended question to 2 students in interview. The data obtained from questionnaire has been displayed in the following figure.

**Figure 18: Obtaining Information**



Analyzing the data of figure18, it reveals all the respondents responded. Out of them, 15 (3) percent respondents agreed that they have rejected in data

collection phase, 70 (14) percent respondents disagreed with that statement whereas 15 (3) percent students were neither agreed nor disagreed.

But, the data obtained from interview display different results. Respondents third said that *while collecting the data for my study I felt difficulty taking the consent from the authority. And visiting the field frequently time and again.* Similarly, respondent four shared similar kind of problems: he/she said that *it is really time consuming. It took nearly one month. Some of respondents are irresponsible. Some respondents left the questions without answering them.*

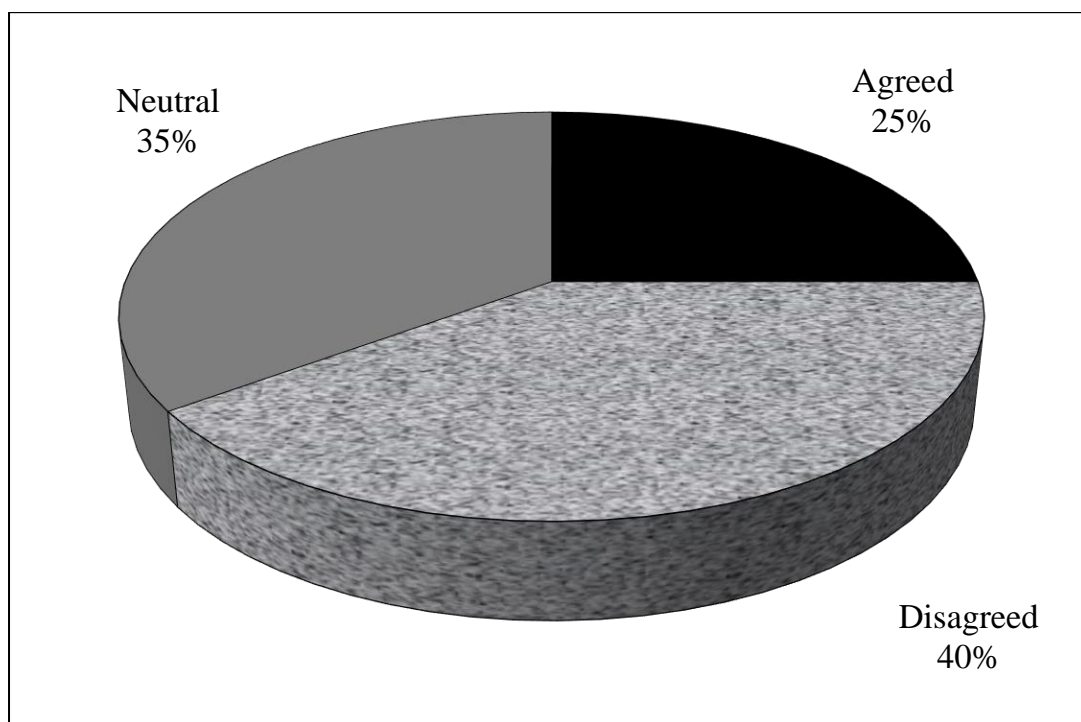
The excerpts show that students faced problems in obtaining information. They felt difficulties taking consent from the authority. Some respondents left the questions without answering them.

Therefore, the majority of the students on questionnaire tick the statement that they did not have problems in obtaining information. Whereas students who participated in interview said that they faced problem in obtaining information.

#### **4.1.3.5 Summary**

Summary is one of the important parts in writing thesis. This section is concerned with the students' perceived difficulties in writing summary. In order to find out the students' problem, I asked them the statements *summary writing was headache activity for me.* The data obtained from questionnaires has been presented in the following figure:

**Figure 19: Summary**



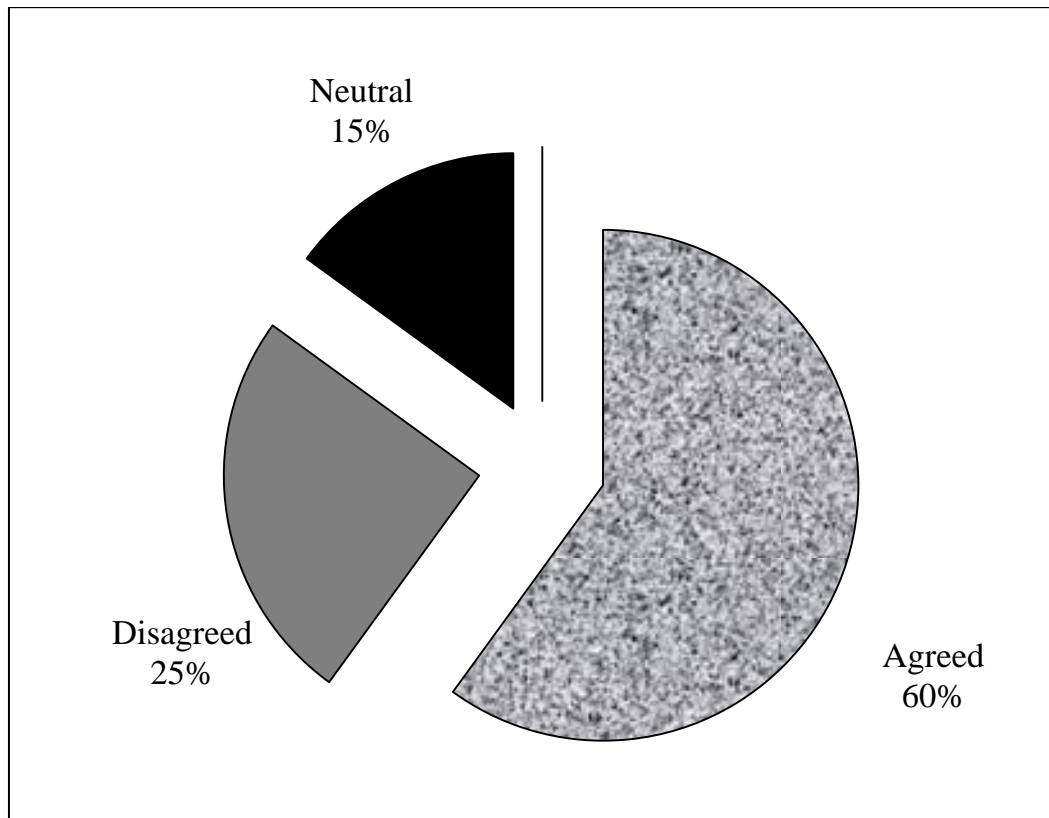
The figure 19 given above shows that 30 (6) percent respondents agreed that they have got problem in writing summary while 50 (10) percent respondents disagreed with that statement that they did not have problems writing summary, whereas 20 (4) percent respondents were neutral.

Therefore, the above discussion shows that most (40%) of the students do not have problem in writing summary.

#### **4.1.3.6 Conclusion**

In conclusion, the researcher has to write what he/she found on the study in brief. In order to find out students problems in writing conclusion, I asked the statement *I had written conclusion many times to make it clear*. The data obtained from questionnaires has been displayed in the following figure.

**Figure 20: Conclusion**



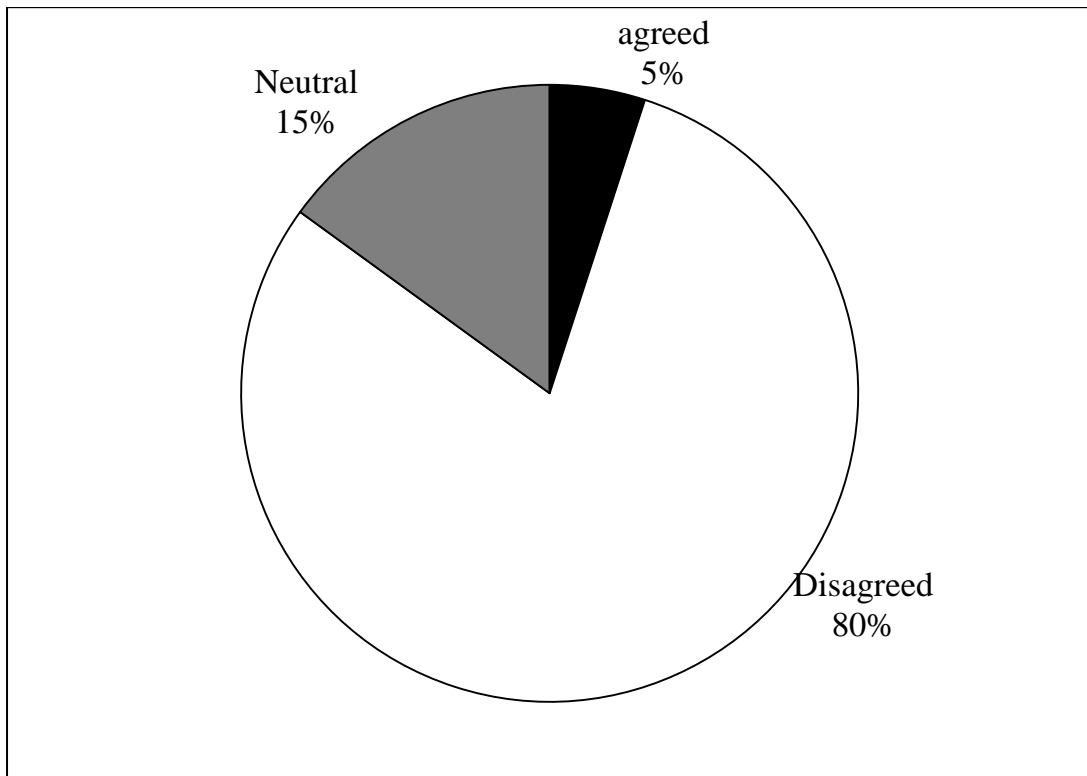
The result of the responses to the figure20 shows that out of them, 60 (12) percent students had faced problems in writing conclusion. Whereas, 25 (5) percent students have faced problems, while 15 (3) percent were undecided.

The result shows that majority (60%) of the students do not have problem in writing conclusion.

#### **4.1.3.7 Recommendations**

This section is concerned with the problems faced by students while writing recommendations. I asked the statement *I did not write clear recommendation in my report* to identify students problems in recommending. The data obtained from questionnaires has been included in the following figure.

**Figure 21: Recommendations**



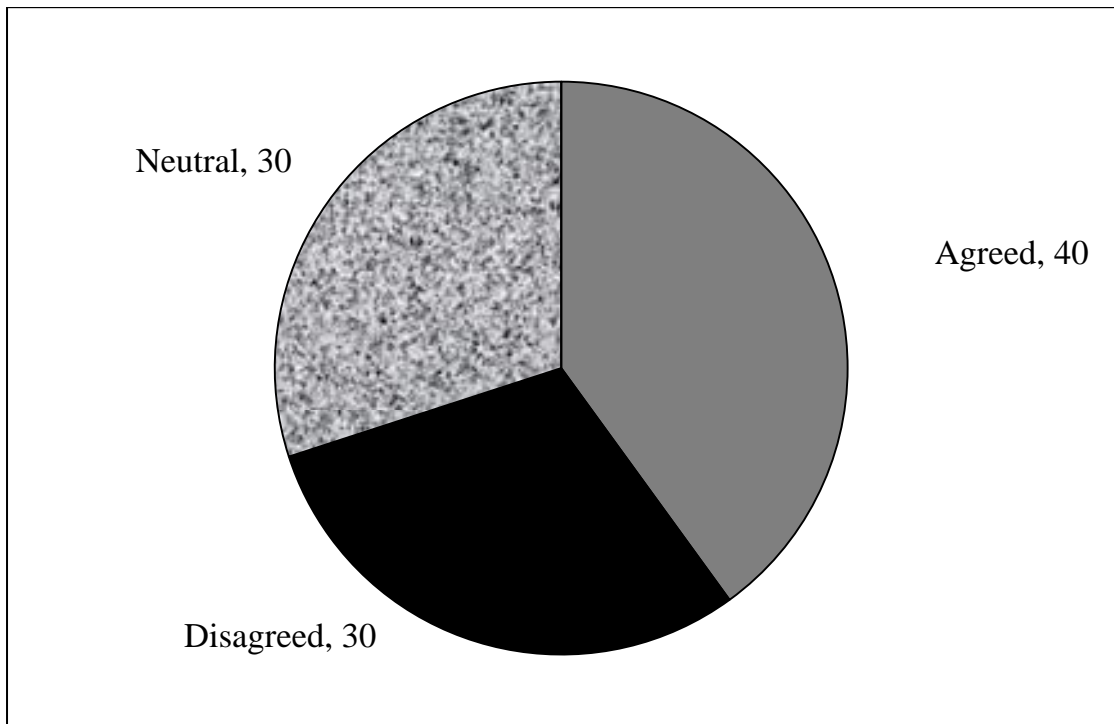
As the data presented in figure21 above, 5 (1) percent respondents agreed that they have faced problem while writing recommendations, 80 (16) percent respondents disagreed that they have not faced any problem, whereas 15 (3) percent respondents were neutral.

The above result shows that majority (80%) of the students have not faced problems in writing recommendations.

#### **4.1.3.8 Organization in Writing**

The statement my *report writing got coherence and cohesion mistake* was given to the students to find out their difficulties in organizing in writing. I asked one close-ended question to 20 respondents. The data obtained from questionnaires have been presented in the following figure.

**Figure 22: Organization in Writing**



As it is presented in figure 22 shows that 40 (8) percent respondents were agreed with the statement ‘my report writing got coherence and cohesion mistake’, similarly, 30 (6) percent disagreed, whereas 30 (6) percent were undecided.

The data obtained from interview shows similar problems. Respondent three said *to make thesis writing more organized, to select the particular area of interest. First decide the research design than select topic. Then decide objectives and research questions. Be sure what you want to do, why you want to do (reason) and how you will do (process). Likewise, don't hesitate to ask or get help from others.* Likewise, Respondent four said *thesis writing can be made more organized which are as follow.*

- I. *Select practicable issue for research writing.*
- II. *Objective should be achievable and measurable.*
- III. *Consult as many resources as available.*
- IV. *Consult teachers, supervisors, friend frequently*

- V. *Do peer editing.*
- VI. *Prepare research tools that can meet the objectives of the study and can easy to collect data.*
- VII. *Follow supervisor's constructive feedback.*

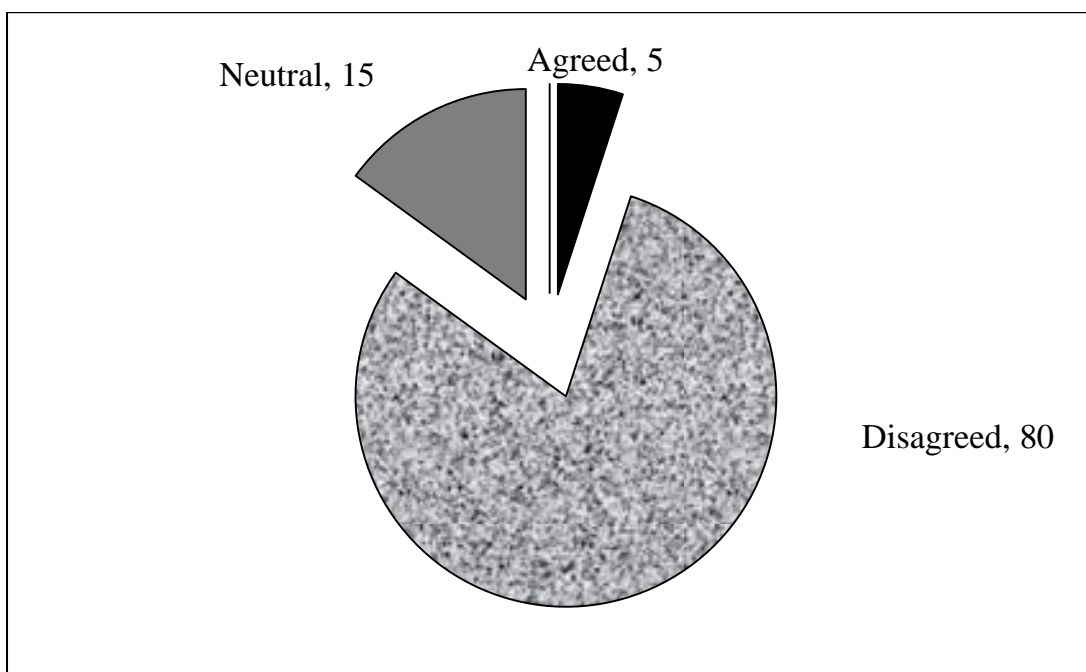
The excerpts above help me generalize that they have faced problems in cohesion and coherence. They faced problem of how to raise problems, how to maintain paragraph, how much should write in a paragraph and many more.

The above result shows that majority of the students faced problem in organizing writing.

#### 4.1.3.9 Applicability

This section is concerned with the applicability of their thesis. In order to find out the application of research, I asked statement *my research report did not apply in real field*. I asked one close-ended question. The data obtained from questionnaire has been given in the following figure.

**Figure 23: Applicability**



The data presented in the figure23 shows that 5 (1) percent agreed with the statement which means 5% students said that their research was not applied in real field. Similarly, 80 (16) percent students said that their research was applied in real field whereas 15 (3) percent students did not know whether their research was applied or not.

According to result, most (80) of the students research has been using in real field.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This is the final chapter of the study. This chapter consists of the findings based on the analysis and interpretation of data and provides some recommendations.

#### **5.1 Findings**

The major concern of this study was to identify the perceived difficulties of M.Ed. English students in writing thesis. It also finds out the expectations and experiences of the thesis writing students. On the basis of analysis and interpretation of data obtained from the students, the following findings have been drawn.

##### **5.1.1 Students Expectations in Writing Thesis**

The findings are drawn based up on expectations of thesis writing students are as given below:

- Students had high expectations from the department. Their expectations from department were that it could conduct thesis writing workshop and seminar before starting their proposal. It is because 95% respondents in total expected it.
- They expected that the expert would help them by suggesting apt methodological trick, logical and innovative tricks in their thesis writing. Most (55%) of the students expected it.
- Students expected that the supervisor would give them time, give opportunity to share their problem and individual attention in the process of thesis writing. Majority (60%) of them had those expectations.
- They expected that the professor would assist them by introducing burning area of research and provide the idea of important sources,

books, article and journal. Similarly, their expectation from professor was professor would share their idea how they conducted their thesis and dissertation in different stages of their academic journey. Because 70% of the students expected it.

- Their expectation from senior was that senior would help them designing format, edit proposal and proofreading. Because of approximately 40% students wanted it.
- They expected that colleague would help them by encouraging, distributing the questionnaire and giving books related to their area. Because 75% students expected it.
- Their expectations from family were that family would assist them by encouraging, giving money on time and giving psychological support. Around 80% expected their help in writing thesis.

### **5.1.2 Students Experiences in Writing Thesis**

The findings are drawn based on experiences of thesis writing students are as given below:

- Majority (55%) of the students had experiences of sleepless night while selecting thesis topic. They searched different topic on internet and consulted with their supervisor. Some of the students had got topic from their supervisor. Previous study also helped them a lot to get topic.
- Most of the students (85%) had requested their supervisor for their related area materials. They also downloaded documents from internet as well as visited library. they had frequently visited library to collect resources.
- Majority of the students (80%) asked their supervisor to review literature in their area. For some, their research topic and issue itself provides them clue to select literature. the objectives and research problems are the main key to determine the literature.

- Students had unique experiences in writing proposal. They shared that while writing proposal they got help from their supervisor. Even they got help from their friends, senior and teacher helped them to make their research systematic. It is because (55%) of the students sought help.
- Majority of the students (75%) research tools has been changed by supervisor; even it has been modified in viva. They prepared them on the basis of theoretical literature.
- Thesis writing students had unique experience of data collection. Majority of the students (55%) ticked that they had not got problems in data collection phase. while taking interview, respondents said that their questionnaire was not return on time as well as left some questions unanswered.
- Majority of the students (60%) requested their supervisor for citation. They also learned by observing others research work and supervisor's feedback and comment on citation. the supervisor provided them reading materials of how to cite others' work.
- Most of the students (70%) had got cohesive mistake in report writing. They followed format which was given by supervisor. They faced challenges of arranging the data in a systematic way. They also have got challenges in writing abstracts.
- It has been found that thesis writing could make less trouble by selecting interested topic of the study. Students had to get clear ideas on statement of problems, objectives of the study and research tools as well as format of the thesis.

### **5.1.3 Difficulties in Writing Thesis**

The findings are drawn based on difficulties of thesis writing students are as given below:

- It is found that students had problems of creating new title. Majority of the students (50%) had faced problem in selecting problem. Their thesis topic was rejected by supervisor.
- Majority of the students (45%) became confusion in developing proposal draft. They had problems on title selection, creating research problem, collecting resources and preparing research tools.
- Most of the students (50%) faced problems in constructing research tools. They faced problems in selecting types of tools and number of questions.
- It is found that majority (40%) of the students did not have problems in writing summary.
- Around, 60% of them agreed that they had written conclusion many times. they edited many time to make it clear.
- Approximately, 80% of them had not problems in writing recommendations.
- Majority of the students (40%) had problem in organizing writing. Their writing got cohesion and coherence mistake. They have faced problems of how to raise problem, how to link paragraph and how to maintain their writing.
- Most of the students (80%) believed that their research was applied in real field.
- It has been found that the students should select the topic which they are really interested in. They should be careful on statement of the problem, research objective and research tools to overcome troublesome.

## **5.2 Conclusion**

Academic writing is formal types of writing which is used in academic field. It needs to learn how to meet the demands of the academy by attention to form, format, accuracy and correctness (Leki, 2010, P.III). So, thesis writing is a part of academic writing. Writing itself is inherently challenging because it needs

mechanics, accuracy, organization and systematic in punctuation. Thesis is a piece of document which is supposed to submit to the department to get master degree. Student's researcher can have several expectations, interesting experiences and posing difficulties. So, I set these three themes as the focus of this study. When I collect data and interpret them. I come to conclude that the students expect from department is to conduct workshop and seminar related to thesis writing. They also expect that the supervisor would give them time, give opportunities to share their problems and individual attention in the process of thesis writing. Similarly, they have experiences of sleepless night while selecting topic. They searched different topic on internet and consulted with their friend. Some of the students had got topic from their supervisor. Likewise, majority of the students research tools has changed by supervisor, even these tools has been modified in viva. They prepared them on the basis of theoretical literature. In the same way, majority of the students became confusion in developing proposal draft. They have problems on title selection, creating research problem and preparing research tools.

Before start this study, I had many things in my mind. I do not know what the areas of study are. I have spent nearly three months to select my research topic. I had almost sleepless night. I asked my friend for topic. But, they suggested me to do what I really like. So, I came to choose this topic. This topic is related to my problems. When I chose this topic, I thought that all the informants had same problems as mine. Most of the problems are same. But some of the problems are different than I expected. I never expected that sorts of answer. Most of the respondents said that they did not have problems on summary, conclusion and recommendation writing. But I have problem. That's all my experiences in writing thesis.

### **5.3 Recommendations**

The research is ongoing activity. Especially, ELT research is conducted for academic purpose. Different researches are conducted either for fulfilled the

gap or for innovated new idea. So, on the basis of above mentioned findings and conclusion, the following recommendation on these levels have been categorized into three different sub-headings.

### **5.3.1 Policy Related**

One the basis of findings and conclusion, the following recommendations can be purposed at policy level.

- One of the findings of this study was that the students expected workshop, seminar and conference. So, I would like to recommend that the Department of English education needs to conduct thesis writing workshop, seminar and conference regarding difficulty in writing thesis.
- It is found that majority of the students need special supervision by supervisor. So, I would like to recommend that Supervisor needs to pay student's individual problems.
- Most of the students expected that the professor should discuss about new area of study. So, I would like to recommend that the professor needs to bring burning areas of research in the class room. So that students can have better knowledge in areas.
- Another finding of this study was that the many students perceived difficult in writing thesis I would recommend that the perceived difficult should be included in course of M. Ed. Level in Research methodology subject.
- It is one of milestone study in the field of thesis writing. Therefore, I would like to recommend the Department utilize the study to modify the course of study for research methodology and implement it.
- Majority of the students faced problems in collecting materials related to their area. S, I would like to recommend the Department of English education to arrange sufficient materials for students.
- It has been found that most of the students had challenges for developing research tools. So, I would like to recommend the

department of English education to conduct one day workshop regarding constructing of research tools.

- The study will be effective for the writers to have an authentic preparation of thesis writing.

### **5.3.2 Practice Related**

The following can be the practice related recommendation.

- Thesis writing students had many challenges in process of writing thesis. So, this study helps to develop students, Department and professors awareness towards the thesis writing.
- It has been found that both students and supervisor can minimize the thesis writing trouble. So, I would recommend them to make good relationship between student and supervisor.
- Supervisor knows where students commit mistake and face problems. So, supervisor can point out where the students face problems in writing thesis.
- Master in English education students had many problems in writing thesis. So, this study shows the students perceived difficulties level in writing M. Ed. Thesis.
- Majority of the respondents have difficulty in selecting topic, reviewing literature, developing research tools and citation to the relevant information, the supervisors should help recommending essential materials like theses, journals and books.
- The Department of English education will be benefitted by keeping the students perceived difficulties towards thesis writing in systematic and summarized form.
- This study will help the supervisors and researchers to share their ideas about the thesis writing difficulties and the possible ways to overcome the problems.

### **5.3.3 Further Research Related**

The present study entitled "M.Ed. English Students Perceived Difficulties in Writing Thesis" would be highly recommended for the further study. Thesis writing is a broad field; thousands of studies can be carried out in this field. Many emerging areas are in this field. There are more than five thousand research work have been done in Department of English education. In the study M. Ed. English students' perceived a difficulty in writing thesis is not reviewed. So, the scope of this research is wide enough. Here, some other related areas are recommended for further research.

- Challenges of thesis writing.
- Perception of students' towards supervision of supervisor.
- Roles of research students in thesis writing process.
- Students' belief for conducting research.
- Perceptions of students' towards feedback of supervisor.

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# **APPENDICES**

## **APPENDIX I**

### **Questionnaire**

Dear Respondents,

This questionnaire is a part of my research study entitled “M. Ed English Students’ perceived Difficulties in Writing Thesis” under the supervision of Mr. Guru Prasad Poudel, teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu. The researcher would be very grateful to you if you could kindly fill the following questionnaire with true information. You are free to answer them anyway you like. Your responses will be used for only this study. All the information collected through the questionnaire will be kept confidential.

Thank you

Researcher  
Tara Singh Dhama  
T. U., Kirtipur

## APPENDIX II

### M. Ed English Students' Perceived Difficulties in Writing Thesis

Questionnaire for the Informants (Students)

Name of University:

Address:

Name of the Informant (Students):

Date of Filling up of the Questionnaire:

Level of students: TWG/TCG

Signature:

Please, kindly answer the following questions.

Tick (✓) on the alternative which you agree or disagree in each of the following statements.

(Agree, Disagree and Neutral)

#### Items related to the expectations of students in thesis writing

1. I had an expectation that the Department should conduct thesis writing workshop programme?  
 Agree       Disagree       Neutral
2. My expectation from department was to provide me friendly supervisor?  
 Agree       Disagree       Neutral
3. I had a wish that the expert would come and tell everything in detail about thesis writing process?  
 Agree       Disagree       Neutral
4. I had wish that the expert would provide me resources to me to related area?  
 Agree       Disagree       Neutral

5. My expectation from supervisor was to help me in literature review?

Agree       Disagree       Neutral

6. I thought that my supervisor would allow me to share my problem with him/her?

Agree       Disagree       Neutral

7. I had an expectation that the supervisor help me to prepare research tools?

Agree       Disagree       Neutral

8. I had an expectation that the professor would suggest me in methodology part?

Agree       Disagree       Neutral

9. I expected that the professor would teach me how to avoid plagiarism in thesis writing?

Agree       Disagree       Neutral

10. I had a wish that the senior would help me to select topic?

Agree       Disagree       Neutral

11. I expected that the senior would assist me in proofreading.

Agree       Disagree       Neutral

12. I thought that my colleagues should help me to edit the grammatical mistake in the thesis?

Agree       Disagree       Neutral

13. I expected that my friends would read my thesis and suggest me to do better?

Agree       Disagree       Neutral

14. My expectation from my family was to support me to write best thesis?

Agree       Disagree       Neutral

15. I expected that my family would encourage me to achieve best result in thesis writing.

Agree       Disagree       Neutral

**Item related to the experiences in thesis writing**

16. I had many sleepless nights for selecting thesis topic.

Agree       Disagree       Neutral

17. I asked many friends to give me easy topic for thesis writing.

Agree       Disagree       Neutral

18. I faced problem for searching resources of my area.

Agree       Disagree       Neutral

19. I requested expert for resources/materials of my related area.

Agree       Disagree       Neutral

20. I got confusion while writing proposal.

Agree       Disagree       Neutral

21. I searched help when I got confusion while writing proposal.

Agree       Disagree       Neutral

22. I had got problem how to develop research tools.

Agree       Disagree       Neutral

23. I solved that problem by the help of supervisor.

Agree       Disagree       Neutral

24. I faced problem while collecting data from informants.

Agree       Disagree       Neutral

25. My request was rejected by the respondents in data collection phase.

Agree       Disagree       Neutral

26. Then, I visited another respondent for data.

Agree       Disagree       Neutral

27. I had got problem how to cite others work.

Agree       Disagree       Neutral

28. I requested my supervisor how to cite others' work.

Agree       Disagree       Neutral

29. My report writing got cohesive mistake while writing report.

Agree       Disagree       Neutral

30. It was corrected by expert/supervisor/professor/lecturer/friend.

Agree       Disagree       Neutral

**Item related to Difficulties in thesis writing**

31. I got confusion on my topic because I thought that it was difficulties for me.

Agree       Disagree       Neutral

32. I had got problem for collecting books, articles related to my topic.

Agree       Disagree       Neutral

33. I visited library, websites and other sources for resources to my related area.

Agree       Disagree       Neutral

34. I did not have knowledge on how to review the literature.

Agree       Disagree       Neutral

35. I got problem on how to scrutinize the relation in/on the available literature.

Agree       Disagree       Neutral

36. Writing a proposal was the most stressful work for me.

Agree       Disagree       Neutral

37. I had rewritten my proposal several times.

Agree       Disagree       Neutral

38. I did not get clear ideas how to develop research tool.

Agree       Disagree       Neutral

39. I had modified my research tool many times.

Agree       Disagree       Neutral

40. My respondent did not return data after they completed it.

Agree       Disagree       Neutral

41. The respondent became angry with me when I requested for data.

Agree       Disagree       Neutral

42. My report had got coherence and cohesion (grammatical & logical) mistake.

Agree       Disagree       Neutral

43. I had written conclusion many times to make it clear?

Agree       Disagree       Neutral

44. Summary writing was headache activity for me.

Agree       Disagree       Neutral

45. I did not write clear recommendation in my report.

Agree       Disagree       Neutral

46. My research report did not apply in real field.

Agree       Disagree       Neutral

47. I asked my supervisor how to review literature in my area.

Agree       Disagree       Neutral

## **APPENDIX III**

### **M. Ed English Students' Perceived Difficulties in Writing Thesis**

Name of University:

Address:

Name of the Informant (Students):

Date of Interview:

Level of students: TCG

Please, kindly answer the following questions.

#### **Questions related to the experiences in thesis writing**

1. How did you choose your thesis title/topic?
2. How did you collect resources to your related area?
3. How did you know the literature which was related to your area?
4. Did you get help when you got confusion in writing proposal? What kind of help did you seek?
5. How did you develop research tools? Did you face any challenges?
6. Did you have any problem in data collection phase? What problems were those?
7. How did you know how to cite in your thesis writing? Who told you?
8. Have you got confusion in writing report? How did you solve that problem?
9. How thesis writing can be made less troublesome?

### **Questions related to the difficulties in thesis writing**

1. What sorts of problems did you face while selecting your title/topic?
2. What kinds of difficulties did you have occur in the process of collecting resources?
3. How many places did you go for your related area literature?
4. What are the major areas of difficulties in writing proposal?
5. What sorts of problems did you face while developing research tools?
6. What kinds of problems did you have in data collection phase?
7. What problems did you have in citation phase? What were those?
8. What challenges did you face in report writing?
9. How thesis writing can be made more organized?

Thank you very much

## **APPENDIX IV**

### **M. Ed English Students' Perceived Difficulties in Writing Thesis**

Name of University:

Address:

Name of the Informant (Students):

Date of interview:

Level of students: TWG

#### **Questions related to the difficulties in thesis writing**

1. What is your expectation from Department? How could Department help you in the process of writing thesis?
2. Do you have any expectation from expert who is expert in the field of thesis writing? Write, what kind of expectation do you have?
3. What sorts of expectation do you have from supervisor? How can supervisor help you in writing thesis?
4. What kinds of expectation do you have from professor? How could professor help you in writing thesis?
5. Do you have any expectation from senior? How can senior help in thesis writing?
6. What is your expectation from friends? How could your friends help you in writing thesis?
7. What sorts of expectation do you have from your family? How could they assist you in writing thesis?
8. Do you have any expectation?

Thank you very much!