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# ANALYSIS OF EFL STUDENT'S DIFFICULTIES IN DETERMINING OF THE TITLE OF ENGLISH THESIS

NUR WIDAD WIJAYA
*Universitas Nurul Jadid*
Nurwidadwijaya65@gmail.com

Abstract
This study aims to analyze the difficulties faced by EFL students in determining the title of their English undergraduate thesis. The research employed a descriptive qualitative design involving five students of the English Education Study Program at Nurul Jadid University. Data were collected through observation and semi-structured interviews to explore students' experiences, perceptions, and challenges in the process of selecting an appropriate thesis title. The findings reveal that students encountered various difficulties, including a lack of reading scientific journals, limited understanding of research concepts and methodology, difficulty in generating ideas, low English proficiency, inadequate access to academic references, and limited familiarity with thesis writing conventions. Psychological factors such as low motivation, lack of confidence, fear of making mistakes, and an unsupportive academic environment also contributed significantly to the problem. Moreover, technical issues such as limited access to digital libraries and insufficient academic guidance further hindered students in identifying relevant and original research topics. The study concludes that determining a thesis title is a complex process influenced by both internal and external factors. Therefore, it is recommended that students enhance their academic reading habits and research literacy, while lecturers are encouraged to provide systematic guidance and training related to thesis writing, particularly in the early stages of title formulation. This study is expected to contribute to improving thesis supervision practices in EFL contexts.
**Keywords:** EFL students, difficulties, thesis title, English thesis

## INTRODUCTION

The title is the gateway to the content of a thesis. It is usually the first part of a text that readers and reviewers read. After publication, it is the first (and often, also the only) part of a thesis that the reader sees. Based on their understanding of the headline, readers decide whether the thesis is relevant to them or not. Similarly, readers who browsing the database can only see the title. The first first impression created by the title, helps them decide whether there is a need to look in detail at the thesis. Therefore, writers should take efforts to choose an informative title, informative, appropriate and catchy titles for their research articles. regarding reading it. A title should help distinguish the article from the article from other papers on the topic. The title should attract and hold the reader's attention, thus attracting their attention to read the whole paper. A title is also expected to ensure that paper will be "picked up" when an interested reader searches for articles on a particular topic in a database. In short, we expect title to capture the reader's interest so that the article is read, appreciated, and cited. (Bavdekar, 2016)

The difficulty in determining the title of the thesis is a common challenge that is being faced by English Education students in completing the thesis at this time, from many students there are many who have difficulty in finding the title of the thesis because they never read

journals and theses so that they are very difficult to find an idea so that they are confused when determining the title of the English thesis.

This phenomenon is increasingly prominent among university students, for example students majoring in English education who are currently finding it difficult to decide on a thesis title. First of all, with the rapid development in various disciplines, there are many choices of topics that students can take up for their research. This large number of choices makes the process of choosing a title very complicated. Students often feel overwhelmed by the number of options available and find it difficult to decide which one best suits their interests and competencies. In addition, academic pressure also plays a role in causing this problem. The higher the expectations of universities and lecturers for students, the higher the pressure felt by students to produce original and significant research. In the face of these expectations, students often feel anxious and afraid of making mistakes in determining the title, so they become indecisive and experience creative impasse. In addition, the influence of the social environment also plays a role in this phenomenon. Students often discuss research topics with their friends, and if their friends have already come up with an interesting title, students may feel pressured to come up with a comparable or even better title. This leads to an inability to focus on their own personal interests and the uniqueness of their research topic.

According to (Morales dkk., 2020). Thesis titles should be descriptive enough to be interesting and and easy to remember and understand. Coming up with a thesis title can be difficult for students and there is little literature that provides guidance (Jalilifar, 2010). Generally, the existing guidelines consist of recommendations for writing titles of scientific papers in general. (Soler, 2007) considers that the teaching of the thesis titles should be based on patterns derived from the analysis of authentic texts, theses that have been submitted and approved by judges. Even Although, as already mentioned, to date there has been no research on thesis titles in, some research on thesis titles in other fields.

If only attractiveness is important in the formation of the title, it will not be of much help to the reader, as it will not contain any clues as to what the article is about. In addition, if the title is not informative, it cannot be indexed in an database (Haggan, 2004). A proper title is assumed to have three requirements. To fulfill its function, a title should indicate the scope of the research, introduce the research topic, and be sufficiently clear (Swales & Feak, 1994) These three aspects contribute to informativeness of a title. By fulfilling these requirements, a headline can attract the right readers; otherwise, the headline will lose its effectiveness and therefore will not appeal to its readers. Lester (1993, ) mentions that a clearly expressed title is like a good thesis sentence a good thesis sentence that can guide one's writing and keep the researcher on track. researcher stays on track. He presents a number of strategies for writing titles, all of which in one way or another indicate the topic of the research, as well as the information through which the reader can decide on the usefulness and relevance of the research article (RA) to his or her own field of interest.

In compiling a thesis is very closely related to writing According Hadiani (2017), Writing is the way your thoughts are organized and expressed. Thereupon, writing is seen as a discovery process as the students try to find their way while struggling to think, compose, and put their ideas together. of course writing this thesis must get the final results of the problems studied, before compiling the thesis, of course what is needed is a title and also an idea or concept to make a thesis. Writing a thesis cannot be arbitrary, just writing there, also conveying ideas and thoughts, writing must also be accompanied by references to writing

methods and studies that have been carried out in the research. There is also a thesis writing called a supervisor, of course, in charge of directing students who write this thesis properly and correctly, because the results of writing this thesis will be presented and tested.

This situation is a problem of students in determining the title of the thesis that very often occurs, especially students majoring in English education in semester 8 of Nurul Jadid University class of 2019, often there are students who read very little so that it is very difficult for them to do their final project. The most difficult aspect faced by students of the English education study program at Nurul Jadid University is finding the main idea of the problem based on student responses in interviews, they mostly have difficulty understanding English, rarely read journals so they do not have a view in determining a good thesis title, lack of learning media, lack of knowledge about strategies in reading and lack of practice in writing a thesis.

The thesis is one of the most important concepts in college expository writing. According to (Supardi & Husin, 2015), Writing a thesis is the most challenging process for students To complete the thesis, students need physical, mental, strength and also from a financial perspective. If students rarely read books or lack practice then experience, it will make students confused in making titles, if students often read books then often attend training then it will be easy to make the final project later. Moreover, there are many stages that must be passed. Starting from determining the title and topic, examination of seminar proposals, data collection, to trials or also called comprehensive exams. In the final stage, students will present their research results in front of the examining lecturer. This process is often feared by students. The reason is, students will be given various kinds of questions to test the results of their research. So, it is not strange if students feel nervous and afraid.

According to (Fitria, 2022) states that to write a thesis for all students in tertiary institutions of all majors is an obligation. These provisions based on the consideration those students as candidate's scholars (scientists) must be able to make scientific work as a form of scientific actualization of a person. This course is a mandatory course mastered by the students with the intention that they have guidelines for it is part of the college.

Based on pre-observation, the researcher is taken data about students' difficulties in determining of English titles and working on thesis. In this case, there are several factors that cause confusion in finding titles, the first factor is the lack of reading English books because as smart as people are, if they never read, they will find it difficult to find an idea, and it's different if we often reading the book will find many concepts that come out of his mind and will become an idea to make a title. The second factor is the lack of updating, seeing news and then issues in education.

This problem is very natural. The problem is finding the title of the thesis is not easy. Choosing one topic from the many topics is quite confusing. Maybe there are some students who raise topics similar to the internship report or street vendors. But not all students can use that method. Because in the process of working on the thesis also involves a supervisor. There is a possibility that the topic proposal submitted is not in accordance with what was agreed upon when you discussed it with the lecturer. Another obstacle that students often encounter when working on their thesis is time management. Setting the time to work on the thesis is also sometimes not easy. Not all students are accustomed to good time management because time management is formed intentionally and routinely. It takes high self- discipline and good self-management so that the time management that is created can be carried out. That's why,

some students take quite a long time to complete their thesis because of difficulty managing time.

Based on the explanation above, the researcher concludes that determining a title for a thesis and how to write a thesis are activities related to science. Students usually write a thesis as a requirement to complete their studies at tertiary institutions. To write a thesis, students must have good language to support the ideas they have and also read books so that ideas will come out by themselves. Determining a title also requires more
owledge to support the contents of the thesis. That is writing a thesis is not easy to do if there is no preparation from students. Thus, the researcher will conducted entitle "Analysis of EFL Students' Difficulties in Determining of the Tittle of English Thesis"

## METHOD

This study employed a qualitative descriptive research design to investigate EFL students' difficulties in determining the title of their English undergraduate thesis. This approach was selected to obtain an in-depth understanding of students' experiences, perceptions, and challenges in the early stage of thesis writing. Qualitative description enables researchers to present factual and systematic explanations of phenomena as they naturally occur in an academic context.

The participants of this study were five undergraduate students from the English Education Study Program at Nurul Jadid University. The participants were selected through purposive sampling, focusing on students who experienced difficulties in determining their thesis titles. The selection was based on preliminary observations and recommendations from thesis supervisors to ensure that the participants were relevant to the research objectives. The participants represented varied academic abilities to capture diverse perspectives.

Data were collected using semi-structured interviews and participant observation. Semi-structured interviews allowed flexibility in exploring students' views while maintaining alignment with the research focus. The interview questions explored students' understanding of thesis titles, factors contributing to their difficulties, emotional responses during the title selection process, and strategies used to overcome these challenges. Interviews were conducted in Indonesian to ensure clarity of responses and were audio-recorded with participants' consent. Participant observation was conducted to support interview data and to examine students' academic behavior and learning environment related to thesis preparation.

In addition to primary data, document analysis was used as secondary data. Relevant documents included previous undergraduate theses, journal articles, and institutional guidelines related to thesis writing. These documents supported data triangulation and enhanced the credibility of the findings.

Data analysis followed several stages: data transcription, data reduction, data categorization, and thematic interpretation. Interview data were transcribed verbatim and analyzed to identify recurring patterns and themes related to students' difficulties. To ensure trustworthiness, theoretical triangulation was applied by comparing empirical findings with relevant theories and previous studies. The findings were then systematically interpreted to provide valid conclusions regarding EFL students' difficulties in determining English thesis titles.

**FINDINGS AND DISCUSSION**

FINDINGS

The purpose of this study was to determine the level of difficulty in determining the title of the English thesis of the English language education study program. The results of this objective are presented in the research findings below:

## Difficulties faced by students in determining the title of English thesis.

From the data obtained through observation, the researcher found difficulties faced by students when determining the title of an English thesis such as students lack confidence in learning English, they lack in finding references and lack of reading scientific journals. In addition, there are students who are not focused when studying and lecturers do not pay much attention to students. When the lecturer teaches, the lecturer rarely gives views about the thesis, especially in determining the title to students so that students are less motivated in determining the title of the thesis. motivated in determining the English thesis title.

Many students are confused in determining the title of the English thesis, so that when the lecturer asks some students about the difficulty in determining the title, the students do not answer.

some students about the difficulty in determining the title, the student did not answer the question. the student did not know what to say. Some students responded to the lecturer's question with Some students responded to the lecturer's question about the difficulty in determining the title of their thesis confused until they had no ideas. The researcher can conclude that difficulties faced by students when determining the title of an English thesis, from the results of the first observation, namely The first observation is lack of confidence, lack of motivation, lack of reading journals and scientific works.

In the interview section, researchers tried to conduct semi-structured interviews with five (5) students consisting of 1 high ability student, two medium ability students and two low ability students in speaking. and two students with low ability in thinking. The researcher The researcher took the sample based on observational data from the lecturer.

## Why are titles so important to you?

The following are the results of interviews from the sixth question, namely the importance of titles, From the interview statements, First, students said that judull has an important role, because it acts as an introduction that helps people understand the content quickly and can give clues about what to expect from the content. then Title has great importance in various contexts. In a piece of writing or work, the title serves as a brief overview that gives the reader or viewer an initial understanding of the topic to be discussed. A catchy title can captivate attention, making people want to read more or look further. In addition, titles also aid in indexing and searching, making the work easier to find on online platforms or in databases. In a scientific context, titles also reflect the essence of the research or paper and help researchers understand the content without having to read in detail. In conclusion, titles are an important component to make a first impression and facilitate content discovery.

*"Titles play an important role, as they act as an introduction that helps people understand the content quickly and can give a hint of what to expect from the content."*

The statement from the second interview said that the title is very important, because the title is a statement that represents the entire content in the text, especially in the thesis. The title

must be made interesting because the title is the first thing the reader reads, because the title is the foundation for directing the development of writing. The title has an important meaning in various contexts. In writing, the title acts as a focal point that is first seen by the reader. An interesting title can attract attention and encourage readers to continue reading. In research or academic assignments, a good title can provide a brief overview of the content of the work and help others to understand the topic, here are the interview results of the sixth question, namely the importance of the title. From the interview statements, both students said that the title is very important, because the title is a statement that represents the entire content in the text, especially in the thesis. The title must be made interesting because the title is the first thing the reader reads, because the title is the foundation to direct the development of writing. Titles have important meanings in various contexts. In writing, the title acts as a focal point that is first seen by the reader. An interesting title can attract attention and encourage readers to continue reading. In research or academic work, a good title can provide a brief overview of the content of the work and help others understand the topic. *"In my opinion, the title is a statement that represents the entire contents of the text, especially in the thesis. The title must be made attractive because the title is the first thing the reader reads."*
From the interview statement, the third student said that the title is a very important thing to do before starting a scientific writing, because the title is the foundation for directing the development of writing. The title must be made interesting because the title is the first thing the reader reads. In the context of media and online content, catchy titles can often increase click and share rates, which have an impact on the visibility and spread of content. In practical applications, titles can also be a way to summarize content or provide a brief identification of something, such as a file or presentation.
*"In my opinion, the title is a very important thing to do before starting to write a scientific work, because the title serves as a basis for directing the development of writing."*
From the delivery of the fourth student statement said the title is very important to me with the title, a reader will get detailed and brief information regarding the content of the work. The title is important because it is a brief summary that provides an overview of the content to be described. then a good title can attract attention and be judged as good or not, communicate the main topic, and help people understand whether the information is relevant to them. In today's information-packed world, an effective headline helps distinguish and select the information that best suits the reader's needs.
*"it is very important for me with a title, a reader will get detailed and brief information regarding the contents of the work. Also through the title, the reader can judge whether the contents of the work are good or interesting or not."*
From the fifth student interview statement said the title is very important to me because the title represents an object of discussion so that later it will find the purpose and direction of the discussion. and the title will reflect the main topic and purpose of the research. This title should provide a brief overview of the content to be translated. In many cases, the title also includes the main variable or focus of the research. If you have a specific title that you want to explain.
*" The title represents an object of discussion so that later it will find the purpose and direction of the discussion."*
from the conclusion that the title is a reflection of the overall content of the work. In a few words or phrases, the title should be able to describe the essence of what will be discussed in

our writing. As such, the title becomes a concise representation of the topic, purpose, and scope of the research. A good title will allow readers to have an initial idea of whether this scientific work is relevant to their interests or needs.

Secondly, the importance of the title lies in its attractiveness. An attractive title will be an effective tool in attracting the attention of potential readers. We live in a world full of information, and many readers have limited time to choose reading materials. In this context, an attractive title will be the deciding factor whether or not the reader will continue to read further. Therefore, carefulness in choosing words and crafting a catchy title is very important, Furthermore, titles are one of the main ways people find information. An appropriate and descriptive title will help our research or writing be more easily found in databases or search engines. On the other hand, an ambiguous or overly general title can make your work hidden in a sea of information.

## What factors make it difficult for you to determine the title of the thesis?

Following are the results of interviews from the fourth question, namely the factors that cause difficulty in determining the title of the thesis. From the interview data obtained, students experienced several difficulties when determining English speaking titles. rom this statement, namely the difficulty factor for students in determining the title of the thesis because they have difficulty in finding references and also they are confused with their own research due to quantitative or qualitative. From the results of interviews with the five informants, the difficulty factors in finding new problems to determine titles were lack of reading and lack of motivation. According to him, determining the title was very difficult. Informants rarely read books and journals. In addition, students also have difficulty exploring scientific words which causes students to have no views and difficulties in finding phenomena related to titles and students having difficulty finding phenomena related to titles. This happens because lecturers rarely control student abilities.

*“ Yes, it is true because of the lack of reading thesis examples from seniors at the beginning of my search for titles.”*

Likewise with the difficulty of students finding ideas that always haunt students. The next students were also the same as those who had been interviewed before. That they still have the same difficulties in finding ideas, students are always afraid of being wrong in conveying ideas to determine the title of the thesis, difficulty in finding references. This makes it difficult for them to find new ideas or problems. Students rarely read journals and theses from previous researchers. In addition, students rarely practice writing theses. It makes them confused while working on the thesis. Researchers collect information by conducting interviews with informants. The researcher found informants who had difficulty in determining the title because they occasionally used English and most of them used Indonesian. when the researcher asked the informant a question, the informant asked the researcher to translate the question into Indonesian. This shows that the informant has difficulty in English also has something to do with determining the title of the thesis in English.

## Do you often have no ideas when looking for English thesis titles?

The following are the interview results from the third question, namely those who have moderate ability in generating ideas. From the interview statement, it is included in the category of linguistic factors and social factors. The first is that students find it difficult to

find ideas when determining the title, because they are confused to find something new, one of the reasons students find it difficult to determine the thesis title. They find it difficult to find ideas because their thinking capacity is very minimal due to lack of learning and reading so it is very difficult for them to find new things then their difficulty in finding ideas is due to not reading references from journals or theses related to their majors so they find it difficult to find new topics to be used as thesis titles. on the other hand they are very lacking in reading examples of theses from previous seniors.

*Yes, of course. Confused about what to research, trying to find research ideas that are new and have not been researched before but there is nothing good"*

In this case the student's concern is that they are very confused in finding ideas so that they find it very difficult to determine the title. To overcome these difficulties, informants can read more references from journals and from theses so that it is very easy for them to find ideas, informants can read more English journals and also from previous researchers so that informants no longer find it difficult to determine the title. Among them, you can also use the help of friends or use other media, such as listening to English news readings directly or indirectly, which will greatly help improve thoughts or concepts which indirectly will greatly help in determining the title of the thesis.

*"Yes often, it is because I don't read enough references whether it's journals or theses related to my major"*

In looking for references from journals or theses, this is very related to this so that students find it easier to find new ideas so that they can easily determine the title of the thesis. students must have many references to get new things and also the lecturer must provide an explanation and then ask again about the final assignment, so that students have many views and the lecturer must also provide practice to students of the English study program. This will increase the level of self-confidence of students. From there the researcher could conclude that the difficulty in finding English titles from the three informants the researcher interviewed was due to a lack of references.

## Many people have difficulty determining English thesis titles, how about you, what difficulties did you experience in finding English thesis titles?

The following are the results of the interview with the second informant, those who have high abilities. From the informant's statement that included in the category of linguistic factors owned by students, namely thinking. When the researcher conducted an interview, the informant said that he had difficulty in thinking so that he had difficulty in finding unique phenomena. This difficulty can be said that he has a problem in rarely reading. He said that he often wrong in interpreting it. So she feels afraid when does not find new problems. Thus thus making it doubtful and difficult in determining the English thesis.

*"During the process of finding a title, I was honestly confused about what to research. But I tried to find a phenomenon that was unique enough to be researched so I focused on the title I chose.*

This happens because he is too worried about what makes them confused in determining the right title. In addition, they rarely read scientific journal articles so that they do not have views on new phenomena. Because in reading articles one is said to have the ability to find a

concept.In determining the title. As long as what we read we will have a view on that side will find a new view. From the results of the second student interview, the researcher
From the results of the second student interview, the researcher concluded that the difficulties faced by the second student with a highhigh ability students, namely in finding something new with the lack of studying the thesis of the previous researcher, then he is increasingly difficult to determine the title. So, waiting before determining he must read even more.

## Have you not experience self-assessment, Do you feel like you can't determine the title of your thesis in English?

Following the results of interviews with the fifth informant, namely those who have low abilities to speak. From the data interview the fiththh student have some difficulties while speaking English :
From the results of interviews conducted by researchers, that fourth informants, when determining the title of the English thesis the informant experienced difficulties in finding ideas and difficulties in reference. Informants are afraid of making mistakes in determining the title. until he always hesitate in determining the title of the thesis. This situation This happened because he did not have the courage and confidence so he was confused when determining the title of the thesis. Apart from that, the informants were never assisted or given any enlightenment or explanation about the title, which was always correct underestimate their ability in everything, especially in English. from the interview results, the informant also explained to the researcher that in fact he wants to learn but sometimes the environment is not supportive and from his friends who immediately said that the title did not match made him broke and not confident so that his thesis was delayed.
*"I feel a little stressed, confused and feel insecure and eventually lose concentration."*
It is no different from students who have low abilities in English they had been interviewed before. The students have low abolition because they master the vocabulary. He said that he had difficulty in determining the title. because it's hard to find something new and make him despair, often angry. This condition occurs because students don't always practice English and learn to write their thesis in their daily life. They also use Indonesian with friends and teachers to communicate in their classroom and environment. Therefore, students do not care to improve their ability to speak English So they find problems and difficulties in learning English.Reference mastery is the most basic thing that must be mastered
by someone in learning English in doing the final project which is a bachelor's degree requirement. How can someone work on a thesis, especially determining the title. Especially if what studied foreign languages, so mastery of references from Journals are something that must be understood by students, especially in studying English references. If a student has adequate English scientific words, it will automatically be support the achievement of finding the title so that students have a view. Likewise, vice conversely without having strong and adequate references, a student will experience difficulty in determining the title of the thesis in English.

## During the process of finding the title, what did you feel?

The following is the result of an interview with the first informant, those with average ability. From the interview data, the first informant has these three difficulties:

First are some informant statements that fall into the category of linguistic factors such as students having difficulty in composing words and difficulty in thinking. In the interview session with the first student, the answers given were 90% used Indonesian. They only have a small vocabulary, and they are very difficult because they have no references and rarely read journals so they find it difficult to find a unique phenomenon. when they were asked to determine the thesis title, they suddenly fell silent. They did not have any ideas for a thesis title. Several times they submitted titles but they were always rejected. This is because students never read so it is difficult to determine the title of the English thesis.

*"I feel that finding a title is not too difficult as long as the phenomenon has been found. What I find difficult is when looking for phenomena that are around."*

finding phenomina in is very important because without having a lot of vocabulary, it is very difficult for us to speak English without having many views on titles, it is very difficult for us to find titles in English one way to be able to have a lot of ideas is to read the journal every day At least for beginners should have a target to memorize and explore.

The second statement from informants who fall into the category of social factors social factors such as students lacking confidence, students always feel like they want to get their ideas out in English, to be precise, they feel afraid to speak in English students always feel like expressing their ideas in English, more precisely, they feel afraid to speak to determine the title of English Students feel less confident in their abilities so they are afraid of making mistakes and getting judgment from their friends make mistakes and get judgment from their friends. Students feel that the ability students feel that the abilities they have are very low compared to their other friends, students also always feel afraid. Students rarely try to characterize with their less supportive environment. It can even be said that for one week can only hear or even learn English at study time.

*"I don't think it's too difficult. Because I live in a dormitory where the environment is English, so many of the phenomena that occur are related to English. Therefore, it wasn't too difficult for me to find English titles."*

The third is that students have difficulty in Grammar, students still have worries when working on the thesis, they are very confused, causing the title to be inappropriate. On the other hand students said that they find it difficult when determining the title, they have to come up with an idea because the mistakes that have been raised have been researched a lot by previous researchers, so students have to look deeper into the tanteng phenomina that occurs around.

*" Sometimes I feel I don't find ideas. Because the problem to be raised has been researched a lot by previous researchers. So I have to look for deeper ideas about the phenomena that occur around"*

This is supported by the results of interviews conducted by informants had difficulty finding the right phenomina, Most of the students who have high abilities have difficulty in grammar, students think too much about their basic composition in determining the title. about their basic composition in determining the title. So that students are frightened in finding English titles and seals are overshadowed by the fear of making mistakes.

## Discussion

### The inportance of thesis title

The researcher will discuss the importance of the thesis title in the research and academic process. From the results of interviews with students they said that the title has an important role because it acts as an introduction that helps people understand the content of the content. According to Turgunova, F. (2022) The title, which is an obligatory element of the text, plays an important role in understanding and creating a comprehensive and thorough unity of the text. A precise and informative title will help others understand the main substance and content of your research just by reading the title alone, This is very important because in the academic world, effective communication is very necessary when you talkto your supervisor, fellow students, or even in an academic presentation, the thesis title will be the starting point of the conversation and become an opportunity for you to explain the purpose and scope of the research. According to (Jalilifar, 2010), titles serve different purposes and show different characteristics from one genre to another. Furthermore, the thesis title reflects the focus and relevance of your research. In deciding on a title, you need to choose a topic that is appropriate to your field of study and has relevance to current issues in the discipline. A relevant title will strengthen the depth of your research and encourage meaningful contributions to existing knowledge, from the interview results they said the title is a statement that represents the whole in the text, according to Swales and Feak (2014), a proper title must fulfill four conditions to carry out its function, namely: 1) the title should indicate the scope of the research, 2) the title should introduce the research topic, 3) the title should be clear, and in some cases, the title should indicate the nature of the research. In addition, the title of the thesis will also affect the ease of finding literature and sources of information and a clear and directed title will make it easier for students to find relevant reading materials and references. This will speed up the process of data collection and analysis, as well as help you develop a solid theoretical framework. then the thesis title also has practical implications

So, we can conclude that the thesis title is a very important first step in your academic journey. A good title will reflect the substance of your research, direct your focus, make it easier to find information, and even open doors to practical opportunities. It is important to take time in formulating the right title so that your research journey runs more smoothly and is beneficial to the development of science.

## Factors of student difficulties in determining the thesis title

Factors are often faced by students in determining the thesis title. As we know, determining the thesis title is a crucial first step in the thesis preparation process. However, many students experience challenges in facing this step. "According to the results of interviews with students, they said the factors causing difficulties in determining the title were lack of reading references and lack of motivation, the surrounding environment. " According to Swales, J.M. (2004) there are internal and external factors that can affect the difficulty of choosing a thesis title, the first is 1) Lack of availability of references and sources related to the thesis topic 2) Lack of ability in writing and conducting research 3) Motivational factors in determining the thesis title. students often have difficulty in identifying topics that are in accordance with their interests, expertise, and research developments in their field of study. Some of us may have broad interests, but a lack of deep understanding of a particular field can make determining a title difficult. Some students may feel confused about how to formulate an appropriate

research question or even figure out the steps to take in determining a thesis title. In addition to these factors, the level of pressure and expectations from supervisors and the surrounding environment can also be a burden. Students may feel pressured to choose a topic that is considered "spectacular" or "revolutionary", which can ultimately limit creativity and exploration of ideas. Of course, all of these challenges are normal and can be overcome. Students can find solutions by talking openly with their supervisors or fellow students. Discussion and collaboration can help formulate new ideas and gain different perspectives. So, students need to understand that difficulties in determining a thesis title are a normal part of the academic journey. With the willingness to learn, hard work, and support from lecturers and friends, they will be able to overcome these obstacles and come up with a meaningful and relevant thesis title.

## Students' difficulties in finding ideas

In the academic and professional world, the ability to generate fresh and innovative ideas is a highly valued skill. However, it is not uncommon for students to experience difficulties in generating ideas. One of the main obstacles is limited knowledge. Students may feel that they do not have enough information or a broad enough understanding in a particular field. This can limit the range of ideas that emerge, making them feel stuck and also the fear of judgment from lecturers, peers, or the surrounding environment often inhibits the creative thinking process. "According to the results of the interview they said that their difficulty in finding ideas was due to their very minimal thinking capacity due to lack of reading and learning so they were very difficult to find new things", According to (Sweller, 2010) that individuals have a limited capacity to process information. When this capacity is exceeded, learning becomes difficult, and performance declines. Students tend to limit themselves, because they worry that the ideas they produce will be considered bad or inappropriate, Inspiration is the main source of creative ideas. However, sometimes most college students find it difficult to find a strong enough source of inspiration According to (Bandura, 1997). that an individual's beliefs about his ability to perform a task affect his motivation and behavior. A monotonous life or lack of exposure to various creative stimuli can hinder this process. Then, generating ideas is not always about luck or a sudden "Eureka!". There are several creativity techniques that can help trigger the creative thinking process. Lack of understanding of these techniques can also be the cause of difficulty in finding ideas.

The researcher concluded that idea generation is a process that can be practiced and improved over time. The most important thing is to stay open to new opportunities, take risks, and not be afraid to fail. With perseverance and consistent effort, we will be able to overcome our idea generation difficulties and develop our creative potential.

## CONCLUSION

Based on the findings of this study, it can be concluded that EFL students face various difficulties in determining the title of their English undergraduate thesis. These difficulties include challenges in identifying appropriate research topics or problems, limited English language proficiency, difficulty in accessing adequate reference sources, insufficient understanding of research concepts and methodology, and problems in comprehending academic language used in international journal articles. Among these factors, the

development of research ideas was identified as the most significant difficulty faced by students. Additionally, many students experienced confusion in determining thesis titles due to limited access to relevant references, while others reported that inadequate English skills further hindered their ability to formulate suitable titles.

These challenges, students employed several strategies to overcome their difficulties in determining thesis titles. These strategies included reading international journals, articles, and books, seeking assistance from lecturers and peers, and utilizing idea development techniques such as mind mapping and analytical thinking. Some students also attempted to improve their academic skills by setting clear research targets and increasing their exposure to scholarly literature. However, the findings indicate that not all students consistently applied these strategies, as less than half of the participants actively used structured techniques to develop research ideas.

Thus, this study highlights that determining a thesis title is a complex process requiring adequate research literacy, academic reading habits, and continuous guidance. Strengthening students' research skills and providing systematic academic support are essential to help EFL students successfully formulate English thesis titles.

## SUGGESTIONS

Based on the findings of this study, it is suggested that English education programs provide structured guidance and training on thesis title formulation from the early stages of undergraduate study. Lecturers are encouraged to intensify supervision and offer regular consultation sessions to help students develop research ideas and improve their understanding of research methodology. Students should be encouraged to enhance their academic reading habits by actively engaging with international journals, books, and other scholarly sources. In addition, students need to apply systematic strategies such as mind mapping, goal setting, and analytical thinking to support idea development. Finally, institutions should improve access to academic resources, including digital libraries and research databases, to facilitate students in determining appropriate and researchable English thesis titles.

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