

“STUDENTS STRATEGY IN WRITING A THESIS”
(A Case Study at English Study Program of IAIN CURUP)

THESIS

**This research is submitted to fulfill the requirements for ‘sarjana’ degree in
English Tadris Study Program**

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Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Annisa Ismi (18551007)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**Students strategy in writing a thesis**" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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PREFACE

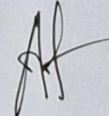
All praises to Allah SWT that the writer had finally finished writing her thesis entitle **Students strategy in writing a thesis**).

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2023

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Annisa Ismi

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MOTTO

**THERE WILL ALWAYS BE A PATH TO SUCCESS FOR
ANYONE, AS LONG AS THAT PERSON IS WILLING TO TRY
AND WORK HARD TO MAXIMIZE THE ABILITIES THEY
HAVE.**

DEDICATION

Allah is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ For the first time, I dedicated this thesis to my family, especially my parents, my mother, my father, who worked so hard to help me, support me, pray for me, so that I can complete my education, thanks also to my older brother who always asks and encourages me to complete my thesis, my sister who always accompanies me when friends stay away from me for no reason, leave me, even only he is willing to accompany me wherever I go including taking care of my studies.
- ❖ Thank you to my grandmother and my grandfather who worked hard to help me finish my studies, thank you for always treating me as a smart grandson, even though at that time I was feeling very stupid and could not do anything.
- ❖ Thank you to my uncle Ahmad Wali who is a law lecturer at bengkulu University who has also helped me so far, prayed for me, encouraged me to quickly finish college so I could faster success and become a great woman.
- ❖ Thanks to Mam Jumatul Hidayah, M.Pd As the head of my study program and my supervisor who helped me so much in completing this

thesis, I remember what he said I don't need to think about people who don't like me, my assignment is college and I have to finish what I started well. And I have to be a great woman.

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- ❖ Thank you for Mr Hadi Suhermanto, M.Pd as my supervisor also who has facilitated my path in the guidance process so that I can complete my thesis well.
- ❖ Thanks also to Mr Rully morgana, M.Pd who has been a good listener for me, became my friend when I need motivation, and advice so I can be better.
- ❖ Thank you to all my lecturers who have given me knowledge so far, taught me and guided me so that I can get to where I am today.
- ❖ Lastly I dedicate this to everyone I care about, who is good to me, I thank you, one day I will repay all of your kindness, there are some people who make I rise, and dare, move forward to be a better me. I will always pray for you in my every prostration, I hope good things always come to you. Sorry if I can not mention your name here but believe me your name I will always remember.

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In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

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3. Mrs. Jumatul Hidayah, M.Pd the head of the department English education IAIN Curup and as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
4. Mr. Sarwo Edy, M.Pd the secretary of the department of English education IAIN Curup and as my co-advisor in writing this thesis, by suggestions and support and motivation in completing this final project with good results.

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7. My father, my mother, my brother and my sister who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, July 2023

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ABSTRACT

Annisa ismi , 2023 :“Students strategy in writing a thesis”
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This study aims to investigate students' strategies in writing a thesis. The researcher formulated the problem into two research questions which were answered by using a descriptive approach and qualitative method. There were 27 students majoring in English at IAIN Curup who were studied in this research. The subject selection was done using purposive sampling by conducting interviews directly with the students before the research was conducted. In collecting data, researchers used interviews to find out the difficulties of students and strategies to deal with difficulties in writing a thesis. In analyzing the data, the researcher used descriptive analysis proposed by Miles. Based on the research findings, there are 2 strategies used by the students in facing the difficulties of writing a thesis; a problem-focused coping strategy and an emotion-focused coping strategy. Based on the results of this study Students encountered fifteen different difficulties in writing their theses. These difficulties were grouped into four factors, namely general factors, psychological factors, and linguistic factors. Based on the present study result and conclusion, some suggestions were given to several parties involved in the issue being investigated, namely students, lecturers, English Education Department, and other researchers.

Keywords; Strategy, Students, Writing a thesis.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research questions, research objectives, and the significance of the study.

A. Background of the Study

Mastering writing is crucial for every individual as it serves various vital purposes.¹ Firstly, it acts as a means of communication, allowing people to convey and share ideas through written symbols or letters. Additionally, writing effectively expresses thoughts, emotions, and viewpoints, facilitating meaningful interactions with others. Moreover, writing plays a role in developing and refining cognitive abilities as it demands a comprehensive understanding of various subjects. Individuals can enhance their communication and thinking capacities by honing their writing skills. However, it is worth noting that writing entails multiple elements that require careful consideration and mastery.

Writing is a challenging skill that requires careful attention and adherence to various rules throughout the process.² Five essential elements are crucial for effective writing: content, organization, vocabulary, language use, and

¹ Umar Fauzan, Sapna Farah Aulya, & Widya Noviana Noor, 2020, *Writing error analysis in exposition text of the EFL junior high school students*, Indonesian Journal of EFL and Linguistics, 5(2), pp. 517–533.

² Aprilia Elok Puspita Dewi, 2022, *The use of social media in learning English writing*, EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran, 7(1), pp. 15-24.

mechanics.³ Content refers to the substance of the writing, conveying the main topic of the piece. It is essential to logically organize the content, ensuring a smooth flow that achieves coherence. The selection of appropriate words and correct grammar and syntax play a vital role in writing. Additionally, attention should be given to spelling, punctuation, capitalization, and paragraphing to support the other elements. These elements are foundational and interconnected, and every writer, particularly students, and college students, should incorporate them to create a polished written work, particularly in the context of academic writing.

Academic writing is the type of writing that college and university students are expected to produce.⁴ Essays, research papers, theses, and various types of reports are examples of academic writing. In reality, academic writing presents the majority of writing challenges. Consequently, it is considered difficult by most students. The students must conduct additional study and practice in order to improve this skill. For both native speakers and English language learners, it is essential to keep in mind that writing is a process, not a product.⁵ It signifies that a piece of writing, such as an essay for English class or a lab report for chemistry class, is never complete and can always be revised multiple times.

³ Umar Fauzan, Nur Hasanah, & Siti Hadijah, 2022, *The undergraduate students' difficulties in writing thesis proposal*, Indonesian Journal of EFL and Linguistics, 7(1), pp. 175-192.

⁴ Dedi Turmudi, 2017, *Rethinking academic essay writing: Selected genres in comparison*, Premise: Journal of English Education and Applied Linguistics, 6(2), pp. 119-138.

⁵ Alice Oshima & Ann Hogue, 2007, *Introduction to Academic Writing (Third Edition)*, Pearson/Longman, p. 3.

At the university level, and particularly at Indonesian universities, students must write a thesis in order to graduate. It implies that students must be prepared for any potential challenges. According to Hardling, thesis writing is an activity performed by a researcher to report their research findings in written form, and the purpose of thesis writing is to conduct a research examination and produce a research result.⁶ Depending on the policy and curriculum of the study program, thesis writing is typically attributed to four to six credit points. Undergraduate thesis provides EFL students with the opportunity to conduct substantive research on topics relevant to their study contexts. This project demands students to apply a wide range of research and writing skills, including the development of research questions, research design, data collection, secondary research, data analysis, and the presentation of research findings as a thesis.⁷

When writing their thesis, students must use appropriate language to support their arguments and must demonstrate a higher level of expertise. It suggests that writing a thesis is complicated if students have not prepared. Numerous students are unable to complete their theses within the allotted timeframe. It is consistent with Huang's statement that for the vast majority of students, the thesis is by far the most difficult academic assignment.⁸ Many

⁶ Chris Hardling, 2004, *Planning and Organizing a Master's Thesis*, Studymates Limited.

⁷ Ann Medaille, Molly Beisler, Rayla Tokarz, & Rosalind Bucy, 2022, *The role of self-efficacy in the thesis-writing experiences of undergraduate honors students*, Teaching and Learning Inquiry, 10.

⁸ Rong Huang, 2007, *A challenging but worthwhile learning experience: Asian international student perspectives of undertaking a dissertation in the UK*, Journal of Hospitality, Leisure, Sport & Tourism Education, 6(1), pp. 29-38.

English education majors struggle with the thesis writing process. It is evident that many students still require more than four years to complete their studies.

People may encounter varying problems and difficulties with this writing procedure. According to research conducted by Yusuf on the difficulties that thesis supervisors face when supervising their students' thesis writing, their difficulties ranged from the most significant to the least significant, including:

- 1) Difficulties dealing with students' English proficiency, such as limited English vocabulary mastery;
- 2) Difficulties with students' time management. For instance, a consequence of poor time management is completing work in a rush at the last minute. Eventually, the students will be tardy;
- 3) Difficulties with research methods;
- 4) Difficulties with students' motivation, including intrinsic and extrinsic⁹, which is most frequently used to describe the success or failure of nearly any difficult job¹⁰;
- 5) Difficulties regarding students' attitudes;
- 6) Difficulties in engaging with students' research topics, indicating that a major issue that students face when completing research papers is that they do not read enough about their topic.

Referring to previous research, the researcher discovered that English Education students encountered a variety of difficulties or issues when writing a thesis. Particularly for EFL learners like Indonesians, writing a thesis in English is difficult because students must consider not only the content and structure of the thesis, but also the language. When writing a thesis as a whole,

⁹ Jeremy Harmer, 1998, *How to Teach English: An Introduction to the Practice of English Language Teaching*, Pearson Education, p. 51.

¹⁰ H. Douglas Brown, 2000, *Principles of Language Learning and Teaching (Fourth Edition)*, Longman, Inc., p. 164.

some students continue to struggle with the addition of research-related elements such as a table of contents and citations. Likewise, despite the fact that nearly all students have already incorporated the fundamental elements proposed by the theorist, some still struggle with writing the research questions, research objectives, and significance of the study.

Numerous researchers have identified the difficulties of writing a thesis, but there was still limited number of studies centered on the experiences of the participants. Consequently, the purpose of this qualitative descriptive study was focused on investigating the participants' encounters with difficulties and coping strategies during the thesis writing process. Hence, this research was entitled **“Undergraduate Students’ Experiences in Facing the Difficulties and Coping Strategies in Writing a Thesis”**. This study was conducted in English Tadris Study Program at IAIN Curup. The researcher expects that the results can be helpful for the parties associated with the discussed topic, including the undergraduate students, lecturers, future researchers, etc.

B. Research Questions

There were two research questions incorporated in investigating the research topic, namely:

1. What are the difficulties that students face in writing a thesis?
2. How do students cope with the difficulties in writing a thesis?

C. Research Objectives

Based on research questions above, there were two objectives of this research, namely:

1. To investigate the difficulties that are faced by students in writing a thesis.
2. To investigate the strategies that students use to cope with the difficulties in writing a thesis.

D. Delimitation of the Research

This study focused exclusively on undergraduate students majoring in the English Tadris Study Program at IAIN Curup. By explicitly selecting participants from this program, the researcher aimed to gain a comprehensive understanding of the difficulties and coping strategies related to thesis writing within this institution. Additionally, only students who had passed the thesis proposal seminar were included, allowing for an in-depth exploration of challenges and coping strategies in the later stages of thesis writing. This research delimitation aimed to provide valuable insights into English Tadris Study Program students' difficulties at IAIN Curup during their thesis projects.

E. Operational Definition

1. Difficulty in writing a thesis

This concept refers to the numerous challenges and obstacles undergraduate students encounter during the thesis writing process. These challenges may include selecting an appropriate research topic, formulating research questions, conducting literature reviews, collecting and analyzing data, organizing and structuring the content, maintaining motivation and focus, overcoming writer's block, managing time efficiently, and adhering to academic requirements and guidelines.

2. Coping strategies

The term 'coping strategies' refers to the conscious efforts, techniques, or actions that undergraduate students employ to manage and surmount the obstacles they encounter while writing their thesis. These strategies are devised and implemented to reduce stress, increase productivity, maintain motivation, and improve the overall experience of thesis writing.

3. Experiences

Experiences include undergraduates' subjective perceptions, emotions, thoughts, and behaviors during the thesis writing process. It includes the personal journey and the unique obstacles, victories, grievances, and satisfactions students encounter throughout this academic endeavor.

F. Significance of the Research

The researcher expects that the study's results can provide the following benefits:

1. For students

The significance of this research to students is diverse. It reveals the difficulties encountered during the thesis writing process and provides students with a comprehension of common obstacles. By identifying coping strategies, the research equips students with a toolkit for navigating obstacles and maintaining motivation. In addition, it informs the creation of support systems and interventions, resulting in enhanced educational experiences. Students will be better prepared for future academic and

professional endeavors if the findings are used to enhance curriculum and teaching practices. This research empowers students to overcome obstacles and complete their theses, nurturing a positive learning experience.

2. For lecturers of English Education Department

This research is significant for English Education Department lecturers. It offers insight into students' difficulties when composing their thesis and strategies for overcoming them. This information enables educators to enhance their instructional techniques, enhance curriculum design, and provide targeted assistance. By incorporating effective instructional strategies, providing mentorship, and keeping informed of student difficulties, instructors can create a supportive environment that improves students' thesis writing experience and prepares them for future endeavors.

3. For other researchers

The present research findings are necessary for providing researchers with a point of reference and a topic for thought. These findings provide valuable insights that can serve as a benchmark for comparing and analyzing similar studies conducted in different contexts or with diverse student populations. Researchers can use these findings to validate or challenge their observations, methodologies, and conclusions. This study is a valuable framework for researchers, fostering ongoing dialogue and progress in undergraduate thesis writing.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher examines relevant theories and prior research in relation to the main topics of this study.

A. Review of Related Theories

1. Writing in the Context of Higher Education

a. Academic Writing for Undergraduate Students

Thaiss defines academic writing as meeting the educational goals of colleges, universities, and other institutions through paraphrasing, robust language, and well-organized paragraphs.¹¹ Academic writing necessitates applying knowledge and skills to develop students' writing abilities and academic writing skills. Different terms may be used for academic writing assignments (essay, paper, research paper, argumentative paper/essay, analytical paper/essay, informative essay, etc.). Nevertheless, they all share the same objectives and guidelines and consist of an argument and in-depth analysis of a particular topic.

Bailey states that academic writing is designed for students enrolled in or aspiring to enroll in colleges and universities who are required to write essays and other assignments for exams or class

¹¹ Christopher J. Thaiss & Terry Myers Zawacki, 2006, *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*, Boynton/Cook.

assignments.¹² Per this concept, academic writing encompasses all forms of writing submitted as part of the curriculum at a college or university. It demands the combination of cognition, content, genre, writing techniques, and perspectives in the writing process.¹³ Hence, it necessitates critical and scientific thinking because scholars must convey their thoughts in written form. In this regard, it exists to serve as a writing journal, thesis, and anything else of educational value in the education field.

According to the curriculum implemented in the English Education Department, where the research is conducted, students are expected to comprehend the necessary and relevant materials. They must also understand and apply citation and paraphrasing to avoid plagiarism in all thesis chapters. Similarly, they are supposed to learn and employ the APA style when writing references. These resources are ultimately utilized to support the thesis writing process.

Based on the explanation above, the researcher concluded that academic writing is one of the partial requirements at a college or university, involving the application of knowledge and skills to enhance student's writing assignments. Therefore, critical and analytical thinking is required because they must write down their ideas and perspectives.

¹² Stephen Bailey, 2003, *Academic Writing: A Practical Guide for Students*, Psychology Press.

¹³ Sydney Ian Robertson, 2014, *Academic essay writing as imitative problem solving: Examples from distance learning*, *Assessment & Evaluation in Higher Education*, 39(3), p. 264.

b. Writing a Thesis

In higher education, particularly within the English academic domain, students are expected to excel in listening, speaking, and reading and demonstrate proficiency in writing, mainly when composing a thesis. However, in actuality, numerous students often neglect writing and perceive thesis writing as a daunting endeavor that cannot be avoided.¹⁴ Consequently, many students avoid writing tasks despite the obligatory nature of producing a thesis. It indicates that students may experience a sense of being overwhelmed by the prospect of undertaking such an extensive writing project. Furthermore, it implies a prevailing sentiment among students that writing a thesis is an arduous and intimidating undertaking that must be confronted regardless.

Writing a thesis is required for graduate degree completion at a university. As per Hardling, thesis writing is the process by which a researcher reports their research findings in written form. The thesis must be written in proper, coherent language, in an appropriate style, and following citation guidelines. Format-wise, the thesis must be composed in a formal academic style.¹⁵ To write a thesis, students must conduct a study on the issue they are investigating to gather information and potential solutions. In this context, research is defined

¹⁴ Fitria Inda Yani, Suyadi Suyadi, & Ridho Praja Dinata, 2022, *The factors affecting students' difficulties in conducting thesis at English Language Educational the University of Batanghari Jambi*, JELT: Journal of English Language Teaching, 6(2), pp. 132-137.

¹⁵ Chris Hardling, *loc. cit.*

as collecting and analyzing data to gain a deeper understanding of a topic.¹⁶ Writing a thesis is vital to a student's success in college. According to Murray, a thesis is a substantially bigger project than students have ever completed. It requires more self-directed study and commitment.¹⁷ Hence, the undergraduate thesis is a high-impact task that fosters research and communication skills as well as perseverance, dedication, and self-awareness, particularly among EFL students.¹⁸

According to Paltridge and Starfield, it is challenging for non-native English speakers to compose a thesis. Thus, thesis writing is undoubtedly a difficult task, and it is more complicated than other forms of writing for students.¹⁹ In this regard, to write a proper thesis, EFL students must be aware of the strategies for writing their thesis based on their criteria and circumstances. Nonetheless, Murray argues that thesis writing is not an entirely new experience for students as it builds upon their prior knowledge.²⁰ Blair further states that thesis writing is a comprehensive guide to navigating the challenges of writing, ranging from choosing a thesis topic and supervisor

¹⁶ John W. Creswell, 2012, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, Pearson Education, Inc., p. 3.

¹⁷ Rowena Murray, 2011, *How to Write a Thesis (Third Edition)*, Open University Press, p. 2.

¹⁸ John Falconer & Dianne Holcomb, 2008, *Understanding undergraduate research experiences from the student perspective: A phenomenological study of a summer student research program*, *College Student Journal*, 42(3), pp. 869-878.

¹⁹ Brian Paltridge & Sue Starfield, 2007, *Thesis and Dissertation Writing in a Second Language*, Routledge, p. 25.

²⁰ Rowena Murray, *loc. cit.*

attempting to defend the work.²¹ Accordingly, supervisors influence students' metacognition, self-efficacy, and growth mindset in improving their academic writing skills.²²

From the above description, it can be ascertained that writing a thesis is composing a research report as a final project for students to obtain a bachelor's degree, which must be written in proper, coherent language, in an appropriate style, and thoroughly following citation conventions; thus, writing a thesis is not simple and requires guidance.

2. Undergraduate Students' Difficulties in Writing a Thesis

According to Wang and Yang, there are some challenges to writing a thesis²³, including:

a. Topic choice

It focuses on how students refine their research topic and formulate research questions.

b. Research design

It is challenging for students to construct a research design to be implemented, as the majority of them probably never engage in

1. ²¹ Lorrie Blair, 2016, *Writing a Graduate Thesis or Dissertation*, Concordia University, p.

²² Joko Nurkamto & Lastika Ary Prihandoko, 2022, *Students' problems of academic writing competencies, challenges in online thesis supervision, and the solutions: Thesis supervisors' perspectives*, TEFLIN Journal: A Publication on the Teaching & Learning of English, 33(1), pp. 123-147.

²³ Xia Wang & Luxin Yang, 2012, *Problems and strategies in learning to write a thesis proposal: A study of six MA students in a TEFL program*, Chinese Journal of Applied Linguistics, 35(3), pp. 324-341.

academic research in depth. Due to their diverse research fields, the complexities they face will also likely be varied.

c. Structure and organization

Since students receive little training in Academic Writing, it may be complicated for them to integrate relevant literature and information in a straightforward manner in their writing.

d. Critical review

Academic writing demands authors to present their personal ideas in a critical and logical manner.

e. Theoretical knowledge

Due to the lack of pertinent theory, the students are likely unable to make substantial progress. They cannot form a clear portrayal of how the research field they intend to investigate may evolve over time because of their insufficient theoretical knowledge.

Additionally, as mentioned by Kutz and Hartnett, as cited in Otoluwa et al., there are seven commonly observed difficulties related to the execution of a thesis.²⁴ These difficulties include:

a. Difficulty in determining the topic of the thesis

When students choose a research topic for their thesis, they often lack sufficient information about specific subjects in certain academic fields. This lack of information prevents them from making well-

²⁴ Moon Hidayati Otoluwa, Wulan Mayasari Tambengi, & Hariansyah Igrissa Tambengi, 2021, *An analysis of students' difficulties in conducting the scientific research: A case of study of English Education Study Program and Economic Education Study Program of Universitas Negeri Gorontalo in Indonesia*, *International Journal of English Language Studies*, 3(11), pp. 7-12.

informed decisions. While students expect to receive various details about their interests, they do not feel the same obligation to make themselves known to potential advisors or supervisors.

b. Insufficient knowledge in writing thesis

Many students lack understanding regarding the proper structure and systematic approach required for writing their thesis. Instead, they find themselves isolated intellectually, with limited opportunities for discussion and sharing their narrow expertise with others.

c. Anxiety in interacting with the thesis advisors

Students anticipate dynamic interactions characterized by idea-sharing and collaboration with their thesis advisors. However, they frequently encounter uncomfortable environments and insufficient opportunities for effective collaboration with their advisors.

d. Limited access to interact with the lecturers

Undergraduate students may encounter situations where they are expected to pursue research inquiries that do not align with their interests and intellectual preferences but rather align with their lecturers. What exacerbates this situation is that they often struggle with a thesis that becomes prolonged and doubly challenging to complete because the subject matter they are delving into does not align with their skills, motivations, and curiosity.

- e. Students have limited access to the availability of the books as the relevance of their study

Some students encounter challenges searching for appropriate literature resources to support their thesis or research. This difficulty can make them stuck or unable to progress with their thesis.

- f. Students want friendship and expansion with their advisors

Students experience a sense of anxiety when engaging with their thesis advisors, which hinders their ability to communicate effectively, particularly when discussing the challenges or problems they encounter while writing their thesis.

- g. Students expect the joy and excitement that comes with creative work

Certain students feel compelled by their family or friends, resulting in a somber mood. Consequently, these students may experience depression due to the overwhelming pressure exerted on them, hindering their ability to think clearly and write their thesis effectively. This situation can lead to monotony and disinterest, making it challenging for students to complete their thesis.

To elaborate further, various elements contribute to the difficulties associated with composing a thesis, explicitly focusing on the context of an undergraduate thesis in the present study. These factors encompass

psychological, socio-cultural, and linguistic aspects. Additional elaboration on these factors is provided below.

a. Psychological Factors

Internal or psychological factors encompass various aspects of the mind and spirit. According to Brown, the emotional factors students exhibit serve as indicators of their psychological factors. Brown suggests that these psychological factors significantly influence the ability of undergraduate students to produce high-quality thesis writing. The identified factors include self-esteem, attribution theory, self-efficacy, willingness to communicate, inhibition, risk-taking, anxiety, empathy, extroversion and introversion, and motivation.²⁵

The student's decision-making process for establishing research objectives, selecting research data, and deriving overall research outcomes is influenced by various psychological factors, as discussed by Brown. However, this study focused solely on three psychological factors associated with challenges encountered during the composition of undergraduate theses: self-esteem, anxiety, and motivation.

1) Self-Esteem

In psychology, self-esteem refers to the subjective emotions and evaluations an individual holds about their overall worth or importance. Essentially, it represents a self-assessment process often connected with self-acknowledgment. As explained by

²⁵ H. Douglas Brown, 2007, *Principles of Language Learning and Teaching (Fifth Edition)*, Pearson Education, Inc.

Branden, self-esteem involves having confidence in our entitlement to experience happiness, a sense of self-respect and value, affirming our aspirations and principles, and deriving satisfaction from the results of our efforts.²⁶

2) Anxiety

Anxiety refers to a state of unease or concern often accompanied by an exaggerated response, which may not align with the actual threat posed by a situation or real-life encounter. According to Brown, anxiety is linked to sensations of restlessness, frustration, self-questioning, nervousness, and apprehension.²⁷ On the other hand, Ormrod suggests that anxiety is akin to experiencing discomfort and fear in a situation that carries uncertain outcomes.²⁸

3) Motivation

Motivation, though a simple term, proves challenging to define precisely. It is regarded as a crucial factor for achieving success in various endeavors. Brown suggests that motivation involves the commitment one demonstrates toward selecting goals and exerting effort to accomplish them.²⁹ Similarly, Woolfolk

²⁶ Nathaniel Branden, 2005, *The Psychology of Self- Esteem*, Jossey Bass Company.

²⁷ H. Douglas Brown, *loc. cit.*

²⁸ Jeanne Ellis Ormrod, 2011, *Educational Psychology: Developing Learner*, Pearson Education.

²⁹ H. Douglas Brown, *loc. cit.*

views motivation as essential for reaching objectives, emphasizing its positive impact throughout the journey.³⁰

b. Socio-cultural Factors

Socio-cultural refers to aspects of social and cultural elements. In this context, socio-cultural factors significantly impact the growth and operation of individuals. These factors are considered broad societal and cultural influences that shape one's thoughts, emotions, and actions.³¹ Brown emphasizes the significance of culture for second-language learners.³² Thus, this study on the difficulties faced in thesis writing boldly addresses two key aspects related to socio-cultural factors: (1) the social distance among students and (2) the social distance between students and supervisors.

1) The Social Distance among Each Student

Humans are inherently social beings, constantly engaging with others. Humans rely on one another to navigate their lives and meet their needs. The social nature of humans leads to the creation of laws and the development of a shared set of norms and collaboration among larger groups.³³ Consequently, relationships serve as an additional mode of interaction between individuals, emphasizing emotions and expressing individual thoughts and feelings.

³⁰ Anita Woolfolk, 2007, *Educational Psychology (10th Edition)*, Pearson Education.

³¹ Fitria Inda Yani, Suyadi Suyadi, & Ridho Praja Dinata, *loc. cit.*

³² H. Douglas Brown, *loc. cit.*

³³ Fitria Inda Yani, Suyadi Suyadi, & Ridho Praja Dinata, *loc. cit.*

2) The Social Distance between Students and Supervisors

Students are typically assigned one or two college lecturers as supervisors when working on their thesis. The interaction between the supervisors and students becomes pivotal during the guidance process. Some students often encounter difficulties establishing effective communication with their supervisors for various reasons. They may feel hesitant to ask questions when facing difficulties or struggle to locate their supervisors, hindering their thesis's timely completion.³⁴

c. Linguistics Factors

Linguistic factors pertain to language-related elements. Linguistic features encompass the language rules adhered to in academic writing standards. These features involve the writer's ability to construct mature sentences utilizing correct and conventional grammar.³⁵ According to Payne and Turner and Strickland et al., as cited in Rizwan and Naas, students who struggle with writing face challenges in effectively communicating their ideas. These challenges may manifest as difficulties in sentence construction, proper punctuation usage, and employing grammatically appropriate vocabulary and

³⁴ *Ibid.*

³⁵ *Ibid.*

paragraph organization.³⁶ Additionally, Ibrahim explains that students encounter specific problems when striving to achieve effective thesis writing, such as grammatical issues, sentence structure problems, and difficulties in word choice (diction).³⁷

Four categories are available for describing errors found in the production data of second language learners.³⁸ *Firstly*, an overview can be provided by identifying errors based on addition, omission, substitution, and ordering. *Secondly*, it is essential to consider the errors concerning the student's language levels, including phonology, lexicon, grammar, and discourse. *Thirdly*, errors can be analyzed based on whether they are global (affecting the overall meaning) or local (affecting specific elements). *Finally*, errors can be identified by examining two interconnected dimensions: domain and extent. Domain refers to the level of the linguistic unit (ranging from phoneme to discourse) that needs to be considered within the context to detect an error. Extent, on the other hand, represents the level of the linguistic unit that would need to be removed, replaced, supplied, or rearranged to correct the sentence.

³⁶ M. S. M. Rizwan & AR Fahmithah Naas, 2022, *Factors affecting undergraduates' difficulties in writing thesis*, International Journal of Research Publication and Reviews, 2582, p. 7421.

³⁷ Ibrahim Mohamed Alfaki, 2015, *University students' English writing problems: Diagnosis and remedy*, International Journal of English Language Teaching, 3(3), pp. 40-52.

³⁸ H. Douglas Brown, *loc. cit.*

3. Undergraduate Students' Coping Strategies in Writing a Thesis

According to Lazarus, coping can be defined as the active attempt to handle internal demands and conflicts by utilizing one's abilities, which may involve skills like mastering, reducing, or minimizing these challenges. This perspective highlights the intricate nature of coping, which can be categorized into aspects specific to the individual or their situation. The interaction between the individual and the situation dramatically influences coping strategies. The purpose of coping is to achieve a particular objective, and the outcomes are linked to the strategies employed by the person. Strategies have predefined functions, such as avoidance, although they may not always result in avoidance. Coping with stress can be classified into two functions: problem-focused coping and emotion-focused coping.³⁹

a. Problem-focused coping strategy

The problem-focused coping strategy shares similarities with problem-solving approaches. For instance, problem-focused efforts often involve identifying and defining the problem, generating alternative solutions, evaluating their benefits, selecting the best option, and taking action. However, problem-focused coping emphasizes the broader concept of problem-oriented strategies rather than solely on problem-solving. While problem-solving typically entails a purposeful process and analysis of the external environment,

³⁹ Richard S. Lazarus & Susan Folkman, 1984, *Stress, Appraisal, and Coping*, Springer Publishing Company.

problem-focused coping involves inward-directed strategies. It suggests that coping strategies are centered on individual problems and aimed at alleviating stress by acquiring new skills. People tend to employ this strategy when they believe that the demands of the situation can be altered.⁴⁰

Problem-focused coping encompasses several key aspects. Firstly, one such aspect is seeking information support, which involves reaching out to experts or knowledgeable individuals in a particular field to obtain valuable information and insights that can help understand the problem. Secondly, planful problem-solving (PPS) is another crucial aspect of problem-focused coping. This approach entails employing systematic and strategic efforts to change the situation and actively working towards finding solutions to the problem. Lastly, confrontive coping represents yet another facet of problem-focused coping. It involves adopting assertive measures to effect changes in the situation, delving into the underlying causes of the problem, and being prepared to face potential risks or challenges. Together, these aspects contribute to a comprehensive problem-focused coping strategy.

In writing a thesis, one crucial aspect is "Seeking Information Support," which involves various efforts to gather relevant information. These efforts encompass several activities that contribute

⁴⁰ *Ibid.*

to acquiring valuable knowledge and insights. Firstly, conducting interviews or seeking guidance from experts in the field of study allows the researcher to tap into their expertise and gain a deeper understanding. Secondly, active participation in academic conferences, seminars, or guest lectures related to the research topic provides opportunities to learn from established scholars and stay updated on the latest advancements in the field. Thirdly, regular consultation with thesis advisors and other professors specializing in the subject area ensures access to expert advice and guidance throughout the research process. Additionally, engaging in online platforms, discussion boards, or social media groups dedicated to the research area allows networking with like-minded individuals, sharing ideas, and gaining diverse perspectives. Another valuable approach is conducting surveys to gather insights from professionals in industries relevant to the thesis, providing practical and real-world perspectives. Lastly, exploring opportunities for collaboration with researchers conducting studies related to the thesis topic fosters knowledge exchange, enhances research capabilities, and opens avenues for interdisciplinary perspectives. Collectively, these activities encompass seeking information support during the thesis writing process.

Afterward, various meaningful initiatives concerning the second component, called "Planful Problem Solving (PPS)," could involve a range of actions such as 1) identifying research gaps, 2) developing a

research methodology, 3) overcoming data collection obstacles, 4) analyzing and interpreting results, and 5) addressing limitations and implications.

Afterward, in the context of the thesis writing process, the relevant efforts related to the third aspect, known as “Confrontive Coping,” might include several activities such as 1) seeking clarification, 2) taking the initiative, 3) requesting feedback, 4) advocating for oneself, and 5) reflecting on setbacks.

b. Emotion-focused coping strategy

Emotion-focused coping involves individuals directing their attention toward cognitive aspects to modify their problem-solving approach rather than altering the circumstances themselves.⁴¹ This approach closely resembles reappraisal and is aimed at effectively handling emotional reactions in challenging situations. Besides cognitive methods, individuals may also employ behavioral strategies such as consuming alcohol, seeking emotional support from friends, or engaging in other activities.

Emotion-focused coping involves various elements. Firstly, the concept of "distancing" involves consciously separating oneself from a situation and focusing more on positive aspects. Secondly, "escape-avoidance" refers to behaviors aimed at evading or avoiding the problem altogether. Thirdly, "self-control" is about individuals

⁴¹ *Ibid.*

exerting efforts to regulate their actions and emotions. Additionally, "accepting responsibility" entails recognizing one's role in the problem. Lastly, "positive reappraisal" involves finding meaning or benefits in the challenges one faces.⁴² According to Mitchell, emotion-focused and problem-focused coping are significantly interrelated, suggesting that individuals employ both strategies daily.⁴³

Regarding the process of writing a thesis, the necessary actions connected to the initial aspect called "Distancing" can involve various tasks, including 1) creating distance from distractions, 2) separating oneself from self-doubt, 3) acknowledging and valuing positive feedback, 4) fostering a positive atmosphere for writing, 5) concentrating on the importance of the research, 6) adopting self-care routines, and 7) celebrating milestones and accomplishments.

In the context of writing a thesis, the relevant actions associated with the second aspect, called "Escape-avoidance," can include various activities. For example, 1) Procrastination involves activities like watching TV, browsing social media, or performing less significant tasks to evade starting or making progress on the thesis. 2) Distractions include frequently checking emails, engaging in excessive online shopping, or spending time with friends instead of dedicating time to research and writing. 3) Perfectionism is characterized by constantly revising and editing small sections of work repeatedly, avoiding

⁴² *Ibid.*

⁴³ Dana Mitchell, 2004, *Stress, Coping, and Appraisal in an HIV-Seropositive Rural Sample: A Test of the Goodness-of-Fit Hypothesis*, Ohio University.

moving forward with the entire thesis until it reaches a perceived "perfection." 4) Task-switching involves checking references, organizing files, or formatting the document to avoid the actual writing process. 5) Seeking constant validation refers to seeking reassurance or feedback, thereby delaying progress on the work. 6) Over-reliance on assistance, where there is an excessive dependence on others to complete tasks related to the thesis. 7) Engaging in unrelated research. 8) Denying or avoiding challenges associated with the thesis.

In the context of the thesis writing process, the efforts pertaining to the third aspect, referred to as "Self Control," encompass various components. These components consist of 1) effective time management, 2) managing distractions, 3) prioritizing tasks, 4) regulating emotions, 5) setting goals, 6) practicing delayed gratification, 7) incorporating feedback, and 8) demonstrating perseverance. Moving on to the fourth aspect, "Accepting Responsibility," the relevant efforts encompass several elements, including 1) identifying inadequate time management, 2) recognizing tendencies to procrastinate, 3) addressing perfectionism, 4) acknowledging organizational shortcomings, 5) taking ownership of limited research scope, and 6) admitting inadequate data analysis techniques. Lastly, the efforts associated with the fifth aspect, known as "Positive Reappraisal," encompass several elements, such as 1) overcoming writer's block, 2) effectively managing revisions, 3)

coping with stress, 4) learning from setbacks, and 5) celebrating milestones.

B. Review of Related Studies

Previous research refers to studies conducted by previous scholars. The researcher must review preliminary studies to understand the variations in findings and content from previous studies relevant to the current study. In order to highlight the originality of the research, the researcher included studies relevant to the current subject matter.

Ren and Zhu conducted a significant previous study titled "A Chinese EFL Student's Strategies in Graduation Thesis Writing: An Activity Theory Perspective." Their research uncovered that when students tackle a new research writing task, they may encounter problems that surpass their abilities to resolve. They may lack access to the necessary mediational resources, and the resources they possess may not effectively support their writing. Furthermore, contradictions often arise, disrupting the writing process, diminishing the quality of student writing, and reducing their motivation.⁴⁴ The prior study by Ren and Zhu and the current study share a common focus on exploring undergraduate students' difficulties and coping strategies in thesis writing. Both studies involved undergraduate students and employed qualitative research methods. However, they differ regarding cultural context (English Education Department at IAIN Curup versus Chinese EFL students) and theoretical frameworks. In summary, these studies enhance our

⁴⁴ Beibei Ren and Wei Zhu, 2023, *A Chinese EFL student's strategies in graduation thesis writing: An Activity Theory perspective*, Journal of English for Academic Purposes, 61, p. 101202.

understanding of the difficulties encountered by undergraduate students when writing a thesis, taking into account variations in contexts and emphases.

Nurkamto and Prihandoko conducted a study titled "Students' Problems of Academic Writing Competencies, Challenges in Online Thesis Supervision, and the Solutions: Thesis Supervisors' Perspectives." Their findings highlighted students' insufficient skills in academic writing, specifically in thesis elements and overall writing performance. The study also identified several obstacles related to technological competence, time management, complex research tasks, and inconsistent motivation. Responding to these findings, the supervisors recommended context-specific solutions and interventions to improve students' metacognition, self-efficacy, and growth mindsets in academic writing.⁴⁵ The present study and the previous study by Nurkamto and Prihandoko acknowledged the challenges and difficulties undergraduate students face when writing their thesis. They emphasized the significance of academic writing skills and identified various obstacles encountered by students. While the current study focused on students' experiences and their strategies for coping with these challenges, the previous study explored the perspectives of thesis supervisors regarding students' problems and possible solutions. Despite these differences, both studies enhanced our understanding of undergraduate thesis writing issues and provided valuable insights for addressing these challenges.

⁴⁵ Joko Nurkamto & Lastika Ary Prihandoko, *loc. cit.*

The research titled "An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis" was previously conducted by Sariyanto, Supardi, and Husin. Their study explored the various factors that contribute to the challenges faced by undergraduate students when writing a thesis in the English Education Study Program at FKIP Tanjungpura University of Pontianak. These factors include 1) insufficient understanding of the main components of a thesis, 2) difficulties in the thesis consultation process, 3) psychological factors, and 4) economic factors. The study concluded that a lack of basic knowledge about the main components of a thesis was the most influential factor in students' difficulties.⁴⁶ The present study and the previous research by Sariyanto, Supardi, and Husin focus on the difficulties undergraduate students encounter in thesis writing. Both studies recognize the importance of comprehending the main components of a thesis concerning these difficulties. However, they differ regarding the specific context, research instruments, and the range of factors examined in their analyses. The present study explicitly investigates undergraduate students' experiences at IAIN Curup, while the previous research focused on students at FKIP Tanjungpura University of Pontianak. These studies offer valuable insights into undergraduate students' difficulties in writing a thesis, suggesting potential directions for further research and intervention.

⁴⁶ Sariyanto Sariyanto, Iwan Supardi, & Syarif Husin, 2015, *An analysis on factors causing undergraduate students' difficulties in writing thesis*, Jurnal Pendidikan Dan Pembelajaran Khatulistiwa, 4(3), pp. 1-12.

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights the research methodology employed in this study. It includes the research design, research participants, data collection techniques, research instruments, and data analysis techniques.

A. Kind of the Research

In conducting this research, the researcher employed a qualitative approach. In qualitative research, there is no numerical measurement, and the data are extracted from the story's or dialogue's words and sentences.⁴⁷ This research design was chosen to obtain comprehensible and specific findings. In addition, Wiersma states that the roots of qualitative research is descriptive analysis, which is primarily an inductive process, asserting from the specific situation to the general conclusion.⁴⁸ In this regard, this study's data were presented in the form of words and sentences that do not involve numerical measurement or statistical procedure.

This study also incorporated a descriptive method. It is referred to as descriptive because the researcher solely collects, classifies, analyzes, and draws conclusions from the data. As per Mason and Bramble, descriptive qualitative research is a broad range of research activities with the objective of

⁴⁷ Lexy J. Moleong, 2007, *Metodologi Penelitian Kualitatif (Edisi Revisi)*, PT Remaja Rosdakarya, p. 3.

⁴⁸ William Wiersma & Stephen Jurs, 2008, *Research Methods in Education: An Introduction (9th Edition)*, Pearson Education, p. 14.

describing situations, events, and phenomena. It also addresses the researcher's observations, impressions, and interpretations.⁴⁹ In this context, the researcher conducted a number of interviews in order to collect the necessary data for drawing the conclusion considered necessary to describe the phenomenon based on data analysis. The qualitative descriptive method was utilized in this study because the data were thoroughly described and analyzed. In this context, the researcher gathered information from participant interviews, categorized and analyzed their responses, and then drew a conclusion.

B. Subject of the Research

This study investigated the difficulties and coping strategies encountered by undergraduate students while writing their undergraduate thesis. Students of the English Tadris Study Program at IAIN Curup who have experienced and were experiencing writing a thesis at the end of their studies participated in this study. They were chosen as the samples based on purposive sampling. The purposive sampling technique is called nonprobability, purposeful, or “qualitative sampling.” As noted above, the purposive sampling technique involved selecting units or cases based on a specific purpose rather than randomly.⁵⁰ Hence, the researcher chose subjects of the research based on several predetermined characteristics.

⁴⁹ Emanuel J. Mason & William J. Bramble, 2000, *Research in Education and the Behavioral Science*, Brown and Benchmark Publisher, p. 38.

⁵⁰ Abbas Tashakkori & Charles Teddlie, 2003, *Handbook of Mixed Methods in Social & Behavioral*, SAGE Publications, p. 713.

The present research about difficulties and students' coping strategies in writing a thesis focused exclusively on undergraduate students majoring in English Tadris Study Program at IAIN Curup. By focusing exclusively on this study program, the researcher aimed to gain a comprehensive understanding of the difficulties and coping strategies unique to English Tadris Study Program within this specific institution. In this regard, the researcher recognized that students pursuing English Tadris Study Program at IAIN Curup might face specific obstacles when undertaking their thesis projects. These might include navigating language proficiency, integrating theoretical frameworks, conducting literature reviews, designing research methodologies, analyzing data within the context of English language teaching and learning at IAIN Curup, and others.

To ensure a representative sample, the researcher considered undergraduate students majoring in English Tadris Study Program, specifically from IAIN Curup. This approach allowed for capturing the experiences and perspectives of students within this university. The researcher also considered the stage of progress in the thesis writing process when selecting participants, enabling them to explore difficulties and coping strategies unique to each phase of the thesis writing journey. In addition to the criteria mentioned earlier, the researcher only selected participants who had passed the thesis examination. This additional criterion ensured that the students chosen for the study had progressed beyond the initial stage of thesis writing and had received approval for their research proposals.

By selecting participants who had completed the thesis proposal seminar, the researcher focused on students who had already gained a level of understanding and experience in formulating their research questions, selecting appropriate methodologies, and receiving feedback from faculty members. This criterion allowed the researchers to delve deeper into the specific challenges and coping strategies that arise during the subsequent stages of thesis writing, such as data collection, analysis, and the synthesis of findings.

Ultimately, the researcher involved 27 undergraduate students majoring in English Tadris Study Program at IAIN Curup as research participants. This sample allowed for an in-depth exploration of the thesis writing difficulties and coping strategies within the context of English education.

C. Technique of Data Collection

The researcher conducted multiple interview sessions to gather all the necessary information. During this phase, the researcher obtained insights into participants' difficulties while writing their theses and their strategies to overcome them. The decision to use semi-structured interviews was based on their common use in language teaching and learning research.⁵¹ In these interviews, the researcher relied on interview guides to structure the conversation, and the questions were designed to be open-ended, allowing participants to provide detailed responses while the researcher explored the

⁵¹ Gary Barkhuizen, Phil Benson, & Alice Chik, 2013, *Narrative Inquiry in Language Teaching and Learning Research*, Routledge, p. 17.

underlying themes. Similarly, Gay stated that semi-structured interviews aimed to leverage the strengths of interviews by giving participants the freedom to discuss what they considered important, with minimal influence from the researcher.⁵² The questions were developed based on theories related to students' difficulties while writing a thesis and their coping strategies. Subsequently, the recorded data were transcribed into written transcripts.

In this study, the researcher conducted interviews to collect the necessary data to answer all research questions, which covered students' difficulties and coping strategies in writing a thesis. The instrument blueprint and the interview guides are provided below to specify the question items involved by researchers in interviews.

The first interview blueprint covering several questions serving as the guidance presented below was incorporated by the researcher to answer the first research question, namely, "What are the difficulties that students face in writing a thesis?"

D. Instruments of The Research

The instrument of this research is a student majoring in TBI at IAIN Curup because this research is Descriptive Qualitative Research. The researcher has the main role in finding data or information related to the student's strategy in dealing with the difficulty of writing his thesis which is the focus of this research. The researcher also uses some supporting instruments;

⁵² Lorraine Rumbel Gay & Peter Airasian, 2000, *Educational Research*, Clarinda Company, p. 292.

1. Interview

The researcher has conducted interview with English students the data was recorded and then transcribed into written transcripts. the researcher also conducted documentation. The researcher asked questions to the subjects based on the research questions which include students' difficulties in writing a thesis and the strategies they do in dealing with these difficulties.

Table 1
Interview Blueprint of Students' Difficulties in Writing a Thesis

o	Aspect	Indicators	Sub Indicators	Items
	Difficulties in writing a thesis	General factors	Topic choice	1. Can you discuss your approach to choosing a topic for your thesis and any difficulties you faced in this process?
			Research design	2. Can you describe the difficulties you encountered when developing the research design for your thesis?
			Structure and organization	3. Can you discuss the difficulties you faced in structuring and organizing your thesis?
			Critical review	4. Can you share the difficulties you encountered while conducting a critical review for your thesis?
			Theoretical knowledge	5. Can you discuss the difficulties you faced in acquiring and incorporating relevant theoretical knowledge into your thesis?

o	Aspect	Indicators	Sub Indicators	Items
		Psychological factors	Self-esteem	6. Can you describe your level of self-appreciation and how it might influence your research objectives?
				7. Do you believe that your self-esteem affected your decision-making process in setting research objectives?
			Anxiety	8. Have you experienced any feelings of restlessness or excessive worries related to your undergraduate thesis?
				9. Can you describe any instances of self-doubt, apprehension, or frustration that you encountered during your thesis work?
			Motivation	10. How would you define motivation in the context of pursuing your undergraduate thesis goals?
				11. Can you describe instances where motivation played a significant role in driving your efforts and progress in your thesis work?
		Socio-cultural factors	The social distance among each student	12. In your experience, what role did the social distance among students play in the process of writing a thesis? How did it affect your interactions and progress?
				13. Can you provide examples of specific difficulties that emerged due to social distance among students when working on your theses?

o	Aspect	Indicators	Sub Indicators	Items
			The social distance between students and supervisors	14. How did the social distance between students and advisors impact the guidance process for thesis writing? Were there any specific difficulties emerging as a result?
				15. Can you discuss the potential consequences or implications of a significant social distance between you and your thesis advisors?
		Linguistics factors	Content	16. Can you describe any difficulties you faced in effectively communicating your ideas through writing in your thesis?
			Organization	17. Have you experienced any problems related to sentence structure in your thesis? Can you explain those issues?
				18. Did you face difficulties in organizing your paragraphs effectively?
				19. Can you discuss any errors you encountered and the impact they had on the overall meaning and coherence of your sentences?
			Vocabulary	20. Have you encountered difficulties regarding choice of vocabulary and diction in writing your thesis?
			Language use	21. Can you elaborate on the grammatical problems you encountered while writing your thesis?

o	Aspect	Indicators	Sub Indicators	Items
				22. How did you consider the different levels of language (phonology, lexicon, grammar, discourse) in identifying and resolving errors in your thesis?
			Mechanics	23. Have you encountered difficulties in constructing well-formed sentences with proper punctuation?

Subsequently, the second interview blueprint covering several questions serving as the guidance presented below was incorporated by the researcher to answer the second research question, namely, “How do students cope with the difficulties in writing a thesis?”

Table 2
Interview Blueprint of Students’ Coping Strategies in Writing a Thesis

o	Aspect	Indicators	Sub Indicators	Items
	Coping strategies in writing a thesis	Problem-focused coping strategy	Seeking information support	1. What steps have you taken to seek information support for your thesis?
2. Have you conducted any interviews with experts in your field of study? How did you identify and approach these experts?				
3. How have academic conferences, seminars, or guest lectures related to your research topic contributed to your thesis work?				
4. How often do you consult with your thesis advisors and other lecturers specializing in your field of study? And how has				

o	Aspect	Indicators	Sub Indicators	Items
				their guidance influenced your thesis writing process?
				5. Have you engaged in online platforms, discussion boards, or social media groups focused on your research area? How have these platforms supported your thesis writing process?
				6. Have you conducted a survey to gather insights from professionals working in relevant industries? If yes, how did you design and implement the survey, and what were the outcomes?
				7. Have you explored opportunities for collaboration with researchers conducting studies related to your thesis topic? How have these collaborations impacted your thesis work?
			Planful Problem Solving (PPS)	8. How did you approach identifying research gaps in your thesis topic?
				9. Can you describe your process for developing a research methodology for your thesis?
				10. Have you encountered any challenges in collecting data for your thesis? If so, how did you overcome them?
				11. How did you typically analyze and interpret the results of your thesis research?
				12. How did you address limitations and implications in your thesis writing?

o	Aspect	Indicators	Sub Indicators	Items
			Confrontive coping	<p>13. Can you provide an example of a specific instance where you sought clarification during your thesis writing process? How did this contribute to overcoming challenges or obstacles you faced?</p> <p>14. How have you taken initiative while working on your thesis? Can you share an example of a situation where you proactively addressed a problem or sought out resources to support your progress?</p> <p>15. Can you describe a setback or challenge you encountered during your thesis writing? How did you reflect on this experience and take steps to move forward?</p> <p>16. How did you prioritize seeking feedback from your advisor or peers during the thesis writing process? Can you discuss how feedback influenced your approach or helped you navigate difficulties?</p> <p>17. How did you communicate your needs or concerns to others, and what was the outcome of your advocacy?</p>
		Emotion-focused coping strategy	Distancing	<p>18. How did you typically distance yourself from distractions when working on your thesis?</p> <p>19. What strategies did you employ to detach yourself from self-doubt during the thesis writing process?</p> <p>20. How did you ensure that you paid attention to and</p>

o	Aspect	Indicators	Sub Indicators	Items
				internalized positive feedback received during the thesis writing journey?
				21. Can you describe your approach to cultivating a positive writing environment for your thesis work?
				22. In your opinion, why is it important to focus on the significance of your research while writing a thesis, and how did you personally stay motivated in this regard?
				23. What self-care practices did you incorporate into your routine to maintain your well-being and mental health while working on your thesis?
				24. How did you celebrate milestones and achievements throughout the thesis writing process? Can you provide examples of specific milestones you have celebrated?
			Escape-avoidance	25. How did you manage your time and avoided procrastination when it came to working on your thesis?
				26. What strategies did you use to stay focused and minimize distractions while writing your thesis?
				27. How did you deal with perfectionism and the desire for your work to be flawless?
				28. Have you ever found yourself task-switching instead of actually writing your thesis? How did you prevent this from

o	Aspect	Indicators	Sub Indicators	Items
				happening?
				29. How did you handle the need for validation and feedback during the thesis writing process?
				30. Did you tend to rely heavily on assistance from others when working on your thesis? How did you strike a balance between seeking help and taking ownership of your work?
				31. Have you ever found yourself engaging in unrelated research as a means of avoiding writing your thesis? How did you overcome this tendency?
				32. How did you approach challenges or difficulties that emerged during the thesis writing process? Did you tend to confront them head-on or avoid them?
			Self-control	33. How did you typically manage your time during the thesis writing process?
				34. What strategies did you use to minimize distractions while working on your thesis?
				35. How did you prioritize tasks and manage multiple responsibilities during the thesis writing process?
				36. How did you regulate your emotions when facing difficulties or setbacks in the thesis writing process?
				37. Can you describe your approach to setting goals for

o	Aspect	Indicators	Sub Indicators	Items
				your thesis and how you tracked your progress?
				38. How did you practice delayed gratification when it came to balancing short-term desires with long-term goals in thesis writing?
				39. How did you incorporate feedback from advisors or peers into your thesis work?
				40. Can you share an example of a time when you had to persevere through difficulties while writing your thesis? How did you handle it?
			Accepting responsibility	41. How did you ensure that you allocated enough time for different tasks and avoided falling behind schedule?
				42. Have you ever experienced procrastination tendencies while working on a writing project? If so, how did you recognize and overcome them?
				43. How did you deal with perfectionist tendencies and ensure that you maintained a reasonable level of quality without getting stuck in endless revisions?
				44. Can you explain any specific strategies or tools you used to stay organized and keep track of your thesis writing progress?
				45. Have you ever encountered limitations in your research scope? How did you take ownership of these limitations and adapt your approach to

o	Aspect	Indicators	Sub Indicators	Items
				ensure a successful thesis outcome?
				46. How did you acknowledge or address any shortcomings related to data analysis techniques when you needed to improve your skills in that area?
			Positive reappraisal	47. How did you typically overcome writer's block when working on your thesis?
				48. Can you share any specific strategies or techniques you used to manage revisions effectively while writing your thesis?
				49. How did you cope with the stress and pressure that came with writing a thesis?
				50. Have you experienced any setbacks or challenges while working on your thesis? If so, how did you learn from those experiences and move forward?
				51. Did you have any specific ways of celebrating milestones or achievements during the thesis writing process?

E. Technique of Data Analysis

In this study, the data in the form of interview responses were analyzed qualitatively and comprehensively using the interactive data analysis model

proposed by Miles et al.⁵³ According to this model, four fundamental analytical components complement each other during the analysis process: 1) data collection; 2) data condensation; 3) data display; and 4) conclusion drawing. The following overview describes the data analysis model described previously.

1. Data Collection

The data were obtained via interviews. The data collection procedures were carried out as described in the previous section of this proposal (Technique of Data Collection). For the purpose of achieving data clarity in this investigation, interviews were utilized on purpose.

2. Data Condensation

In the initial phase of the data condensation procedure, editing, segmenting, and summarizing occurred. The condensation stage subsequently involved the following processes: 1) Coding the data, describing the data subject, and analyzing data content; 2) Memoing the data that can be utilized on a practical, theoretical, methodological, or even personal level. Data memoing represents a greater level of conceptualization than coding. It contains analytical substance that goes beyond merely describing the results. The process of memoing shifts the focus from the study to the formulation of arguments. It connects coding to the concepts created; 3) Identifying themes, clusters, and patterns in the

⁵³ Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña, 2013, *Qualitative Data Analysis: A Methods Sourcebook (3rd Edition)*, SAGE Publications, Inc., p. 31.

data; 4) As the end of the process of data condensation, researcher conceptualizes and explains the research data.

3. Data Display

The data were displayed for various purposes, including data organization, data compression, and data assembly. Providing conceptual charts and descriptions to portray the data condition, or utilizing the data presentation network and displaying tabulated data for ease of viewing, constituted the data presentation process.

4. Drawing and Verifying Conclusion

Through this process, the entire data eventually became scientifically conclusive. To determine the research's findings, it was also necessary to compare the conclusive data to the pre-existing theories in the literature. Validating the conclusive findings of the research by attempting to attach them to the current relevant literature also enabled the researcher to highlight some interesting and novel insights in order to add new perspectives to the existing literature. This type of data confirmation is also known as theoretical triangulation techniques to encourage a comprehensive discussion of the results and conclusive evidence.

F. Checking Data Trustworthiness

Checking the data trustworthiness was used to ensure the credibility of the data collection. In this research the researcher used the methodological triangulation technique in order to check the data trustworthiness.

According to Fraenkle and Wallen they stated that triangulation was cross-checking of data using multiple data sources or multiple data collection procedures⁵⁴. Moreover Creswel stated that triangulation was the process of corroborating evidence from different individuals, types of data or methods collection in descriptions and themes in qualitative research⁵⁵.

This research was used methodological triangulation. Cohen et al. (2007: 142) stated that methodological triangulation⁵⁶. The researcher used one method on the same object of the study. The methods were giving interview. The researcher used the same research question to investigate the difficulties and strategies that students face in writing their thesis.

After that the researcher interviewed the students to check the data trustworthiness.

⁵⁴Fraenkle, J.R., & Wallen, N. E. (2009). The nature of qualitative research. How to design and evaluate research in education p.679

⁵⁵Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson Education, Inc. p.259

⁵⁶ Cohen, L., Manion, L. and Morrison, K. 2007. Research Methods in Education: Sixth Edition. London: Routledge Falmer

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the findings and discussion of this research, in which the given details are presented under the focuses explained in the problem statements of this research.

A. Findings

The findings of this research were presented based on two research questions formulated as the primary orientation of this research. As absorbed from the core of research questions, the data orientation comprises 1) the difficulties encountered by students in writing a thesis and 2) students' strategies to cope with the difficulties encountered in writing a thesis.

1. The Difficulties Encountered by Students in Writing a Thesis

Based on the results of interviews with twenty-seven university students who were chosen prior to the data collection stage, the researcher discovered several difficulties they faced in finishing their undergraduate theses. The researcher presented an overall picture of the data in the conceptual table below.

Table 3
The Difficulties Encountered by Students in Writing a Thesis

o	Indicators	Sub Indicators	Number of Participants
	General factors	Topic choice	18 students
		Research design	23 students

		Structure and organization	18 students
		Critical review	13 students
		Theoretical knowledge	17 students
2	Psychological factors	Self-esteem	20 students
		Anxiety	14 students
		Motivation	16 students
3	Socio-cultural factors	The social distance among each student	18 students
		The social distance between students and supervisors	8 students
4	Linguistics factors	Content	21 students
		Organization	17 students
		Vocabulary	16 students
		Language use	9 students
		Mechanics	17 students

Table 3 shows fifteen different difficulties encountered by students in writing their theses. These difficulties were grouped into four factors constructed from relevant theories previously mentioned in the review of related literature, including general, psychological, socio-cultural, and linguistic factors.

Regarding the general factors, based on the responses given during the interview, most participants, more precisely 18 out of 27 students, stated that they encountered difficulties due to the topic choice. Nearly all participants, precisely 23 out of 27 students, faced difficulties due to the research design. 18 out of 27 students stated that they had difficulties

regarding the thesis structure and organization. 13 out of 27 students clarified that they had difficulties writing their theses due to the critical review they needed to involve in the writing process. 17 out of 27 students argued that they encountered difficulties due to the obstacles in developing the theoretical knowledge necessary for the writing process.

Regarding the psychological factors, based on the responses given during the interview, the majority of participants, more precisely 20 out of 27 students, stated that they encountered difficulties due to their self-esteem. 14 out of 27 students faced difficulties due to their anxiety. 16 out of 27 students faced difficulties due to inconsistent motivation in the thesis writing process.

Regarding the sociocultural factors, based on the responses given during the interview, 18 out of 27 students stated that they encountered difficulties due to the social distance between each student. Meanwhile, a few participants, precisely 8 out of 27 students, faced difficulties due to their anxiety. 16 out of 27 students faced difficulties due to the social distance between students and thesis supervisors or advisors.

Regarding the linguistics factors, based on the responses given during the interview, 21 out of 27 students stated that they encountered difficulties due to the contents they must comprise within the thesis they worked on. 17 out of 27 students stated they encountered difficulties due to their lack of sentence comprehension and organization of ideas. 16 out of 27 students stated that they encountered difficulties due to the many

vocabularies they must employ in writing their theses. A few students, precisely 9 out of 27, stated that they encountered difficulties due to the language used in the writing process. 17 out of 27 students stated that they encountered difficulties due to the writing mechanics necessary in writing a thesis.

For more details, the excerpts from the interview sessions, which were selected as the representatives of the present research data, are provided by the researcher to support the readers' comprehension of the difficulties encountered by 27 students of the English Tadris Study Program at IAIN Curup who were selected as the participants in the present study. Regarding the difficulties encountered in writing a thesis due to the topic choice, the responses from Student 1 and Student 2 are provided below.

“I wanted a topic that matched my interests and had enough research materials. But as an undergraduate, I didn't have deep knowledge in the field, making it difficult to find something unique. I asked my advisors for guidance and relied on resources like the library and research facilities.” (Interview/Student 1)

“Choosing a thesis topic was tough for me as an undergraduate student. I started by brainstorming subjects I enjoyed, but struggled to find something feasible. Balancing depth and available resources was challenging. I also wanted to contribute something unique, but many ideas had been extensively researched. Limited access to resources and guidance added to the difficulty.” (Interview/Student 2)

Both statements addressed the common issue of undergraduate students encountering challenges when selecting a thesis topic. Both students discussed their difficulties in finding a topic that matched their

interests, had sufficient research materials, and was distinctive. They also acknowledged their limited knowledge in the field and the struggle to balance depth and feasibility. Furthermore, both students sought guidance from advisors and relied on resources such as libraries and research facilities. The following responses from Student 3 and Student 4 outline the difficulties they encountered while writing their theses, specifically related to the research design.

“Developing my thesis research design had its challenges. Understanding research methods was difficult, narrowing down the topic was a struggle, handling overwhelming information was tough, accessing necessary data posed obstacles, and managing time was a constant struggle.” (Interview/Student 3)

“As an average undergraduate student, I faced difficulties in developing the research design for my thesis. I struggled to find a suitable topic and had to spend a lot of time researching and consulting with advisors. Crafting a clear research question was challenging, and choosing the right methodology felt overwhelming. Creating a comprehensive research plan and managing time were also constant struggles.” (Interview/Student 4)

The common thread between these statements revolved around students' difficulties and hardships while formulating their thesis research design. Both individuals described their struggles in comprehending research methods, refining their topics, dealing with information overload, accessing essential data, formulating a precise research question, selecting appropriate methodologies, devising a comprehensive research plan, and managing their time effectively. These shared themes suggest that both students encountered comparable challenges during their thesis research

design process. Concerning the difficulties encountered in writing the thesis, including its structure and organization, the responses from Student 5 and Student 9 are as follows.

“Writing my thesis as an undergraduate student was tough. I struggled with structuring my ideas and organizing my research effectively. Organizing the large amount of information I gathered was overwhelming. Besides, expressing my ideas clearly was difficult, but I proofread and sought feedback to improve.”
(Interview/Student 5)

“Despite not considering myself the cleverest student, I encountered various challenges in structuring and organizing my thesis. From defining a clear research question to organizing information, structuring chapters, maintaining consistency in formatting, and managing my time, each step posed difficulties.”
(Interview/Student 9)

Both Student 5 and Student 9 encountered difficulties while working on their undergraduate theses. They both struggled with arranging their thoughts, managing their research material, and effectively communicating their ideas. To overcome these challenges, they took measures such as proofreading their work and seeking feedback. Student 9 also mentioned facing additional hurdles, such as defining a research question, organizing information, structuring chapters, maintaining consistent formatting, and managing time. In summary, both students faced similar obstacles during the thesis writing process, particularly in organizing their ideas and expressing them clearly. Regarding the challenges related to the critical review of their theses, the following responses were provided by Student 10 and Student 18.

“Conducting a critical review for my thesis presented various challenges. Managing the extensive literature and finding relevant sources was difficult. Understanding complex concepts in scholarly articles required significant effort. Synthesizing information from different sources was a challenging task. Overall, conducting a critical review for a thesis was a challenging but rewarding experience.” (Interview/Student 10)

“Although I didn't face as many difficulties as others, conducting a critical review for my thesis still presented challenges. The abundance of literature was overwhelming, understanding complex academic language was tough, and organizing information was daunting. However, these experiences have taught me valuable lessons for future research and personal growth.” (Interview/Student 18)

Student 10 and Student 18 encountered difficulties while conducting the critical review for their theses. They both faced challenges in handling a large volume of literature, locating relevant sources, and comprehending intricate concepts in scholarly articles. However, Student 10 emphasized the effort involved and found the experience fulfilling, whereas Student 18 focused more on the overwhelming abundance of literature and the significance of the lessons learned. Overall, both students acknowledged the demanding nature of the task and gained valuable experiences from it. Concerning the challenges encountered in thesis writing due to theoretical knowledge, the responses from Student 20 and Student 25 are presented below.

“As an undergraduate student facing difficulties, I struggled with acquiring and incorporating relevant theoretical knowledge into my thesis. The overwhelming amount of information, complex theories, synthesis challenges, writing struggles, and time management constraints posed significant obstacles.” (Interview/Student 20)

“I had trouble learning and using the important theory stuff for my thesis. It was hard because there was so much information to deal with, the concepts were complex, and I had to bring together different theories.” (Interview/Student 25)

Both Student 20 and Student 25 faced difficulties when it came to incorporating theoretical knowledge into their theses. They found it challenging to handle the vast amount of information, complex theories, and merging different ideas. Both students also struggled with writing issues. However, Student 20 specifically mentioned struggling with managing time, while Student 25 focused on the process of understanding and applying theoretical concepts. The students used different levels of formality and detail in their language. In general, their experiences highlight the common challenges that undergraduate students encounter when dealing with theoretical knowledge for their theses, while also emphasizing individual differences. Below are the responses from Student 14 and Student 22 regarding the difficulties they faced in writing their theses due to self-esteem.

“My self-esteem played a role in shaping my decision-making process for my thesis. I doubted my abilities as a student and often set overly modest research objectives. I was afraid to aim too high and worried about disappointing myself and others. My lack of confidence made it difficult to assert myself and defend my objectives during discussions.” (Interview/Student 14)

“Being unsure of my abilities, I often doubted myself and felt the need to choose impressive topics to impress my advisors and peers. This led to setting unrealistic goals and added to my stress. Additionally, my low self-esteem made me hesitant to seek

help, which made it harder to establish clear and achievable objectives.” (Interview/Student 22)

To sum up, Student 14 and Student 22 faced similar challenges, such as a lack of confidence, low self-worth, fear of failure, difficulty in expressing themselves, and the negative influence of their self-esteem on decision-making. Both of them also set unrealistic objectives, leading to stress. During discussions, Student 14 struggled with asserting their opinions, while Student 22 hesitated to seek assistance establishing attainable goals. These shared and distinct experiences underscore the intricate nature of self-esteem and goal-setting among students, underscoring the need for personalized support to overcome these obstacles and achieve academic success. Regarding the thesis writing difficulties caused by anxiety, the responses from Student 23 and Student 26 are provided below.

“Writing my college thesis was a tough and emotional journey. I encountered many problems that made me feel restless and worried. The biggest challenges were the huge amount of work, the constant stress of deadlines and managing my time, the anxiety of picking a unique research topic, and handling feedback and criticism. Not knowing how it would turn out also made me feel uneasy.” (Interview/Student 23)

“During my thesis journey, I experienced difficulties that challenged my confidence and determination. At first, I had doubts about the topic I chose and my own abilities. I also worried about whether my research was unique and important. I became frustrated while gathering and analyzing data, and writing the thesis was also tough.” (Interview/Student 26)

Both Student 23 and Student 26 encountered challenges and obstacles while working on their college theses. They faced stress and pressure, with

Student 23 specifically expressing feelings of restlessness, concern, and unease throughout their academic journey. Student 23 discussed experiencing anxiety related to selecting a unique research topic, handling feedback and criticism, and uncertainty about the final outcome. Although not explicitly mentioned, it can be inferred that Student 26 may have also undergone similar emotional difficulties. Both students' experiences shed light on the common anxieties associated with the process of writing a college thesis. In terms of the difficulties faced in thesis writing due to lack of motivation, the responses provided by Student 5 and Student 10 are outlined below.

“Motivation was a major hurdle throughout my thesis journey as a student who struggled academically. Getting started was tough because I couldn't see the immediate relevance of my work. It was hard to dive deep into research and face complex concepts. Feedback from my advisor hindered my progress, and comparing myself to better writers was discouraging.” (Interview/Student 5)

“Even though there weren't many difficulties, staying motivated while working on my thesis was tough. I faced a major problem during my research that made me doubt the worth of my work. Writing was particularly challenging because I had to spend long hours researching and analyzing data, which made it hard to stay excited and focused. I also felt unsure of myself when my work didn't live up to my own high standards. On top of that, my motivation was affected by other things like academic responsibilities and personal struggles.” (Interview/Student 10)

Both students experienced motivation issues while working on their thesis. Student 5 had academic struggles, struggled to understand the significance of his work, and felt discouraged by feedback and comparisons. On the other hand, Student 10, although facing fewer

challenges, had doubts about the value of her work, found writing difficult because of the time-consuming research and analysis involved, and had their motivation affected by high personal standards, academic obligations, and personal difficulties. Regarding the challenges of writing a thesis while dealing with social distance among each student, the responses of Student 18 and Student 20 are presented below.

“Writing my thesis has been challenging because students have different ways of approaching the task and varying levels of commitment. We've encountered obstacles such as coordination problems, differences in work habits, diverse writing styles, conflicting opinions, and uneven dedication. Resolving our disagreements has required long discussions and compromises, which has slowed down our progress. The varying levels of commitment among us have caused tension and disrupted our group's harmony.” (Interview/Student 18)

“When I was working on my thesis, I encountered difficulties because the students didn't follow the same rules. Some students had different research interests, used different methods, wrote in different styles, and had inconsistent deadlines. These differences made it hard to agree on a common research direction, choose the right approaches, write a clear thesis, and stay organized.” (Interview/Student 20)

Both students encountered difficulties while working on their thesis due to disagreements among group members. They cited differences in writing styles, coordination issues, conflicting viewpoints, and varying levels of dedication as challenges. Student 18 specifically noted diverse work habits, while Student 20 emphasized disparities in research interests and approaches. Afterward, Student 1 and Student 3 responded to the question about the challenges faced in writing their theses due to the social

distance between students and supervisors, and their responses are provided below.

“Writing a thesis can be tough, especially when students and supervisors don't agree. As an average student, I faced challenges in understanding expectations, finding the right direction, receiving helpful feedback, and getting enough support from my advisor. This made the thesis writing process even more difficult for me.” (Interview/Student 1)

“Based on my own experience, it's tough when students and advisors don't agree while working on a thesis. It causes problems with getting guidance. They might not have the same interests or expectations, which makes it difficult for the student to study what they want. If there isn't good guidance or feedback, it's hard for the student to get better. Communication problems and not being able to reach the advisor easily can also slow things down. To solve these issues, students and advisors should talk more and try to find common ground.” (Interview/Student 3)

Both Student 1 and Student 3 acknowledged the difficulties arising when students and thesis supervisors disagree. They both encountered similar challenges in managing expectations, receiving feedback, and obtaining support. They believed that effective communication and collaboration were crucial in overcoming these obstacles. However, they held differing opinions regarding the significance of student performance and the advisor's interests. Their viewpoints underscored the significance of establishing a strong relationship between students and supervisors to ensure a successful thesis writing process. Regarding the difficulties encountered in writing a thesis due to the thesis content, the responses given by Student 7 and Student 8 are provided below.

“In my opinion, writing a thesis can be incredibly challenging. The difficulties I encountered included determining the relevance of information, organizing ideas coherently, and maintaining the right tone and style.” (Interview/Student 7)

“I faced some difficulties while writing my thesis and trying to get my ideas across clearly. One problem was figuring out how to arrange my thoughts in a way that made sense. Another challenge was finding the right mix of technical information and easy-to-understand language. Lastly, I struggled with finding the right amount of evidence without overwhelming my readers.” (Interview/Student 8)

Both students encountered difficulties writing their theses, including organizing their ideas and achieving the appropriate language and tone. However, Student 7 prioritized the maintenance of a suitable tone and style, while Student 8 concentrated on balancing technical content with readability. Their experiences underscored the challenging nature of thesis writing and the importance of overcoming obstacles to produce high-quality scholarly work. Regarding the difficulties faced in thesis writing concerning the organization of sentences and ideas, the following are Student 9 and Student 13 responses.

“I faced difficulties in organizing sentences and ideas while writing my thesis. One major issue was maintaining clarity and coherence. I struggled with constructing complex sentences that sometimes confused the reader instead of conveying my ideas clearly. I also had trouble with balancing sentence lengths and using appropriate transitional phrases to link different parts of my argument. Inconsistency in tense and voice was another challenge.” (Interview/Student 9)

“When I was writing my thesis, I had trouble organizing my sentences and ideas. One mistake I often made was not having clear topic sentences in my paragraphs. This made it difficult for

readers to understand my main points and follow my arguments. I also had problems with sentence structure, which led to confusing and complicated sentences that made it hard to grasp my ideas. These mistakes made my thesis harder to read and less effective. However, once I realized and fixed these issues, the quality of my thesis improved a lot.” (Interview/Student 13)

Both Student 9 and Student 13 encountered difficulties when it came to arranging sentences and ideas in their theses. They had trouble expressing their thoughts clearly, constructing complex sentences, and maintaining consistency. Student 9 focused on balancing sentence lengths and using transitional phrases, while Student 13 emphasized the importance of having clear topic sentences. Both students were aware of how these challenges affected the readability and effectiveness of their work. However, Student 13 managed to make improvements by addressing these issues. In general, both students recognized the importance of organizing sentences and ideas effectively in academic writing. Regarding the difficulties encountered by students due to the use of vocabulary in writing a thesis, the responses given by Student 24 and Student 27 are provided below.

“Picking the right words for my thesis was really tough. I had a hard time figuring out how to sound both formal and easy to understand. I was also worried about using the wrong or unclear terms. Another big challenge was expressing complicated ideas in a short and simple way.” (Interview/Student 24)

“In general, I didn't encounter many problems in this area. But I had to be careful when using technical words and normal words together, so that more people could understand my thesis. Another difficulty was not repeating the same words too much and keeping the reader interested.” (Interview/Student 27)

Student 24 and Student 27 faced difficulties concerning vocabulary choice in their thesis writing. Student 24 grappled with finding the right balance between being formal and clear, expressing complex ideas succinctly, and avoiding incorrect or ambiguous terms. On the other hand, Student 27 concentrated on ensuring the thesis could be understood by a broader range of readers by effectively blending technical and non-technical words and sustaining reader engagement by avoiding repetition. The following are the responses from Student 1 and Student 12 regarding the challenges they encountered with language use in thesis writing.

“While working on my thesis, I encountered different grammar problems. One big issue was keeping the sentences structured correctly, which caused problems with matching subjects and verbs and using the right tenses. Choosing the right words and using academic language were challenging too, leading to confusion and repetition. Overall, these grammar issues had a big impact on the quality of my thesis, so I had to spend a lot of time revising and editing it.” (Interview/Student 1)

“While working on my thesis, I came across some small grammar problems. One of them was making sure that the subject and verb agree in long sentences. I also had trouble with prepositions, but I looked up information online and asked for feedback to get better at using them correctly. Besides that, I focused on using words and phrases to connect my ideas smoothly and make my writing sound better.” (Interview/Student 12)

Student 1 and Student 12 both faced issues with grammar during their thesis work. Student 1 specifically mentioned difficulties with sentence structure, subject-verb agreement, and using academic language, which impacted the overall quality of the thesis. On the other hand, Student 12 concentrated on enhancing subject-verb agreement and proper preposition

usage while recognizing the importance of cohesive words and phrases. Both students acknowledged the significance of language usage in thesis writing and dedicated time to revising and editing their work to address these concerns. Below are the responses of Student 21 and Student 26 regarding the challenges they encountered in writing their theses due to mechanical aspects.

“While working on my thesis, I came across some small grammar problems. One of them was making sure that the subject and verb agree in long sentences. I also had trouble with prepositions, but I looked up information online and asked for feedback to get better at using them correctly. Besides that, I focused on using words and phrases to connect my ideas smoothly and make my writing sound better.” (Interview/Student 21)

“I had trouble making sentences clear and using punctuation correctly when I worked on my thesis. It was especially challenging to use commas, semicolons, and colons in the right way.” (Interview/Student 26)

To sum up, both Student 21 and Student 26 encountered difficulties related to writing mechanics in their theses. Student 21 grappled with subject-verb agreement, prepositions, and the logical flow of ideas, whereas Student 26 faced challenges with punctuation. Both students acknowledged the significance of mechanics in facilitating clear communication and actively sought external assistance to enhance their skills. By addressing these mechanical aspects, they improved the quality of their theses by ensuring agreement, appropriate use of prepositions, correct punctuation, and seamless connections between ideas. These

improvements ultimately helped them effectively convey their research and create impactful theses.

2. Students' Strategies to Cope with the Difficulties Encountered in Writing a Thesis

Based on interviews with twenty-seven university students who were chosen prior to the data collection stage, the researcher discovered several strategies employed by students to cope with the difficulties they encountered in writing their undergraduate thesis. The researcher presented an overall picture of the data in the conceptual table below.

Table 4
Students' Strategies to Cope with the Difficulties Encountered in Writing a Thesis

o	Indicators	Sub Indicators	Number of Participants
	Problem-focused coping strategy	Seeking information support	25 students
		Planful Problem Solving (PPS)	18 students
		Confrontive coping	14 students
	Emotion-focused coping strategy	Distancing	14 students
		Escape-avoidance	20 students
		Self control	20 students
		Accepting responsibility	12 students
		Positive reappraisal	15 students

Table 4 shows eight strategies the students employed to cope with the difficulties they encountered in writing their thesis. These coping strategies were grouped into two classifications constructed from relevant

theories previously mentioned in the review of related literature, including problem-focused and emotion-focused coping strategies.

Regarding the problem-focused coping strategy, based on the responses given during the interview, nearly all participants, precisely 25 out of 27 students, employed the strategy known as “seeking information support.” 18 out of 27 students employed the strategy known as “Planful Problem Solving (PPS).” Half the participants, 14 out of 27 students, employed “confrontive coping.”

Meanwhile, regarding the emotion-focused coping strategy, based on the responses given during the interview, half the total participants, precisely 14 out of 27 students, employed the “distancing.” 20 out of 27 students employed the strategy known as “escape-avoidance” and “self control.” Less than half of the total participants, precisely 12 out of 27 students, employed the strategy known as “accepting responsibility.” 15 out of 27 students employed the strategy known as “positive reappraisal.”

For more details, the excerpts from the interview sessions, which were selected as the representatives of research data, are provided by the researcher to support the readers’ comprehension of the strategies employed by 27 students of the English Tadris Study Program at IAIN Curup to cope with difficulties encountered in finishing their theses. Regarding the coping strategies classified as “seeking information support,” the responses given by Student 1, Student 6, and Student 7 are provided below.

“Having regular meetings with my thesis advisors and lecturers has been really important for writing my thesis. We get together every two weeks, and their advice has made a big difference. They share their expert knowledge, inspire me with fresh ideas, and encourage me to think carefully. They also assist me in overcoming difficulties, suggest helpful materials, and make my thesis stronger. Overall, their help has been incredibly valuable in improving the quality of my work.” (Interview/Student 1)

“Online platforms are great for thesis writing. They help me connect with others, get support, and share ideas. I can find lots of resources and expert advice. I can also collaborate with researchers from different places. I recommend using them for thesis writing.” (Interview/Student 6)

“I made sure to work together with researchers who were studying similar topics as my thesis. This collaboration made a big difference in my work. I learned a lot from their knowledge and got helpful insights. They helped me improve my research questions and methods, and I also got access to more resources and data. Networking and getting feedback from peers were important too.” (Interview/Student 7)

In summary, seeking information support was crucial in dealing with the challenges of writing a thesis. The experiences of Student 1, Student 6, and Student 7 underscored the common practice of relying on external sources for guidance, knowledge, and collaboration throughout the thesis writing process. These students found value in regularly meeting with their thesis advisors and lecturers, using online platforms to connect with others and access resources, and collaborating with researchers on similar topics. By actively seeking information support, they enhanced the quality of their work, refined their research questions and methods, and gained valuable resources and data. The frequency and manner of interaction varied among

the students. However, the fundamental principle remained unchanged: seeking information support was an effective coping strategy that facilitated the successful completion of a thesis. Through active engagement with advisors, peers, and online platforms, students could broaden their knowledge, gain new perspectives, and produce more robust and impactful research. Below are the responses provided by Student 10, Student 12, and Student 15 regarding the coping strategies classified as "Planful Problem Solving (PPS)."

"I approached identifying research gaps in my thesis by conducting a thorough literature review and critically analyzing existing research. I engaged in discussions with my advisors and peers and also sought feedback to validate the significance of the gaps. I ensured alignment between the research gaps and the goals of my thesis by comparing them with my objectives and consulting with my advisors." (Interview/Student 10)

"I faced challenges in selecting the appropriate research methodology. To solve this, I reviewed existing literature, consulted my advisor, and conducted pilot studies to test different approaches. I prioritized efficiency and cost-effectiveness and sought advice from lecturers and fellow students. Engaging in discussions also helped me gain further insights." (Interview/Student 12)

"Collecting data for my thesis posed challenges due to limited access to research materials. I tackled this by exploring academic databases, consulting with my advisors and other researchers, and using a mixed-methods approach. I conducted interviews, surveys, and utilized online resources to gather comprehensive data. It was time-consuming, but worth it." (Interview/Student 15)

In summary, the students' experiences highlighted the significance of embracing a systematic problem-solving approach when confronted with

difficulties writing their theses. They employed similar methods, such as conducting literature reviews, seeking guidance, participating in discussions, and validating their approaches through feedback. However, each student faced unique challenges and employed specific problem-solving techniques. For instance, Student 10 focused on identifying research gaps and aligning them with the thesis objectives, Student 12 grappled with selecting a research methodology and prioritizing efficiency, and Student 15 overcame limited access to research materials by utilizing a mixed-methods approach for data collection. Nonetheless, by adopting a systematic problem-solving approach, the students could effectively navigate challenges, make informed decisions, and ensure the quality and relevance of their thesis work. As for the coping strategies categorized as "confrontive coping," below are the responses provided by Student 19, Student 21, and Student 4.

“While writing my thesis, I asked my advisors for clarifications whenever I had trouble putting my ideas together and making them flow smoothly. Their advice on organizing the main points and structuring the thesis was really helpful.”
(Interview/Student 19)

“When I was writing my thesis, it was important for me to get feedback from my advisors and classmates. My advisors had a lot of knowledge and helped me make my research questions better, fix any weaknesses, and find useful books and articles. My classmates also gave me feedback, which helped me see things from different angles and figure out what needed improvement.”
(Interview/Student 21)

“I talked to my advisors about my struggles in managing time and asked for help. They gave me useful advice, shared

resources, and checked in with me regularly to see how I was doing. Their support made a big difference in my thesis writing experience.” (Interview/Student 4)

The effectiveness of confrontive coping as a method for dealing with challenges in thesis writing was underscored by the experiences shared by the three students. Despite their distinctive difficulties, they all actively confronted their obstacles and sought help to overcome them. They relied on their advisors for guidance, feedback, and support and gained valuable insights from their fellow students. With respect to the coping strategies categorized as "distancing," the following are the responses given by Student 15 and Student 21.

“When it comes to creating a positive writing environment for my thesis, the key strategy I implement is creating a physical and digital workspace that helps me distance myself from distractions. This includes having a dedicated area in my room for writing, organizing my files systematically on my computer, and managing my time effectively. By distancing myself from distractions, I can maintain focus, stay motivated, and ensure a productive writing process.” (Interview/Student 15)

“One important thing I did to take care of myself while working on my thesis was creating distance. I set up a schedule with specific times for my thesis work, so I could stay in control and not get too overwhelmed. I also made sure to exercise regularly, take breaks, practice mindfulness, balance my work and personal life, and ask for support when I needed it. All these actions helped me create distance and take care of my well-being and mental health while working on my thesis.” (Interview/Student 21)

Both Student 15 and Student 21 acknowledged the significance of implementing a distancing approach to address the difficulties encountered

while writing their theses. Student 15's approach centered on establishing physical and digital workspaces to minimize interruptions, while Student 21 emphasized the importance of maintaining a structured schedule and taking care of one's overall well-being. The main elements of this strategy included maintaining concentration, staying motivated, and ensuring an efficient writing process. By distancing themselves from distractions and prioritizing self-care, both students effectively managed the challenges associated with thesis writing. As for the coping strategies categorized as "escape-avoidance," the following responses were provided by Student 25, Student 1, Student 2, and Student 3.

“To manage my time and avoid procrastination during my thesis, I employed several strategies. First, I created a realistic timeline with deadlines for each task. I established a daily and weekly schedule dedicated to thesis work, setting specific goals for each session. I minimized distractions by creating a focused workspace and practiced self-care by taking regular breaks. These strategies helped me stay on track and maintain motivation throughout the process.” (Interview/Student 25)

“Coping with perfectionism during my thesis was tough, but I found strategies that worked. I set realistic expectations, broke tasks into manageable parts, and sought feedback. Instead of chasing perfection, I focused on progress and taking care of myself.” (Interview/Student 1)

“Task-switching can be a challenge when writing a thesis. To prevent this, I create a dedicated writing schedule and stick to it. Breaking down the thesis into smaller tasks helps me stay focused. These strategies have improved my productivity and minimized task-switching.” (Interview/Student 2)

“When I was working on my thesis, I found a good balance between getting help and being in charge of my work. I knew it

was important to ask for help from my advisors, lecturers, and friends. They gave me feedback and guidance that made my ideas better and improved my work. But I also made sure not to rely too much on their help because I wanted my thesis to be original and truly mine. This way, I showed that I had my own knowledge and could think critically.” (Interview/Student 3)

Although each student encountered various challenges, they all shared the objective of overcoming obstacles and completing their work successfully. Their tactics, such as effective time management, handling perfectionism, avoiding multitasking, and balancing self-reliance with seeking assistance, all fell within the scope of the "escape-avoidance" coping strategy. By employing these approaches, the students could navigate their difficulties, stay motivated, and progress toward their thesis goals. These experiences highlighted the importance of taking proactive and adaptable measures to cope with the challenges of thesis writing, ultimately leading to positive outcomes. Below are the responses from Student 17, Student 18, and Student 19 regarding the coping strategies categorized as "self control."

“It was really important to prioritize tasks and handle many responsibilities while writing my thesis. I made a detailed plan with deadlines, figured out which tasks were most important, and managed my time well. I also used tools to help me be more productive and asked lecturers and classmates for help when I needed it. This way, I stayed organized and focused on my work.” (Interview/Student 17)

“I managed my feelings by being aware of how I was feeling and taking short breaks to rest and recharge. When I doubted myself, I remembered what I had accomplished and asked for help from friends and lecturers. Talking kindly to myself and

breaking the thesis into smaller tasks kept me motivated and focused.” (Interview/Student 18)

“While working on my thesis, I encountered problems with collecting data. To make sure the data was reliable, I carefully chose trustworthy sources. Whenever I felt frustrated, I reached out to my advisors for guidance and took care of myself by doing things I enjoyed. These experiences taught me the importance of being adaptable and determined, and the value of seeking assistance when needed.” (Interview/Student 19)

Every student had a unique way of approaching the task at hand. For instance, Student 17 placed importance on organizing tasks and setting priorities, Student 18 emphasized the management of emotions and self-reflection, while Student 19 highlighted the significance of finding trustworthy sources and being adaptable. In general, self-control encompassed a range of strategies, including prioritizing tasks, seeking assistance, handling emotions, and maintaining determination. These strategies enabled students to overcome obstacles encountered during their thesis writing process. Regarding coping mechanisms categorized as "accepting responsibility," the following are the responses from Student 21 and Student 25.

“I had a problem with procrastination when I was working on my thesis. I knew I was procrastinating when I started doing unimportant things instead of writing. To fix it, I divided my thesis into smaller tasks, made a schedule, and got help from a study group to keep me on track. These things really helped me beat procrastination and do better work.” (Interview/Student 21)

“Dealing with data analysis challenges in my thesis was tough. So, I looked at my weaknesses and found help from online tutorials and my university. I joined study groups, asked lecturers

and peers for feedback, and practiced a lot. These strategies helped me get better at data analysis and improve my skills.” (Interview/Student 25)

Both Student 21 and Student 25 encountered obstacles while working on their theses, but they exemplified the crucial approach of acknowledging responsibility to deal with these challenges. Student 21 recognized his struggle with procrastination and took proactive measures to address it. He broke down tasks, established a schedule, and sought support from a study group. Conversely, Student 25 identified a weakness in data analysis and sought help through online tutorials, university resources, and feedback from lecturers and peers. Both students showcased the significance of taking ownership of their problems, seeking assistance, and implementing specific strategies tailored to their challenges. By accepting responsibility and actively engaging in problem-solving, they overcame their difficulties and enhanced their thesis work. Moving on to the coping strategies categorized as "positive reappraisal," the researcher provides the responses from Student 3 and Student 6 below.

“When it came to dealing with the stress of writing my thesis, I had different ways to handle it. One important thing was to think positively about the challenges. I took breaks regularly, did things I enjoyed, and got support from my advisors and friends. I also kept a positive attitude, seeing setbacks as chances to learn and grow. Taking care of myself physically and mentally was crucial too.” (Interview/Student 3)

“Whenever I finished a big section or chapter, I took a break or treated myself to something I liked. I also set small goals and rewarded myself with little things when I achieved them. Sharing my progress with friends and family was important

because they encouraged me. I also had a wall calendar or whiteboard where I marked my progress, and it made me feel proud of what I had accomplished.” (Interview/Student 6)

Both Student 3 and Student 6 utilized effective methods to deal with the challenges of writing a thesis. They acknowledged the significance of taking breaks, participating in enjoyable activities, and seeking guidance from advisors, friends, and family. They also emphasized the importance of maintaining a positive outlook and considering setbacks as opportunities for personal growth and learning. While Student 3 focused more on positive thinking and self-care, Student 6 highlighted the importance of setting goals and rewarding oneself for making progress. Despite these variances, both students demonstrated the effectiveness of positive reappraisal in overcoming thesis writing difficulties. By adopting a positive mindset, they managed to stay motivated, persevere in their work, and take pride in their achievements. Ultimately, these approaches contributed to their overall success in completing their theses.

B. Discussion

This section discusses all the data obtained, displayed, and analyzed earlier. Two major scopes were discussed, namely 1) the difficulties encountered by students in writing a thesis and 2) students’ strategies to cope with the difficulties encountered in writing a thesis.

1. Undergraduate Students’ Difficulties in Writing a Thesis

According to the previously described research findings, fifteen different difficulties were encountered by students in writing their theses.

These difficulties were grouped into four factors, namely general factors, psychological factors, socio-cultural factors, and linguistic factors.

a. General Factors

The general factors leading to difficulties encountered by students in writing a thesis consisted of topic choice, research design, structure and organization, critical review, and theoretical knowledge.

Based on the interview responses, most participants (18 out of 27 students) encountered difficulties choosing a thesis topic. These challenges encompassed various factors, such as aligning their interests with the topic, finding relevant research materials, ensuring originality, and balancing depth and feasibility. The connection to Wang and Yang's perspective arises from their assertion that selecting a research topic involves refining it and formulating research questions.⁵⁷ It indicates that choosing a topic is a crucial step that significantly influences the overall direction of the study. Additionally, the citation of Kutz and Hartnett in Otoluwa et al. further reinforces this connection. Kutz and Hartnett argue that students often lack sufficient information about specific topics in their study fields, making it difficult to make well-informed choices.⁵⁸ It aligns with the difficulties expressed by the students during the interview, as they specifically mentioned limited knowledge in the field as one of the obstacles they faced when selecting a topic.

⁵⁷ Xia Wang & Luxin Yang, *loc. cit.*

⁵⁸ Moon Hidayati Otoluwa, Wulan Mayasari Tambengi, & Hariansyah Igrissa Tambengi, *loc. cit.*

Moreover, concerning challenges related to research design, a majority of the students (23 out of 27) encountered difficulties across various stages of the research design process. They encountered obstacles in comprehending research methods, selecting a specific topic, managing copious amounts of information, locating the required data, formulating a concise research question, choosing an appropriate methodology, meticulously planning their research, and effectively managing their time. These challenges were prevalent among the students during the development of their theses. It aligns with the findings of Wang and Yang, who observed that students lacking extensive experience in academic research often struggle when constructing a research design.⁵⁹ Most students likely have limited exposure to in-depth research, which further compounds their difficulties. Wang and Yang also noted that the specific problems students encounter in their research design can vary depending on their field of study.⁶⁰

Furthermore, the fact that a majority of the participants, precisely 18 out of 27 students, encountered difficulties related to the structure and organization of their theses indicates that this issue was widespread among them. These challenges, which include problems with arranging ideas, managing research material, and articulating thoughts clearly, reinforce that students often lack the necessary

⁵⁹ Xia Wang & Luxin Yang, *loc. cit.*

⁶⁰ *Ibid.*

knowledge and skills to structure and compose their thesis effectively. This correlation is supported by Kutz and Hartnett, as cited in Otoluwa et al., who argue that students frequently experience intellectual isolation and tend to narrow their focus due to insufficient guidance in developing systematic approaches to structuring and writing.⁶¹ Additionally, Wang and Yang further prove this association by asserting that students struggle to integrate relevant literature and information coherently in their writing, primarily due to inadequate training in academic writing.⁶² These findings align with students' difficulties in formulating research questions, organizing information, structuring chapters, and maintaining consistent formatting.

This discussion focuses on students' difficulties when writing their theses, specifically regarding the critical review component. Among the 27 students interviewed, 13 encountered challenges in this area, including managing a large amount of literature, finding relevant sources, and understanding complex concepts in scholarly articles. While some students found the critical review satisfying, others expressed concerns about the extensive literature and the lessons they learned. These different perspectives highlight students' varying reactions toward the critical review aspect of academic writing. Wang and Yang support these findings, highlighting the importance of

⁶¹ Moon Hidayati Otoluwa, Wulan Mayasari Tambengi, & Hariansyah Igrissa Tambengi, *loc. cit.*

⁶² Xia Wang & Luxin Yang, *loc. cit.*

presenting personal ideas critically and logically within the context of academic writing.⁶³

The subsequent findings emphasize the difficulties undergraduate students encountered in applying theoretical knowledge to their theses, which hampered their advancement. Among the 27 students surveyed, 17 experienced challenges incorporating theory into their writing process. These difficulties stemmed from overwhelming information, complex theories, and the need to synthesize ideas. Additionally, some students struggled with the act of writing itself. These obstacles are representative of the common struggles faced by undergraduates. Wang and Yang's study corroborates this, demonstrating that a lack of relevant theory impedes students' progress and comprehension of the evolution of their research field.⁶⁴ Insufficient theoretical knowledge not only hinders clarity but also obstructs significant research progress. By referencing Wang and Yang's work, the notion that these challenges carry significant consequences is reinforced. Addressing these hurdles and equipping students with a solid theoretical foundation to facilitate their research endeavors is crucial.

b. Psychological Factors

Students' difficulties when writing a thesis can be attributed to psychological factors such as self-esteem, anxiety, and motivation.

⁶³ *Ibid.*

⁶⁴ *Ibid.*

According to research, there is a strong connection between students' self-esteem and the challenges they encounter in their academic lives. During interviews, most students expressed various self-esteem-related difficulties, including self-doubt, low self-esteem, fear of disappointment, struggles with assertiveness, and adverse effects on decision-making. These difficulties emphasize the intricate nature of self-esteem and its significant impact on student's academic performance and well-being. Experts like Brown⁶⁵ and Branden⁶⁶ define self-esteem as subjective feelings concerning an individual's worth and value, encompassing self-assessment and self-appreciation. It involves having confidence in one's right to happiness, a sense of dignity and worth, and the ability to assert personal desires and values.

Afterward, the findings indicated that many college students faced anxiety during their thesis work. Approximately half of the surveyed students encountered anxiety-related obstacles, highlighting its widespread occurrence. The anxieties reported by students, such as selecting a topic and managing feedback, are consistent with typical sources of academic pressure. References to Brown⁶⁷ and Ormrod⁶⁸ further reinforce the idea that anxiety stems from uncertainties and exaggerated responses. In conclusion, the results conclusively

⁶⁵ H. Douglas Brown, *loc. cit.*

⁶⁶ Nathaniel Branden, *loc. cit.*

⁶⁷ H. Douglas Brown, *loc. cit.*

⁶⁸ Jeanne Ellis Ormrod, *loc. cit.*

establish a strong link between anxiety and the difficulties of completing a college thesis.

Following that, another topic of discussion delves into the correlation between motivation and the challenges students encountered while writing their thesis. Among the 27 students surveyed, 16 mentioned difficulties arising from fluctuating motivation. Motivation is pivotal in attaining success as it propels individuals toward their objectives. The students faced various hurdles, such as academic struggles, uncertainties about the significance of their work, and setting high self-expectations. These findings align with the viewpoints expressed by Brown⁶⁹ and Woolfolk⁷⁰, underscoring the importance of sustained motivation throughout the thesis writing journey. Hence, motivation significantly contributes to coping with obstacles and completing the thesis.

c. Socio-cultural Factors

Students' difficulties in completing their undergraduate theses can be attributed to sociocultural factors such as social distance between students and their peers and between students and their supervisors. The study results indicate that most students faced difficulties from this social distance, affecting their ability to work on their thesis. These challenges encompassed various issues, including differences in writing styles, coordination problems, conflicting opinions, varying

⁶⁹ H. Douglas Brown, *loc. cit.*

⁷⁰ Anita Woolfolk, *loc. cit.*

levels of commitment, work habits, research interests, and methods within the group. These findings align with the understanding of humans as social beings, as proposed by Yani et al., who emphasize the inherently social nature of humans and the importance of interpersonal interactions for meeting their needs. The authors view the relationships among individuals within a group as an interaction that prioritizes emotions and expresses individual thoughts and feelings.⁷¹ The link between the research findings and the broader perspective on human sociality underscores the significance of addressing these challenges and fostering effective collaboration and communication among students.

This research point delves into students' obstacles with limited interaction with their thesis supervisors or advisors. It clarifies that disagreements between students and advisors can lead to expectations, feedback, and support intricacies. The resolution to these challenges lies in proficient communication and collaboration. Yani et al. add to this discourse by highlighting the significance of the interaction between supervisors and students throughout the thesis guidance process. They note that certain students encounter difficulties establishing contact with their supervisors, which can hinder their progress. The reasons for this difficulty include hesitancy in asking questions when facing problems or encountering difficulties locating

⁷¹ Fitria Inda Yani, Suyadi Suyadi, & Ridho Praja Dinata, *loc. cit.*

their advisors.⁷² Furthermore, Kutz and Hartnett, cited in Otoluwa et al., contend that students have high expectations for dynamic interactions and close cooperation with their thesis advisors but frequently encounter difficulties in achieving these goals. They may also feel compelled to work on topics that do not align with their interests, leading to prolonged and challenging experiences in writing their thesis.⁷³ Students anticipate establishing a friendly and harmonious relationship with their advisors but often experience anxiety and inflexibility when discussing thesis-related issues or problems with them.⁷⁴ Overall, the research emphasizes the correlation between students' challenges from limited contact, the importance of effective communication and collaboration, and the significance of a solid student-advisor bond in achieving successful thesis writing. It underscores the necessity for improved interactions, supportive environments, and shared interests to enhance students' thesis guidance experience.

d. Linguistics Factors

The difficulties encountered by students when writing a thesis can be attributed to various linguistic factors, including content, organization, vocabulary, language use, and mechanics. Concerning content-related challenges, research findings corroborate the views of

⁷² *Ibid.*

⁷³ Moon Hidayati Otoluwa, Wulan Mayasari Tambengi, & Hariansyah Igrissa Tambengi, *loc. cit.*

⁷⁴ *Ibid.*

previous scholars who have identified similar issues in students' writing. Among the 27 students interviewed, the majority (21 out of 27) reported struggles incorporating content into their theses. This finding supports the argument of Payne and Turner and Strickland et al., as cited in Rizwan and Naas that students with writing difficulties face challenges in effectively expressing their ideas.⁷⁵ The interview responses also emphasize the significance of maintaining an appropriate tone and style and achieving a balance between technical content and readability. In conclusion, addressing these challenges necessitates providing effective writing instruction and support to students undertaking academic research.

The current study's findings also showed that a significant number of students (17 out of 27) encountered difficulties in structuring sentences and organizing ideas in their theses. These challenges included ensuring sentence clarity, constructing complex sentences, maintaining consistency, balancing sentence lengths, incorporating transitional phrases, and establishing coherent topic sentences. The students acknowledged that these obstacles harmed the readability and effectiveness of their work. Previous research has similarly identified comparable difficulties. For instance, Rizwan and Naas discovered that students faced challenges in organizing sentences, ideas, and

⁷⁵ M. S. M. Rizwan & AR Fahmithah Naas, *loc. cit.*

paragraphs⁷⁶, while Ibrahim specifically highlighted issues with sentence structure.⁷⁷

Additionally, many students (16 out of 27) encountered difficulties in vocabulary usage within their theses. Selecting appropriate words that strike a harmonious balance between formality and clarity, effectively convey complex ideas succinctly, and steer clear of erroneous or ambiguous terms posed a significant challenge. However, some students aimed to enhance the accessibility of their theses to a broader audience by skillfully integrating technical and non-technical terminology and avoiding redundancy. These challenges align with prior research that underscores students' struggles with grammatically proper vocabulary⁷⁸ and word choice issues when writing their theses.⁷⁹ In this regard, the careful selection of vocabulary assumes a crucial role in determining the quality and comprehensibility of theses.

In the thesis writing process, a considerable number of students (9 out of 27) encountered difficulties related to language use. Specifically, they faced challenges with grammar, particularly in sentence structure and subject-verb agreement, which ultimately affected the overall quality of their theses. To address these issues, some students dedicated their efforts to improving these aspects and

⁷⁶ *Ibid.*

⁷⁷ Ibrahim Mohamed Alfaki, *loc. cit.*

⁷⁸ M. S. M. Rizwan & AR Fahmithah Naas, *loc. cit.*

⁷⁹ Ibrahim Mohamed Alfaki, *loc. cit.*

their usage of prepositions and connecting words. Recognizing the significance of language use in thesis writing, students invested time revising and editing their work. Similarly, Yani et al. emphasize the importance of employing correct grammar to produce coherent sentences in writing.⁸⁰ Ibrahim asserts that grammatical and sentence structure problems hinder the effectiveness of thesis writing.⁸¹

Most students (17 out of 27) encountered difficulties related to writing mechanics while working on their theses. These challenges included issues with prepositions, the logical flow of ideas, and punctuation. The students recognized the significance of writing mechanics in facilitating effective communication and actively sought external resources to improve their skills. By addressing these difficulties, the students could enhance the quality of their thesis by ensuring coherence, appropriate use of prepositions, accurate punctuation, and smooth transitions. The findings of this study align with research conducted by Rizwan and Naas, which revealed that students often struggled with using punctuation correctly in their sentences, emphasizing the significance of writing mechanics in academic writing.⁸²

2. Students' Coping Strategies in Writing a Thesis

⁸⁰ Fitria Inda Yani, Suyadi Suyadi, & Ridho Praja Dinata, *loc. cit.*

⁸¹ Ibrahim Mohamed Alfaki, *loc. cit.*

⁸² M. S. M. Rizwan & AR Fahmithah Naas, *loc. cit.*

According to the previously described research findings, eight different strategies were employed by students to cope with difficulties encountered in writing their thesis. These coping strategies were classified into two groups, namely problem-focused coping strategy and emotion-focused coping strategy.

a. Problem-focused Coping Strategy

The problem-focused coping strategies employed by students in response to difficulties they encountered in writing their thesis consisted of seeking information support, Planful Problem Solving (PPS), and confrontive coping.

Concerning the coping strategy focused on addressing difficulties, research findings indicated that nearly all participants, precisely 25 out of 27 students, utilized "seeking information support." The main point emphasized in this discussion is that seeking information support plays a vital role in writing a thesis. The experiences shared by students demonstrate their common reliance on external sources for guidance, knowledge, and collaboration throughout the thesis writing process. This connection is further reinforced by citing Lazarus and Folkman, who describe various activities under seeking information support. The discussion underscores that seeking information support involves consulting thesis advisors and lecturers, participating in online platforms and discussion boards, and seeking collaboration

opportunities with other researchers.⁸³ These activities grant students access to expertise, insights, feedback, and valuable resources and data, ultimately enhancing the quality of their work. The connection emphasizes that regardless of the frequency and format of interaction, the fundamental principle remains the same: actively seeking information support enhances knowledge, broadens perspectives, and empowers students to produce more robust and influential research. Through active engagement with advisors, peers, and online platforms, students can effectively cope with the challenges of thesis writing and increase their likelihood of completing their work.

Out of the 27 students, 18 utilized a strategy called "Planful Problem Solving (PPS)" to tackle their challenges. These students employed various methods such as literature reviews, seeking guidance, engaging in discussions, and receiving feedback to address their obstacles effectively. While they shared some problem-solving techniques, each student encountered different difficulties and employed specific approaches to overcome them. For instance, some students focused on identifying gaps in research and aligning them with their thesis objectives, while others prioritized selecting a research methodology to maximize efficiency. A few students coped with limited research materials by employing a mixed-methods approach for data collection. The notion of planful problem solving

⁸³ Richard S. Lazarus & Susan Folkman, *loc. cit.*

(PPS) is rooted in the work of Lazarus and Folkman. It encompasses activities such as identifying research gaps, developing a methodology, and overcoming obstacles related to data collection.⁸⁴ By adopting a planful problem-solving approach that incorporates these activities, students could navigate challenges, make well-informed decisions, and ensure the quality and relevance of their thesis work. The findings indicated that adopting a planful problem-solving approach was crucial in effectively addressing difficulties encountered during thesis writing. Using strategies aligned with the PPS framework, students can enhance their problem-solving skills and successfully navigate the complexities of thesis writing, ultimately producing high-quality research.

Among the 27 participants in the study, 14 students utilized a strategy called "confrontive coping" to address the difficulties they encountered while writing their theses. According to Lazarus and Folkman, confrontive coping involves confronting and resolving obstacles. In the context of thesis writing, this approach includes seeking clarification, requesting feedback, asserting oneself, and reflecting on setbacks.⁸⁵ Students' responses in the research demonstrated the effectiveness of confrontive coping in dealing with the difficulties of thesis writing. Despite their challenges, all the students who employed confrontive coping actively confronted their

⁸⁴ *Ibid.*

⁸⁵ *Ibid.*

obstacles and sought assistance to overcome them. They recognized the value of seeking guidance, feedback, and support from their advisors, who served as experienced mentors. Moreover, the students found value in their peers' perspectives, indicating that the social aspect of confrontive coping played a significant role in their coping strategies. By employing confrontive coping strategies, the students could navigate the challenges of thesis writing more effectively. They engaged in activities that enhanced their understanding, improved their work through feedback, advocated for their needs, and learned from setbacks. The connection between students' experiences and the theoretical framework of confrontive coping offers valuable insights into effective coping strategies for individuals undertaking the thesis writing process.

b. Emotion-focused Coping Strategy

The emotion-focused coping strategies employed by students in response to difficulties they encountered in writing their theses consisted of distancing, escape-avoidance, self control, accepting responsibility, and positive reappraisal.

Based on the responses gathered during the interview, it was noticed that around half of the participants, precisely 14 out of 27 students, utilized the coping strategy known as "distancing" to address the difficulties they faced while writing their thesis. This strategy involves creating a separation from distractions and prioritizing a

productive writing process. The students recognized the importance of establishing a physical and digital workspace that minimizes interruptions, following a structured schedule, and focusing on their overall well-being. According to Lazarus and Folkman, "distancing" is an emotion-focused coping mechanism that involves detaching oneself and redirecting attention towards factors that promote a positive perspective. In the context of thesis writing, applying this strategy includes distancing oneself from distractions, creating an environment conducive to writing, and practicing self-care.⁸⁶ By implementing these approaches, students can effectively navigate the challenges of thesis writing.

The research discussion then focused on conducting interviews with 27 students, out of whom 20 utilized the coping mechanism known as "escape-avoidance" during their thesis writing process. Despite individual difficulties, all students shared the objective of overcoming obstacles and completing their work. The strategies they employed, such as managing time, handling perfectionism, avoiding multitasking, and finding a balance between self-reliance and seeking help, all fell under the umbrella of the "escape-avoidance" coping strategy. By implementing these strategies, the students effectively dealt with challenges, stayed motivated, and progressed toward their thesis goals. This study emphasizes the importance of proactive and

⁸⁶ *Ibid.*

adaptable approaches in managing the challenges of thesis writing, ultimately leading to successful outcomes. Consistent with Lazarus and Folkman's definition, "escape-avoidance" include procrastination, perfectionism, switching tasks frequently, and relying excessively on assistance.⁸⁷ Recognizing and comprehending these expressions of the coping strategy can guide interventions and support systems to promote effective coping mechanisms and enhance the outcomes of thesis writing.

Subsequently, it was discovered that 20 out of 27 students utilized the strategy of "self control" to overcome difficulties. Each student employed their unique approach, with some focusing on organizing and prioritizing tasks, others emphasizing emotional management and self-reflection, and a few highlighting the importance of seeking dependable sources and adaptability. Self control encompasses various strategies, including task prioritization, seeking assistance, managing emotions, and maintaining determination. These findings align with Lazarus and Folkman's definition of self control, which refers to individuals' deliberate efforts to regulate their actions and emotions. Additionally, Lazarus and Folkman identified task prioritization, emotional regulation, and perseverance as relevant components of self

⁸⁷ *Ibid.*

control, which is supported by the research discussion and backed by empirical evidence.⁸⁸

This point of discussion delves into how students who took responsibility for their challenges while working on their theses overcame difficulties. Out of a total of 27 students, only 12 adopted this strategy. These particular students acknowledged problems such as procrastination and insufficient skills in data analysis, and they actively took steps to address them. They divided their tasks into smaller, manageable parts, established schedules, sought assistance, utilized available resources, and actively sought feedback. They enhanced their thesis work by assuming ownership of their problems and engaging in proactive problem-solving. According to Lazarus and Folkman, accepting responsibility involves recognizing one's role in the problem, encompassing aspects such as time management, procrastination, perfectionism, organization, research scope, and data analysis.⁸⁹ Overall, the findings emphasize the significance of students taking responsibility and implementing customized strategies to overcome challenges.

Lastly, the findings revealed that students utilized Lazarus and Folkman's "Positive Reappraisal" concept to overcome difficulties encountered during their thesis writing process. Among the 27 students surveyed, 15 employed positive reappraisal, which involved

⁸⁸ *Ibid.*

⁸⁹ *Ibid.*

seeking meaning or advantages in life's difficulties. These students effectively employed various strategies such as taking breaks, seeking support, maintaining a positive outlook, and perceiving setbacks as opportunities for personal growth. These strategies align with Lazarus and Folkman's principles of coping with stress, learning from setbacks, and recognizing milestones.⁹⁰ In summary, adopting a positive mindset and finding significance in setbacks was crucial to students' achievement in completing their theses.

⁹⁰ *Ibid.*

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the research results by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusion

Based on findings and discussion in the previous chapter, the researcher finally concluded that:

1. Students encountered fifteen different difficulties in writing their theses. These difficulties were grouped into four factors, namely general factors, psychological factors, sociocultural factors, and linguistic factors. The general factors leading to difficulties encountered by students in writing a thesis consisted of topic choice, research design, structure and organization, critical review, and theoretical knowledge. The psychological factors leading to difficulties students encountered in writing a thesis included self-esteem, anxiety, and motivation. The sociocultural factors contributing to difficulties faced by students in finishing their undergraduate theses involved the social distance between each student and the social distance between students and supervisors. The linguistic factors leading to difficulties students encountered in writing a thesis comprised content, organization, vocabulary, language use, and mechanics.

2. Students employed eight strategies to cope with difficulties in writing their theses. These coping strategies were classified into two groups, namely problem-focused coping strategy and emotion-focused coping strategy. The problem-focused coping strategies employed by students in response to difficulties they encountered in writing their theses consisted of seeking information support, Planful Problem Solving (PPS), and confrontive coping. The emotion-focused coping strategies employed by students in response to difficulties they encountered in writing their theses consisted of distancing, escape-avoidance, self control, accepting responsibility, and positive reappraisal.

B. Suggestion

Based on the present study results and conclusion, some suggestions were given to several parties involved in the issue being investigated, namely students, lecturers of the English Education Department, and other researchers.

1. For students

To overcome challenges in writing their thesis, undergraduate students can find value in the following recommendations. Firstly, it is essential to comprehend the various factors contributing to these difficulties, including general, psychological, socio-cultural, and linguistic aspects. Seeking assistance and gathering information from lecturers, advisors, and peers can be beneficial. Strategizing problem-solving approaches, breaking

down tasks, and developing a well-structured plan to alleviate overwhelming feelings are also advisable. Additionally, it is crucial to confront obstacles directly and tackle them head-on. Employing coping strategies that focus on emotions, such as managing emotions, creating temporary distance, engaging in relaxation activities, practicing self-control, accepting responsibility, and engaging in positive reappraisal, can also be advantageous. Furthermore, cultivating a supportive academic environment, including maintaining open communication with supervisors or advisors, is critical. Lastly, enhancing language skills, including content organization, vocabulary usage, language proficiency, and mechanics, should be prioritized. By implementing these suggestions, students are expected to navigate and overcome difficulties while writing an undergraduate thesis effectively.

2. For lecturers of English Education Department

English Education Department lecturers can aid students in writing their theses by utilizing various approaches. These strategies include assisting with topic selection, aiding research design, imparting knowledge on structure and organization, and encouraging critical review abilities. Moreover, they should consider psychological aspects like self-esteem, anxiety, and motivation and establish a supportive academic atmosphere. By addressing socio-cultural factors, such as diminishing social distance barriers and promoting effective communication, lecturers can offer even more substantial support to students. Vital steps include enhancing

linguistic skills through language support workshops and providing individual mentorship. Lastly, teaching coping mechanisms and fostering a growth mindset can empower students to overcome difficulties and accomplish their thesis.

3. For other researchers

To delve deeper into the difficulties undergraduate students face when writing their thesis and how they handle these issues, upcoming researchers could start by confirming the earlier findings using a more extensive sample. Additionally, it is advised to broaden the scope of factors influencing these difficulties, explore their connections, and evaluate the effectiveness of coping mechanisms. It is crucial to situate the results within particular educational and cultural settings and create tailored interventions informed by the research. Longitudinal studies could be considered to capture the developmental aspects while adopting a mixed methods approach will provide a comprehensive grasp of the subject.

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Appendix 1

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telp. (0752) 21010
Fax. (0752) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 238 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Peringat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup,
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

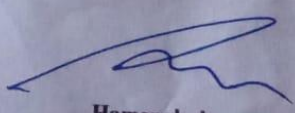
Perhatikan : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :19/In.34/FT.2 /PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Pada Hari Jumat, 25 November 2022

MEMUTUSKAN :

Menetapkan :
1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Hadi Subermanto M. Pd** 19741113 199903 1 003


Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : Annisa Ismi
N I M : 18551007
JUDUL SKRIPSI : **Undergraduate Students Experience in Facing The Difficulties and Coping Strategies in Writing a Thesis**

- : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 03 Mei 2023
Dekan,

Hamengkubuwono

IAIN Curup,
sifat kemahasiswaan dan kerja sama
yang bertanggung jawab

Appendix 2

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBİYAH Jl. Dr. A. Gani No.01 Kota. Pk. 108 Telp. (0732) 21010-21700 Faks.21010 Homepage: http://www.iamnecurup.ac.id Email: admin@iamnecurup.ac.id Kode Pos 39719
IAIN CURUP	
Tanggal	: 22 Mei 2023
Lampiran	: Proposal dan Instrumen
Hal	: Permohonan Izin Penelitian

Kepada Yth. Rektor IAIN Curup


Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S-1 (pada tingkat) Agama Islam Negeri Curup :

Nama	: Annisa Ismi
NIM	: 18551007
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Undergraduate Students Experience in Facing Difficulties and Coping Strategies in Writing a Thesis
Waktu Penelitian	: 22 Mei 2023 s.d 22 Agustus 2023
Lokasi Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan,
Demikian atas kerjasama dan izinya diucapkan terimakasih

a.n Dekan
Wakil Dekan I.



Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Wakil I
3. Ka. Biro AUAK
4. Arsip

Appendix 3

IAIN CURUP					IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa	NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	4/01/23	chapter 1	K	AA	1	5/01/23	chapter 1	An. Linaqah 2023	AA
2	8/01/23	revisi	f	AA	2	8/01/23	Revisi	K	AA
3	10/01/23	chapter 2	K	AA	3	10/01/23	chapter 2	Lb	AA
4	12/01/23	chapter 3	K	AA	4	12/01/23	chapter 3	L	AA
5					5				
6					6				
7					7				
8					8				

IAIN CURUP					IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa	NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	4/01/23	chapter 1	K	AA	1	5/01/23	chapter 1	An. Linaqah 2023	AA
2	8/01/23	revisi	f	AA	2	8/01/23	Revisi	K	AA
3	10/01/23	chapter 2	K	AA	3	10/01/23	chapter 2	Lb	AA
4	12/01/23	chapter 3	K	AA	4	12/01/23	chapter 3	L	AA
5					5				
6					6				
7					7				
8					8				

Appendix 4

Table 1
Interview Blueprint of Students' Difficulties in Writing a Thesis

o	Aspect	Indicators	Sub Indicators	Items
	Difficulties in writing a thesis	General factors	Topic choice	24. Can you discuss your approach to choosing a topic for your thesis and any difficulties you faced in this process?
			Research design	25. Can you describe the difficulties you encountered when developing the research design for your thesis?
			Structure and organization	26. Can you discuss the difficulties you faced in structuring and organizing your thesis?
			Critical review	27. Can you share the difficulties you encountered while conducting a critical review for your thesis?
			Theoretical knowledge	28. Can you discuss the difficulties you faced in acquiring and incorporating relevant theoretical knowledge into your thesis?
		Psychological factors	Self-esteem	29. Can you describe your level of self-appreciation and how it might influence your research objectives?
				30. Do you believe that your self-esteem affected your decision-making process in setting research objectives?
			Anxiety	31. Have you experienced any feelings of restlessness or excessive worries related to

o	Aspect	Indicators	Sub Indicators	Items
				your undergraduate thesis?
				32. Can you describe any instances of self-doubt, apprehension, or frustration that you encountered during your thesis work?
			Motivation	33. How would you define motivation in the context of pursuing your undergraduate thesis goals?
				34. Can you describe instances where motivation played a significant role in driving your efforts and progress in your thesis work?
		Socio-cultural factors	The social distance among each student	35. In your experience, what role did the social distance among students play in the process of writing a thesis? How did it affect your interactions and progress?
				36. Can you provide examples of specific difficulties that emerged due to social distance among students when working on your theses?
			The social distance between students and supervisors	37. How did the social distance between students and advisors impact the guidance process for thesis writing? Were there any specific difficulties emerging as a result?
				38. Can you discuss the potential consequences or implications of a significant social distance between you and your thesis advisors?

o	Aspect	Indicators	Sub Indicators	Items
		Linguistics factors	Content	39. Can you describe any difficulties you faced in effectively communicating your ideas through writing in your thesis?
			Organization	40. Have you experienced any problems related to sentence structure in your thesis? Can you explain those issues?
				41. Did you face difficulties in organizing your paragraphs effectively?
				42. Can you discuss any errors you encountered and the impact they had on the overall meaning and coherence of your sentences?
			Vocabulary	43. Have you encountered difficulties regarding choice of vocabulary and diction in writing your thesis?
			Language use	44. Can you elaborate on the grammatical problems you encountered while writing your thesis?
				45. How did you consider the different levels of language (phonology, lexicon, grammar, discourse) in identifying and resolving errors in your thesis?
			Mechanics	46. Have you encountered difficulties in constructing well-formed sentences with proper punctuation?

Table 2
Interview Blueprint of Students' Coping Strategies in Writing a Thesis

o	Aspect	Indicators	Sub Indicators	Items
	Coping strategies in writing a thesis	Problem-focused coping strategy	Seeking information support	<p>52. What steps have you taken to seek information support for your thesis?</p> <p>53. Have you conducted any interviews with experts in your field of study? How did you identify and approach these experts?</p> <p>54. How have academic conferences, seminars, or guest lectures related to your research topic contributed to your thesis work?</p> <p>55. How often do you consult with your thesis advisors and other lecturers specializing in your field of study? And how has their guidance influenced your thesis writing process?</p> <p>56. Have you engaged in online platforms, discussion boards, or social media groups focused on your research area? How have these platforms supported your thesis writing process?</p> <p>57. Have you conducted a survey to gather insights from professionals working in relevant industries? If yes, how did you design and implement the survey, and what were the outcomes?</p> <p>58. Have you explored opportunities for collaboration with researchers conducting studies related to your thesis topic? How have these collaborations impacted your thesis work?</p>

o	Aspect	Indicators	Sub Indicators	Items
			Planful Problem Solving (PPS)	<p>59. How did you approach identifying research gaps in your thesis topic?</p> <p>60. Can you describe your process for developing a research methodology for your thesis?</p> <p>61. Have you encountered any challenges in collecting data for your thesis? If so, how did you overcome them?</p> <p>62. How did you typically analyze and interpret the results of your thesis research?</p> <p>63. How did you address limitations and implications in your thesis writing?</p>
			Confrontive coping	<p>64. Can you provide an example of a specific instance where you sought clarification during your thesis writing process? How did this contribute to overcoming challenges or obstacles you faced?</p> <p>65. How have you taken initiative while working on your thesis? Can you share an example of a situation where you proactively addressed a problem or sought out resources to support your progress?</p> <p>66. Can you describe a setback or challenge you encountered during your thesis writing? How did you reflect on this experience and take steps to move forward?</p> <p>67. How did you prioritize seeking feedback from your advisor or peers during the thesis writing process? Can you discuss how</p>

o	Aspect	Indicators	Sub Indicators	Items
				feedback influenced your approach or helped you navigate difficulties?
				68. How did you communicate your needs or concerns to others, and what was the outcome of your advocacy?
		Emotion-focused coping strategy	Distancing	69. How did you typically distance yourself from distractions when working on your thesis?
				70. What strategies did you employ to detach yourself from self-doubt during the thesis writing process?
				71. How did you ensure that you paid attention to and internalized positive feedback received during the thesis writing journey?
				72. Can you describe your approach to cultivating a positive writing environment for your thesis work?
				73. In your opinion, why is it important to focus on the significance of your research while writing a thesis, and how did you personally stay motivated in this regard?
				74. What self-care practices did you incorporate into your routine to maintain your well-being and mental health while working on your thesis?
				75. How did you celebrate milestones and achievements throughout the thesis writing process? Can you provide examples of specific milestones

o	Aspect	Indicators	Sub Indicators	Items
				you have celebrated?
			Escape-avoidance	76. How did you manage your time and avoided procrastination when it came to working on your thesis?
				77. What strategies did you use to stay focused and minimize distractions while writing your thesis?
				78. How did you deal with perfectionism and the desire for your work to be flawless?
				79. Have you ever found yourself task-switching instead of actually writing your thesis? How did you prevent this from happening?
				80. How did you handle the need for validation and feedback during the thesis writing process?
				81. Did you tend to rely heavily on assistance from others when working on your thesis? How did you strike a balance between seeking help and taking ownership of your work?
				82. Have you ever found yourself engaging in unrelated research as a means of avoiding writing your thesis? How did you overcome this tendency?
				83. How did you approach challenges or difficulties that emerged during the thesis writing process? Did you tend to confront them head-on or avoid them?
			Self-control	84. How did you typically manage your time during the thesis

o	Aspect	Indicators	Sub Indicators	Items
				writing process?
				85. What strategies did you use to minimize distractions while working on your thesis?
				86. How did you prioritize tasks and manage multiple responsibilities during the thesis writing process?
				87. How did you regulate your emotions when facing difficulties or setbacks in the thesis writing process?
				88. Can you describe your approach to setting goals for your thesis and how you tracked your progress?
				89. How did you practice delayed gratification when it came to balancing short-term desires with long-term goals in thesis writing?
				90. How did you incorporate feedback from advisors or peers into your thesis work?
				91. Can you share an example of a time when you had to persevere through difficulties while writing your thesis? How did you handle it?
			Accepting responsibility	92. How did you ensure that you allocated enough time for different tasks and avoided falling behind schedule?
				93. Have you ever experienced procrastination tendencies while working on a writing project? If so, how did you recognize and overcome them?

o	Aspect	Indicators	Sub Indicators	Items
				94. How did you deal with perfectionist tendencies and ensure that you maintained a reasonable level of quality without getting stuck in endless revisions?
				95. Can you explain any specific strategies or tools you used to stay organized and keep track of your thesis writing progress?
				96. Have you ever encountered limitations in your research scope? How did you take ownership of these limitations and adapt your approach to ensure a successful thesis outcome?
				97. How did you acknowledge or address any shortcomings related to data analysis techniques when you needed to improve your skills in that area?
			Positive reappraisal	98. How did you typically overcome writer's block when working on your thesis?
			Positive reappraisal	99. Can you share any specific strategies or techniques you used to manage revisions effectively while writing your thesis?
			Positive reappraisal	100. How did you cope with the stress and pressure that came with writing a thesis?
			Positive reappraisal	101. Have you experienced any setbacks or challenges while working on your thesis? If so, how did you learn from those experiences and move forward?
			Positive reappraisal	102. Did you have any specific ways of celebrating milestones or achievements during the

o	Aspect	Indicators	Sub Indicators	Items
				thesis writing process?

Appendix 5

Interview transcript

Researcher	Informan
<p>1. What are the difficulties that students face in writing a thesis?</p>	<p>1. "I wanted a topic that matched my interests and had enough research materials. But as an undergraduate, I didn't have deep knowledge in the field, making it difficult to find something unique. I asked my advisors for guidance and relied on resources like the library and research facilities."</p> <p>2. "Choosing a thesis topic was tough for me as an undergraduate student. I started by brainstorming subjects I enjoyed, but struggled to find something feasible. Balancing depth and available resources was challenging. I also wanted to contribute something unique, but many ideas had been extensively researched. Limited access to resources and guidance added to the difficulty."</p> <p>3. "Developing my thesis research design had its challenges. Understanding research methods was difficult, narrowing down the topic was a struggle, handling overwhelming information was tough, accessing necessary data posed obstacles, and managing</p>

	<p>time was a constant struggle.”</p> <ol style="list-style-type: none"><li data-bbox="943 344 1414 972">4. “As an average undergraduate student, I faced difficulties in developing the research design for my thesis. I struggled to find a suitable topic and had to spend a lot of time researching and consulting with advisors. Crafting a clear research question was challenging, and choosing the right methodology felt overwhelming. Creating a comprehensive research plan and managing time were also constant struggles.”<li data-bbox="943 981 1414 1473">5. “Writing my thesis as an undergraduate student was tough. I struggled with structuring my ideas and organizing my research effectively. Organizing the large amount of information I gathered was overwhelming. Besides, expressing my ideas clearly was difficult, but I proofread and sought feedback to improve.”<li data-bbox="943 1482 1414 1980">6. “Despite not considering myself the cleverest student, I encountered various challenges in structuring and organizing my thesis. From defining a clear research question to organizing information, structuring chapters, maintaining consistency in formatting, and managing my time, each step posed difficulties.”
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	<ol style="list-style-type: none">7. "Conducting a critical review for my thesis presented various challenges. Managing the extensive literature and finding relevant sources was difficult. Understanding complex concepts in scholarly articles required significant effort. Synthesizing information from different sources was a challenging task. Overall, conducting a critical review for a thesis was a challenging but rewarding experience."8. "Although I didn't face as many difficulties as others, conducting a critical review for my thesis still presented challenges. The abundance of literature was overwhelming, understanding complex academic language was tough, and organizing information was daunting. However, these experiences have taught me valuable lessons for future research and personal growth."9. "As an undergraduate student facing difficulties, I struggled with acquiring and incorporating relevant theoretical knowledge into my thesis. The overwhelming amount of information, complex theories, synthesis challenges, writing struggles, and time management constraints posed significant obstacles."10. "I had trouble learning and
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using the important theory stuff for my thesis. It was hard because there was so much information to deal with, the concepts were complex, and I had to bring together different theories.”

11. “My self-esteem played a role in shaping my decision-making process for my thesis. I doubted my abilities as a student and often set overly modest research objectives. I was afraid to aim too high and worried about disappointing myself and others. My lack of confidence made it difficult to assert myself and defend my objectives during discussions.”
12. “Being unsure of my abilities, I often doubted myself and felt the need to choose impressive topics to impress my advisors and peers. This led to setting unrealistic goals and added to my stress. Additionally, my low self-esteem made me hesitant to seek help, which made it harder to establish clear and achievable objectives.”
13. “Writing my college thesis was a tough and emotional journey. I encountered many problems that made me feel restless and worried. The biggest challenges were the huge amount of work, the constant stress of deadlines and managing my time, the anxiety

	<p>of picking a unique research topic, and handling feedback and criticism. Not knowing how it would turn out also made me feel uneasy.”</p> <p>14. “During my thesis journey, I experienced difficulties that challenged my confidence and determination. At first, I had doubts about the topic I chose and my own abilities. I also worried about whether my research was unique and important. I became frustrated while gathering and analyzing data, and writing the thesis was also tough.”</p> <p>15. “Motivation was a major hurdle throughout my thesis journey as a student who struggled academically. Getting started was tough because I couldn't see the immediate relevance of my work. It was hard to dive deep into research and face complex concepts. Feedback from my advisor hindered my progress, and comparing myself to better writers was discouraging.”</p> <p>16. “Even though there weren't many difficulties, staying motivated while working on my thesis was tough. I faced a major problem during my research that made me doubt the worth of my work. Writing was particularly challenging because I had to spend long hours researching and</p>
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analyzing data, which made it hard to stay excited and focused. I also felt unsure of myself when my work didn't live up to my own high standards. On top of that, my motivation was affected by other things like academic responsibilities and personal struggles.”

17. “Writing my thesis has been challenging because students have different ways of approaching the task and varying levels of commitment. We've encountered obstacles such as coordination problems, differences in work habits, diverse writing styles, conflicting opinions, and uneven dedication. Resolving our disagreements has required long discussions and compromises, which has slowed down our progress. The varying levels of commitment among us have caused tension and disrupted our group's harmony.”

18. “When I was working on my thesis, I encountered difficulties because the students didn't follow the same rules. Some students had different research interests, used different methods, wrote in different styles, and had inconsistent deadlines. These differences made it hard to agree on a common research

	<p>direction, choose the right approaches, write a clear thesis, and stay organized.”</p> <p>19. “Writing a thesis can be tough, especially when students and supervisors don't agree. As an average student, I faced challenges in understanding expectations, finding the right direction, receiving helpful feedback, and getting enough support from my advisor. This made the thesis writing process even more difficult for me.”</p> <p>20. “Based on my own experience, it's tough when students and advisors don't agree while working on a thesis. It causes problems with getting guidance. They might not have the same interests or expectations, which makes it difficult for the student to study what they want. If there isn't good guidance or feedback, it's hard for the student to get better. Communication problems and not being able to reach the advisor easily can also slow things down. To solve these issues, students and advisors should talk more and try to find common ground.”</p> <p>21. “In my opinion, writing a thesis can be incredibly challenging. The difficulties I encountered included determining the relevance of information, organizing ideas coherently, and maintaining the right tone</p>
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	<p>and style.”</p> <p>22. “I faced some difficulties while writing my thesis and trying to get my ideas across clearly. One problem was figuring out how to arrange my thoughts in a way that made sense. Another challenge was finding the right mix of technical information and easy-to-understand language. Lastly, I struggled with finding the right amount of evidence without overwhelming my readers.”</p> <p>23. “I faced difficulties in organizing sentences and ideas while writing my thesis. One major issue was maintaining clarity and coherence. I struggled with constructing complex sentences that sometimes confused the reader instead of conveying my ideas clearly. I also had trouble with balancing sentence lengths and using appropriate transitional phrases to link different parts of my argument. Inconsistency in tense and voice was another challenge.”</p> <p>24. “When I was writing my thesis, I had trouble organizing my sentences and ideas. One mistake I often made was not having clear topic sentences in my paragraphs. This made it difficult for readers to understand my main points and follow my arguments. I also had problems with sentence</p>
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	<p>structure, which led to confusing and complicated sentences that made it hard to grasp my ideas. These mistakes made my thesis harder to read and less effective. However, once I realized and fixed these issues, the quality of my thesis improved a lot.”</p> <p>25. “Picking the right words for my thesis was really tough. I had a hard time figuring out how to sound both formal and easy to understand. I was also worried about using the wrong or unclear terms. Another big challenge was expressing complicated ideas in a short and simple way.”</p> <p>26. “In general, I didn't encounter many problems in this area. But I had to be careful when using technical words and normal words together, so that more people could understand my thesis. Another difficulty was not repeating the same words too much and keeping the reader interested.”</p> <p>27. “While working on my thesis, I encountered different grammar problems. One big issue was keeping the sentences structured correctly, which caused problems with matching subjects and verbs and using the right tenses. Choosing the right words and using academic language were challenging too, leading to confusion and</p>
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	<p>repetition. Overall, these grammar issues had a big impact on the quality of my thesis, so I had to spend a lot of time revising and editing it.”</p>
<p>Researcher</p>	<p>Informant</p>
<p>How do students cope with the difficulties in writing a thesis?</p>	<ol style="list-style-type: none"> 1. “Having regular meetings with my thesis advisors and lecturers has been really important for writing my thesis. We get together every two weeks, and their advice has made a big difference. They share their expert knowledge, inspire me with fresh ideas, and encourage me to think carefully. They also assist me in overcoming difficulties, suggest helpful materials, and make my thesis stronger. Overall, their help has been incredibly valuable in improving the quality of my work.” 2. “Online platforms are great for thesis writing. They help me connect with others, get support, and share ideas. I can find lots of resources and expert advice. I can also collaborate with researchers from different places. I recommend using them for thesis writing.” 3. “I made sure to work

together with researchers who were studying similar topics as my thesis. This collaboration made a big difference in my work. I learned a lot from their knowledge and got helpful insights. They helped me improve my research questions and methods, and I also got access to more resources and data. Networking and getting feedback from peers were important too.”

4. “I faced challenges in selecting the appropriate research methodology. To solve this, I reviewed existing literature, consulted my advisor, and conducted pilot studies to test different approaches. I prioritized efficiency and cost-effectiveness and sought advice from lecturers and fellow students. Engaging in discussions also helped me gain further insights.”

5. “Collecting data for my thesis posed challenges due to limited access to research materials. I tackled this by exploring academic databases, consulting with my advisors and other researchers, and using a mixed-methods approach. I conducted interviews, surveys, and utilized online

	<p>resources to gather comprehensive data. It was time-consuming, but worth it.”</p> <p>6. “I talked to my advisors about my struggles in managing time and asked for help. They gave me useful advice, shared resources, and checked in with me regularly to see how I was doing. Their support made a big difference in my thesis writing experience.”</p> <p>7. “I approached identifying research gaps in my thesis by conducting a thorough literature review and critically analyzing existing research. I engaged in discussions with my advisors and peers and also sought feedback to validate the significance of the gaps. I ensured alignment between the research gaps and the goals of my thesis by comparing them with my objectives and consulting with my advisors.”</p> <p>8. “While writing my thesis, I asked my advisors for clarifications whenever I had trouble putting my ideas together and making them flow smoothly. Their advice on organizing the main points and structuring the thesis was really helpful.”</p> <p>9. “When it comes to creating</p>
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a positive writing environment for my thesis, the key strategy I implement is creating a physical and digital workspace that helps me distance myself from distractions. This includes having a dedicated area in my room for writing, organizing my files systematically on my computer, and managing my time effectively. By distancing myself from distractions, I can maintain focus, stay motivated, and ensure a productive writing process.”

10. “To manage my time and avoid procrastination during my thesis, I employed several strategies. First, I created a realistic timeline with deadlines for each task. I established a daily and weekly schedule dedicated to thesis work, setting specific goals for each session. I minimized distractions by creating a focused workspace and practiced self-care by taking regular breaks. These strategies helped me stay on track and maintain motivation throughout the process.”
11. “It was really important to prioritize tasks and handle many responsibilities while

writing my thesis. I made a detailed plan with deadlines, figured out which tasks were most important, and managed my time well. I also used tools to help me be more productive and asked lecturers and classmates for help when I needed it. This way, I stayed organized and focused on my work.”

12. “One important thing I did to take care of myself while working on my thesis was creating distance. I set up a schedule with specific times for my thesis work, so I could stay in control and not get too overwhelmed. I also made sure to exercise regularly, take breaks, practice mindfulness, balance my work and personal life, and ask for support when I needed it. All these actions helped me create distance and take care of my well-being and mental health while working on my thesis.”

13. “Coping with perfectionism during my thesis was tough, but I found strategies that worked. I set realistic expectations, broke tasks into manageable parts, and sought feedback. Instead of chasing perfection, I focused on progress and taking care of myself.”

	<p>14. “Task-switching can be a challenge when writing a thesis. To prevent this, I create a dedicated writing schedule and stick to it. Breaking down the thesis into smaller tasks helps me stay focused. These strategies have improved my productivity and minimized task-switching.”</p> <p>15. “I managed my feelings by being aware of how I was feeling and taking short breaks to rest and recharge. When I doubted myself, I remembered what I had accomplished and asked for help from friends and lecturers. Talking kindly to myself and breaking the thesis into smaller tasks kept me motivated and focused.”</p> <p>16. “While working on my thesis, I encountered problems with collecting data. To make sure the data was reliable, I carefully chose trustworthy sources. Whenever I felt frustrated, I reached out to my advisors for guidance and took care of myself by doing things I enjoyed. These experiences taught me the importance of being adaptable and determined, and the value of seeking assistance when needed.”</p> <p>17. “Dealing with data analysis</p>
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challenges in my thesis was tough. So, I looked at my weaknesses and found help from online tutorials and my university. I joined study groups, asked lecturers and peers for feedback, and practiced a lot. These strategies helped me get better at data analysis and improve my skills.”

18. “Whenever I finished a big section or chapter, I took a break or treated myself to something I liked. I also set small goals and rewarded myself with little things when I achieved them. Sharing my progress with friends and family was important because they encouraged me. I also had a wall calendar or whiteboard where I marked my progress, and it made me feel proud of what I had accomplished.”

19. “It was really important to prioritize tasks and handle many responsibilities while writing my thesis. I made a detailed plan with deadlines, figured out which tasks were most important, and managed my time well. I also used tools to help me be more productive and asked lecturers and classmates for help when I needed it. This way, I stayed organized and

	<p>focused on my work.”</p> <p>20. “I had a problem with procrastination when I was working on my thesis. I knew I was procrastinating when I started doing unimportant things instead of writing. To fix it, I divided my thesis into smaller tasks, made a schedule, and got help from a study group to keep me on track. These things really helped me beat procrastination and do better work.”</p> <p>21. “When it came to dealing with the stress of writing my thesis, I had different ways to handle it. One important thing was to think positively about the challenges. I took breaks regularly, did things I enjoyed, and got support from my advisors and friends. I also kept a positive attitude, seeing setbacks as chances to learn and grow. Taking care of myself physically and mentally was crucial too.”</p>
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Documentation

