

**AN ANALYSIS FACTORS THAT AFFECTING STUDENTS' DIFFICULTIES
IN WRITING THESIS**

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

THESIS

**This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English
Language Education**



By:

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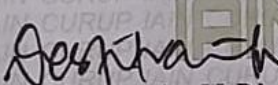
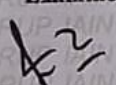
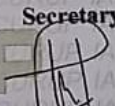
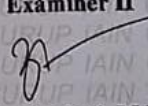
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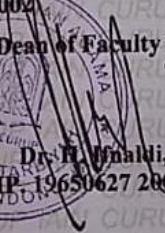
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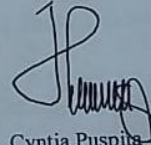
PREFACE

The thesis is submitted as a part of the completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, February 2019

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Assalamu 'alaikum Warrahmatullah Wabarokatuh

Alhamdulillahirabbil'amin, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled “The Students’ Difficulties in Oral Test at English Study Program of IAIN Curup”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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3. Mrs. Jumatul Hidayah, M.Pd as the Chief of English Tadris Study Program and my academic advisor, thanks for the guidance and helping.

4. Mrs. Desfitranita, M.Pd as my Advisor and Mr. Paidi Gusmuliana, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and also guidance to complete this thesis. Thank you very much for valuable time that spent to guide me to finish this thesis.
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6. My great thanks to my beloved family, they are my father Mr. Akheramdan, my mother Mrs. Rika Gustiani, My sister Rido Marcella Putri and also all of my family that always increase my spirit.
7. All of my friends in IAIN Curup especially PBI A 2014.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for testing in learning teaching process.

Wassalamu'alaikum Warahmatullah Wabarokatuh

Curup, February 2019
Writer



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MOTTO

“Tiada doa yang lebih indah selain doa agar skripsi ini cepat selesai”

“Jangan tunda sampai besok apa yang bisa engkau kerjakan hari ini”

“..Maka Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan” (Q.S Al-Insyirah: 5-6)

“..Dan Barang Siapa Yang Bertaqwa Kepada Allah Niscaya Allah Menjadikan Baginya Kemudahan Dalam Urusannya” (Q.S At-Talaq: 40)

“Dan Hanya Kepada Tuhanmulah (Allah SWT), Hendaknya Kamu Berharap”. (Q.S Al-Insyirah: 8)

“Cintailah kekasihmu secara wajar, boleh jadi akan menjadi musuhmu dihari lain”

“Kegagalan hanya terjadi bila kita menyerah”

“Saya datang, saya bimbingan, saya ujian, saya revisi dan saya menang”

DEDICATION

This thesis is dedicated to:

- ❖ **A lot of thanks to Allah SWT**
- ❖ **My beloved parents**
- ❖ **Mrs. Desfitranita, M.Pd as my Advisor and Mr. Paidi Gusmuliana, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and also guidance to complete this thesis.**
- ❖ **Mrs. Jumatul Hidayah, M.Pd as the Chief of English Tadris Study Program and my academic advisor, thanks for the guidance and helping.**
- ❖ **All of my friends as place to share knowledge, jokes, laughter, and experience especially for: Vusvita Deska Sari S.Pd, Yona Yolanda S.Pd And also to my lovely friends CHOCOLATE squad, PBI A squad and all of my beloved friends who i can not mention one by one.**
- ❖ **My thanks also to all of family in KKPM program at Bumi Sari for the togetherness and experiences. And also to all my friends in PPL program at SMA Negeri 4 Rejang Lebong.**
- ❖ **My almamater IAIN Curup that I'm so proud.**

ABSTRACT

**Cyntia Puspita, 2019 : Factors Affecting Students' Difficulties In Writing
Thesis at English Study Program of IAIN Curup
Advisor : Desfitranita, S.Pd, M.Pd**

Co-Advisor : Paidi Gusmuliana, S.Pd, M.Pd

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

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

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CHAPTER I

INTRODUCTION

A. Background of the Research

Generally, writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorded.¹ These concepts are interdependent basically because human ideas, feelings, emotions, interaction are expressed through these processes. Heaton had stated about the definition of writing it self writing is kind effort to transfer oral language into written form. From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought to transfer into written form.

It is possible for student as second language learner to find some problem in developing their ideas in writing or focusing their attention to write a paragraph which is the basic in writing competence. It means that by using writing, we can express ideas, feeling, sense or anything that exist in our mind more freely and correctly. Lagan says that writing is skill like driving, typing, or even preparing a good meal. It can be learnt with practice, because it is not an automatic process.²

¹ Ahmad Dahlan, *Dealing with linguistic problem faced by master's students in their thesis writing*, Ahmad Dahlan Journal of English Studies (ADJES), Vol.3, Issue 2, September 2016

² John Lagan in Pendi Adinata. 2009. Ninth semester student of English Department of STAIN. *The Students Problem In Using Vocabulary In Academic Writing*. 2004/2005 Academic Year. Curup. Unpublished. P.20

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

However, writing an academic writing is more difficult than only writing other kinds of writing. Oshima and Hoogue crystal clear explain that academic writing focusing on the kind of writing that second language learner need to do in higher evel of education, such as in college or in the university area.³ Therefore, for undergraduate students, academic writing is mean that thesis writing. Hardling states that thesis writing is an activity one by a researcher to carry out the findings of their rsearch findings n the form of writing.⁴

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

³ Oshima, alice and hogue ann, *introduction to academic writing*, second edition, new york : addison, 1993, p3.

⁴ Hardling and chris, *planning and organising a master's thesis*, studymates limited : United kingdom, 2004

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

However, most learners engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students' personality factors itself, or their society and cultural factors, or even the linguistic factors. Nonetheless, in order to reveal the difficulties in academic writing or to specify, the difficulties in writing thesis, further research of the factors on the difficulties of writing thesis is needed. Therefore, this research is focused on analyzing the factors of the difficulties on writing thesis need to be conducted. Based on pre-observasi the researcher gave questionnaire to students in eight semesters. From the answer of questionnaire the researcher found each of them have some most challenge in writing their thesis. So, the researcher chose some students based on the result of questionnaire about the most factor that affecting students, to interview them about it.⁵

⁵ Interview to the students

The first is from student A, she said that “To write a thesis i felt difficult in deciding the topic of my thesis”. The second from student B, she said that “ I felt difficult in writing a proper literature review”. And the third is from student C, he said “I felt so difficult in understanding about the culture in the classroom or department of the university regarding the format of the thesis writing”. The last is from student D, he said “ i felt difficult in paraphrasing sentences from the sources to my thesis writing. Based on the result of interview the researcher can conclude that , they are said all of them felt difficult to write thesis. Therefore, from this phenomenon the researcher want to analyze the students difficulties factors in writing thesis.

Considering on phenomena then the researcher was interested in examining the issue of research conducted by the student when strata one in completing their undergraduate education, entitled **“FACTORS AFFECTING STUDENTS’ DIFFICULTIES IN WRITING THESIS”** (A Mixed-Methods Study on Eight Semester Student of English Department in Academic Year 2018 at IAIN Curup)

B. Research Question

Based on the background above, the research question of this study are :

1. What are the student’s difficulties in writing thesis ?
2. What are the factors affecting student’s difficulties in writing thesis ?

C. Objective of the Research

Based on the research question above, the objective of this research find out :

1. To investigate the english study program students' difficulties in writing thesis
2. To investigate the factors that affecting english study program students' difficulties in writing thesis

D. Limitation of the Research

In this research, the researcher just focuses on factors affecting students' difficulties in writing thesis. The factors related to the writers internal factors can also be known as the personality factor, and then from the sociocultural factors, And the last is from linguistic factor. The researcher just focus from the Brown's theory not from others theories. For second language learner in specific, the factors of the difficulties in acquiring second language may also encounter them difficult to write a thesis. Thus, in this research, the factors to be underlined are the factors raised by Brown.

E. Significance of the Research

This research give the useful information for teacher, researcher, students and IAIN especially for english study program students. Will be present in these points :

1. For Teachers

The result of the research is useful for teacher because it can add the information about the students difficulties in writing thesis.

2. For Reseacher

The researcher can use this research as the way to know some steps in doing a research and also to give new knowledge about motivation when the reader read this research. The result of the reseach can be used for the researcher to know about the students difficulties by students of english department in writing thesis.

3. For IAIN

The result of the reseach can be used for IAIN to know about the students difficulties in writing thesis.

F. Definition of key terms

In order to avoid misunderstanding of concept used in this study, the following part provides a brief description on some key terms or operational definition of the research.

1. Writing

Write is express or point graphic symbol that describe understand a language by someone, so another we can understand and read that graphic symbol if they

understand the language graphic.⁶ In this case writing means students written on Thesis by students at IAIN Curup.

2. Thesis

Thesis is a report that an individual present to others about the conclusions he or she has reached after investigating a subject and carefully assessing the information he or she gathered.⁷ In this research, thesis is a writing that students construct to fulfill the requirement for 'Sarjana' degree in english study program on eight semester finished the thesis at IAIN Curup.

3. Difficulties in Writing thesis

The difficulties means the challenge that students found in writing their thesis. It can influence from some factors. In this research, difficult factor is the things make the student as researcher feel hard to write their thesis writing in English study program on eight semester at IAIN Curup.

G. Organization of Thesis

This part provided the paper organization from chapter one until chapter five. Chapter I was the introduction. This chapter consist of introduction covering background of the study, research question, objective of the research, the delimitation of the research, significance of the research, definition of key terms and organization of thesis.

⁶ Hendri Guntor Tarigan, *Bicara Suatu Keterampilan Bahasa*, (Bandung: Angkasa, 1992), p.21

⁷ Susan m. Hubbuch, *Writing Research Papers Across the Curriculum*, (United State of America: 1996), p.3

Chapter II deals with review of the related literature. It provided theoretical foundation that is related to this research and previous study of the research. Review of related theories consist of definition of research paper, the important of thesis, and the process of writing research paper.

Chapter III is research methodology. It deals with kind of the research, population and sample of the research, the techniques of collecting data, instrument of the research, validity of instrument, reliability of instrument and techniques of analysis data.

Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question. It also provided interpretation of data related to purpose of study and some theories.

Chapter V is conclusion. This chapter showed conclusion of whole study. In addition, suggestion for following studied was present.

CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter, the researcher is going to make attempts to explain briefly the theoretical foundation and review of related finding.

A. Review Of Related Theories

1. Writing

a. Definition of Writing

Writing as one of the language skills, is defined differently by some expert. Writing is a way of expressing ideas in order to communicate with others. In writing, any ideas that you advance must be supported with specific reasons or details.⁸ By writing, a writer can express his/her thoughts or ideas on the paper. Heaton argue about the definition of writing itself, writing is one effort oral language into written forms.⁹ It means that by written forms, someone can express ideas with freely and correctly. From the theories, the researcher concluded that writing is one of language skills which defined by some expert. Writing skill can develop rapidly if someone concern and interest to write all the ideas well into a paper.

b. The Important of Writing

Nowadays, writing is used in many areas of our live such as, in the work place, in college and in the community. Writing ability is needed by

⁸ Langan, John, *Writing skill with Reading*, (College,2001),p.4

⁹ Mcqueen, Jo ray and Anthony C, Winkler, *Reading for writes*, 1984.

educated people. Our skill writing is often considered to reflect our level of education. Purpose for writing to express yourself, to provide information for your reader, to create a literary work.

c. Kinds of Writing

Writing can be classified by several approaches. As stated by Crème and Lea claim that different types of writing require different approaches.¹⁰ Furthermore, Harris assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership.¹¹ Windschuttle and Windschuttle note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience, and the form of the writing.¹²

In this study, the researcher will concern only to the academic writing. Academic Writing There are content, register and topic that should be considered in writing an academic writing. As Leo claims that three basic principles that should be considered in a piece of academic writing are content, register and topic.¹³

¹⁰ Crème, Phyllis and Mary R. Lea.. *Writing at University: A Guide for Students*, (Open University Press : Philadelphia,2000),p26.

¹¹ Harris, Murriel, *A Pocket handbook: The Writer's FAQs*, (Prentice Hall Publishers: New Jersey 1993),p18-24.

¹² Windshuttle, Keith and Elizabeth Windshuttle, *Writing, Researching, Communicating*, (Mc Graw Hill Company: Sidney,1998),p16.

¹³ Oshima, Alice and Hogue Ann, *Introduction to Academic Writing: Second Edition*, (Addison: New York, 1999),p1-5.

While Blaxter comments that academic writing comes in a variety of lengths.¹⁴ As Brookes and Grundy add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing.¹⁵ Furthermore, this study will focus in writing thesis as one kinds of academic writing.

2. Thesis

a. Definition of Thesis

Thesis is a piece of writing that provides information about particular topic that you have researched.¹⁶ Thesis is form of academic writing and partial requirement for students who will graduate from university. Writing thesis is a writing activity of research. Hardling states that “Writing a thesis is an exercise in carrying out research and writing an account of that research activity.”¹⁷ Based on the definition above, thesis is an academic result of the research that written in scientific method.

In addition, the students should prepare themselves in writing thesis, because there are many problem that will be found in writing thesis, such as the students are confused in determining a topic, difficult to construct the background, difficulties to get references, etcetera. From the explanation

¹⁴ Blaxter, Loraine, Christina Hughes and Malcolm Tight, *The Academic Career Handbook*, (Open University Press: Buckingham 1998), p148.

¹⁵ Brookes, Arthur and Peter Grundy, *Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills*, (Cambridge University Press: Cambridge, 1991), p108.

¹⁶ Ann Chin Beverly, *How to write a great research paper*, (Canada: Simultaneously, 2004), p.1

¹⁷ Hardling, Chris. 2004. *Planning and organising a master's thesis*. United Kingdom: Studymates limited.

above, the researcher can conclude that students have to be prepare well in writing thesis because is really important.

b. The important of Thesis

Thesis is very important for every student if they want to graduate fromm their universities. Thesis is usually assigned to students taking Studies Program Strata 1.¹⁸ In the other word, thesis is scientific work done by students doing a research. Research could be done by the field study and library studies. Thesis work is basically done to reveal the phenomena, facts and issues even analyzed to give a conclusion from the result of the analysis. Therefore, to ignore the problem in doing thesis the student should know the factors influence students difficulties in writing thesis.

3. Difficulties Factors in Writing Thesis

The difficulties in writing thesis, many undergraduate students have some vary factors of the difficulties they face. The ideas, structure, lack of vocabularies, and re-write or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. However, there are yet further researches about other factors of acquiring second language as the basic factors to be analyzed by researcher. For second language learner in specific, the factors of the difficulties in acquiring second language may also encounter them difficult to write a thesis. Thus, in

¹⁸ Buku Pedoman Penulisan Skripsi Mahasiswa, (Rejang Lebong: Percetakan Stain Curup,2013),p.1

this research, the factors to be underlined are the factors raised by Brown as explained as follows.¹⁹

1. Personality Factor

The factors related to the writers internal factors can also be known as the personality factors. Brown believes that the personality factors of students can be identified from the affective factors of the students.²⁰ Further, Brown explains that the affective factors -which becomes the personality factors that will affect the undergraduate students in order to create a good thesis writing. All of the personality factor mentioned by Brown will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.²¹

1. Self-Esteem

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully

¹⁹ Brown and H. Douglas, *Principles of Language Learning and Teaching: Fifth Edition*, (Pearson Education, United States of America Inc., 2007), p86-278.

²⁰ Ibid., p153.

²¹ Ibid., p152-174.

perform that activity. By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

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

2. Inhibition

The concept of inhibition all human beings in their understanding of themselves, build sets of defenses to protect the ego. Gradually it learns to identify a self that is distinct from others. The growing degrees of awareness, responding, and

valuing begin to create a system of affective traits that individuals identify with themselves. The physical, emotional, and cognitive changes of the inhibitions to protect toward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

3. Risk Taking

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

4. Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety as

"the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

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

5. Empathy

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

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

6. Extroversion

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

7. Motivation

The degree to which learners are intrinsically or extrinsically motivated to succeed in a task. Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and

self-determination. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self.

2. Sociocultural Factor

Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time. Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time.

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

As Brown claims that culture becomes strongly important in the learning of a second language.²² Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects.

1. The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor
2. The culture in the language classroom of the undergraduate students, and;
3. The communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their tutor.

In the previous sections a number of applications of cultural issues have made it to the language classroom. One of best resources available to direct you further in injecting culture into your classroom is in De Capua and Wintergerst's *Crossing Cultures in the Language Classroom*. Instead of trying to measure actual social distance a measure of perceived social distance. The actual distance between cultures is not particularly relevant since it is what learners perceive that forms their own reality. We have already noted that human beings perceive the cultural environment through the filters and screens of their own worldview and then act upon that

²² Ibid., p189.

perception, however biased it may be. According to Acton, when learners encounter a new culture, their acculturation process is a factor of how they perceive their own culture in relation to the culture of the target language, and vice versa.

3. Linguistic Factor

This factor will first consider of contrasts between native and target language and the effect of the first language on a second. Then see how the era of contrastive analysis gave way to an era of error analysis, its guiding concept of interlanguage, or what is also called learner language. The questions about the effect on acquisition of input, interaction, feedback, awareness, and error treatment will be addressed. These excerpts also capture the transfer of vocabulary and grammatical rules from the native language. Brown classified four categories to describe the errors in second language learner production data.²³

- a. Browns' first overview is to identify errors by addition, omission, substitution and ordering.

Brown explains “domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to become apparent, and extent is the rank of linguistic unit that

²³ Ibid.,p262-263.

would have to be deleted, replaced, supplied or reordered in order to repair the sentence. In the context of the analysis of the factors of students difficulties in thesis writing, Lennons' overview about two related dimensions of error will be used to research the linguistics factors affecting undergraduate students in writing their thesis.

It can be seen that the model is not complicated and represents a procedure that teachers and researchers might intuitively follow. Of course, once an error is identified, the next step is to describe it adequately, something the above procedure has only begun to accomplish. A number of different categories for description of errors have been identified in research on learner language. The most generalized breakdown can be made by identifying errors of addition, omission, substitution, and ordering, a definite article omitted, an item substituted, or a word order confused, But such categories are clearly very generalized.

- b. Second category as Brown believes to identify the errors is put in the students levels of language (phonology, lexicon, grammar and discourse) that should be considered.

Within each category, levels of language can be considered lexicon, grammar, and discourse. Often, of course, it is difficult to distinguish different levels of errors. Errors may also be viewed as either global or local. Global errors hinder communication, they

prevent the hearer from comprehending some aspect of the message.

Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended meaning.

- c. Third, Errors can be also analyzed by the global errors or local errors as explained by Brown quoted from Burt and Kiparsky. Finally, as Lennon quoted by Brown suggests identifying errors by considering the two related dimensions of error, such as domain and extent.

Finally, Lennon suggests that two related dimensions of error, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence. Sources of Error Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. By trying to identify sources we can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic

system and to formulate an integrated understanding of the process of second language acquisition. And of course these are limited to the particular data that Taylor was analyzing and are therefore not exhaustive within a grammatical category.

Moreover, they pertain only to errors of overgeneralization, excluding another long list of categories of errors that he found attributable to interlingual transfer. Similarly, provided a list of typical English intralingual errors in the use of articles. These are not exhaustive either, but are examples of some of the errors commonly encountered in English learners from disparate native language backgrounds. Both Taylor's and Richards's lists are restricted to English, but clearly their counterparts exist in other languages.

B. Review of Related Findings

There are related studies which has been done by the other researchers. Muhammad Idris in 2013, conducted research entitled “The Difficulty level of students of art education study program of the faculty of arts and design satate University of Makasar in Writing Thesis”. this study aimed to describe the difficulties students of the Faculty of Arts Education Arts and Design University of Makassar in writing thesis. the population and sample includes all students who have been preparing the thesis in 2012 to 2013. After doing so

many steps and processes in this study, he concluded that, students generally experience a relatively high degree of difficulty, experienced difficulties caused by internal factors, and external factors. One of the factor is students difficult choosing a topic and difficult narrowing topic into title.²⁴

Futhermore, there is a research which was constructed Ike Trisnawati in 2017, conducted research entitled “ The Students’ Process in Writing Thesis”. This study was aimed to investigate what are the students’ process in writing thesis and how is the process of writing thesis based on students score of thesis on eight semester finished the thesis examination in 2016 at STAIN curup. The population were 66 students who have constructing thesis in 2016. The sample were 32 students. After long process and steps based on the research result researcher can conclude the different process used by students influence the result.²⁵

Based on the research above, the research find the differences between the researcher postulated earlier with this research. The difference are this research hopefully more give contribution than both of them. Therefore, this research can give the solution for many students that still confused and get trouble thus can not write thesis

²⁴ Muhammad idris, “*The Difficulty level of student of art education study program of the faculty of arts and design state University of Makassar in writing Thesis*”, (University of makassar,2013)

²⁵ Ike Trisnawati, “ *The Students’ Process in Writing Thesis*”(STAIN Curup,2017)

well. If students still in this problem, it can impact students can not finished on time. Because thesis is a key , in the other hand thesis is important for students if they want to graduate from their university. Futhermore, in this research there are some problem in writing thesis like the researcher has explained in related theory by the expert. But, still, those related finding gave the contribution for this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explores methodology of the research. It collaborates how this research was conducted. It consists of kind of the research, population and the sample of the research, data collecting technique, research instrument, validity and data analysis technique.

A. Kind of the Research

In this research, the researcher designed as a mixed-methods. Mixed methods involved the use of both quantitative and qualitative methods in a single study. This research has a purpose to know more about the students' difficulties in writing thesis. It means that the situation in field research would be important aspects as the data which would collect in his research. The researcher used quantitative method, as stated by Crowell, quantitative research is a means for testing objective theories by examining the relationship among variables.²⁶ These variables can be measured, typically on instruments. So, the number of data can be analysed using statistical procedure.

It explains the phenomenon in the field covers the students' difficulties factors in writing thesis. Specifically at IAIN Curup. So, the researcher explained the factual phenomenon in writing thesis by eight semesters

²⁶ Crowell, J.W. 2009. *Research Design* (3rd ed). University of Nebraska-Lincoln, USA. P.4

students year 2018 of english study program at IAIN Curup. Moreover, descriptive research is a study designed to depict the participants in an accurate way, it is all about describing people who take part in the research. The students' difficulties factors in writing thesis was analyzed by using quantitative analysis. By this analysis, the researcher work in objective way and sytematically by using quantitative approaches from analyzing the result of the questionnaire and rate in by using rating scale.

The researcher used qualitative design because from collecting the data and taking the conclusion of the research is from verbal description not numerical. Borgan and Taylor in Margono defined that qualitative research is "the research procedure which produces descriptive data such as word written or speed from the population people and attitude which can analyze". In line with that, Sugiono states that Qualitative research is descriptive, the data collected is in the form of words of pictures rather that number. Qualitative researches are concerned with process rather than simply outcomes or products qualitative researches tend to analyze their data inductively.

The researcher used this method to examine the events or phenomena of students, especially in writing thesis of eighth semester at IAIN Curup. The term of descriptive comes from English "to describe". Sukmadianata in Sugiono states that qualitative research is a research that is used to describe and analyzed phenomena, event, social activity, attitude, belief, perception and people thinking either in individual or in a group. It means that mixed-

methods was a research which combined between qualitative and quantitative methods by analysis of data was presented in number form and displayed in explanation form.

B. Population and Sample

1. Population

The subject of this research was taken students eight semesters of English Study Program in IAIN curup. Because eight semesters students doing write thesis project. According to Francklin, Jack and Narmalle Wallen said that a population was a class of individual or organization.²⁷ The population is the group of interest to the researcher, the group to which she or he would like the result of study to be generalizable. So, the population in this research were all students in eight semesters of english study program at IAIN Curup in academic year 2018. Because of their challenge in writing thesis it is the reason researcher choose IAIN Curup as a population of the research.

Population is the entire group of items or individual from which samples under consideration are presumed to come. Based on Hartas, “ A population is a group of individuals or organizations that share the same characteristic that is of interest to our study”.²⁸ In conclusion, the

²⁷ Jack Francklin And Narmalle Wallen, *How Design And Evaluate Research In Education*, (Graw Hill: International Edition, 1999), p.78

²⁸ Dimitra Hartas, *Educational Research and Inquiry (Qualitative and Quantitative Approaches)*, (London: Contium British Library, 2010), p.67

researcher concludes that, population is the entire group of items, object that process some common characteristic defined by the sampling criteria established by the research and the group of interest to the researcher which the research of the was study was indeed to apply.

In this research, the population is all the students of English Study Program who pass the seminar proposal of the thesis in 2017 at IAIN Curup, there were 49 students included on eight semester, this information based on the data that researcher got from English Study Program Official IAIN Curup. The researcher choose that population because the students have constructing thesis.

Table 3.1

Number of Population

Class	Number of Students
PBI A	14
PBI B	15
PBI C	12
Non-Regular	8
Total	49

2. Sample

Sample was a part of population, which represent the whole.²⁹ Sampling is the process selecting a number of individual for a study in such a way that they represent the larger group from which they were selected. If a sample is well selected, researcher results based on it will be generalizable to the population.

In quantitative research, it tend to be general rule that the larger the sample the more accurate the result.³⁰ From 49 english department students who are pass in seminar proposal of thesis 2017, the researcher used technique sample was total sampling. Total sampling is technique to take a sample where the number of sample same with the population.³¹

In practice , total population sampling is done when the target group is small and set apart by an unusual and well-defined characteristic. The researcher choose this technique because the number of population were under 100 students so, the total number of sample in this research were 49 english department students who are pass in seminar proposal of thesis on eight semesters in acedemic year 2018.

C. Technique of Collecting Data

In this research, the procedure that the researcher used to collect data was through :

²⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Bandung : Alfabeta,2013),p.122

³⁰ Chaterine Dawson, *Practical Research Method*, (United Kingdom: Deer Park Production. 2002),p. 49

³¹ Sugiyono,2007

1. Questionnaire

A questionnaire is a set of question for gathering information from individuals. It can administer by mail, telephone, using face-to-face interviews, as handouts, or electronically.³² In this research, collecting data was done by given questionnare. The researcher used questioner as the main instrument to collect the data. Questionnaire is technique for collecting data by giving a group of question or written question to the respondent to be answered.

Questionnaires are best used for collecting factual data and appropriate questionnaire design is essential to ensure that we obtain valid responses to our questions. Questionnaire can be open-ended or close-ended.³³ In the other hand, closed-ended questionnaire is used to generate statistic in quantitative research. As these questionnaires follow a set format, and as most can be produced. Thus the respondents only put a check in the provide answers.

The format questionnaire of this research was close-ended. It means that respondent answered the question based on the answers provided that was prepared by the researcher. The questionnaire that was used for knowing a research question the researcher decided to use closed-ended

³² Taylor powell, *Questionnaire Design: Asking question with a purpose*,(University of Wisconsin Cooperative Extension,1998),p.2

³³ Dawson, *Op. Cit.* P.31

questionnaires with designed by *Likert Scale*. According to Kinear as cited in Arif stated that Likert Scale is the most common scale that is used in masuring attitude, opinion and perception of respondents toward subject.³⁴ Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.³⁵

The researcher will give the respondent five options to answer the questionnaires. The answer will be guided by *Strongly Agree, Agree, Uncertain, Disagree And Strongly Disagree* in every question of questionnaire. It is the easiest form of questionnaire for the respondent in terms of responding it.³⁶ Here, the 5 choice response format of questionnaire consisted are :

Table 3.2

Linked Scoring

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

³⁴ Arif, *Cara Menghitung skala likert* at <http://naufansapoetra.co.id/2015/11/cara-menghitung-kuesioner-skala-likert.html>. Retrieved on 23 ougst 2018

³⁵ Prof. Dr. Sugiyono, *Metode Penelitian Manajemen*, (alfabeta:Bandung 2014),p.168

³⁶ John dudovskiy, *Research Methodology*. <http://research-methodology.net/research-methods/su-method/questionnaires-2/>. Accessed on july, 19 2018

Table 3.3
Blueprint of Questionnaire
The Students' Difficulties in Writing Thesis

To know what are the students' difficulties in writing thesis :

No	Factors	Indicators	Number of Questionnaire
1	Personality Factor	a. Self Esteem	1,2,3,4,5,6,7,8,9,10
		b. Inhibition	11,12
		c. Risk Taking	13
		d. Anxiety	14
		e. Empathy	15,16
		f. Extroversion and introversion	17
		g. Motivation	18,19
2	Sociocultural Factors	a. The social Distance among undergraduate students	20
		b. The social distance between undergraduate students and their tutors	21
		c. The culture in the language classroom of the undergraduate students	22
		d. The communicative competence	23,24,25,26
3	Linguistic Factor	a. Domain error analysis	27,28
		b. Extent error analysis	29,30

Then the data collection processed by using questionnaire were as :

- a. The questionnaire was given to the respondents
- b. Collecting the questionnaire
- c. The questionnaire analyzed according to each theories
- d. The questionnaire tabulated and analyzed based on percentage formula

Moreover, Dawson mentions there are some advantages of using closed-ended questionnaire.³⁷ First, the questionnaire tend to be quicker to administer, then often easier and faster for the researcher to record respondent, tend to be easy to code, respondent can only answer in predefined way, new issues can not be raised. And at last it is quick and easy for respondents to tick boxes, might be more likely to answer all the questions.

The researcher distributed questionnaire to the subject of the research who is determine in this research, then the respondents only need to put a check to selected the answer in the column in order to see the process used by the students eight semester that pass the seminar proposal of thesis in English Study Program at IAIN Curup, the researcher try to used questionnaire to got respond from the sample.

³⁷ Dawson, Op Cit. P.88

The researcher was given the questionnaire to the sample by some ways because in this research not in the area taht easy to researched. Thus, the researcher got the data of the questionnaire by visited respondent's house, send the questionnaire by online, such as from BBM, WhatsApp, Facebook, Messenger and Email. Then the sampe give back the questionnaire by online too or the researcher taken back the questionnaire in the respondents's house.

2. Interview

Interview is a kind of technique which usually did by giving the certain question to get the information from the sample. Actually, the data which were taken could not be valid if the researcher used technique for collecting data only. So the researcher used an interview to some respondents. According to Delamont an interview is used as technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent deeply".

The researcher used semi- structure interview. Catherine Dawson states that in semi-structure interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher, the researcher also wants the interview to remain flexible so that

other important information can still arise. Because it is not use the systematic interview guidance in doing the interview. Here, the interview guidance will not certainly used all in doing interview and the question in interview guidance can be deleted or be add it they are needed. In this research the researcher used interview to find out the factors that affecting students' difficulties in writing thesis.

Table 3.4

Blue Print of Interview :

Factors	Indicator
Personality Factor	1. Self-esteem
Sociocultural Factor	2. The culture in the language classroom of the undergraduate students
Linguistic Factor	3. Domain error analysis

D. Research Instrument

Instrument is tool or facility that is used to the researcher to collect the data.³⁸ It means the research instrument helped the researcher to get the information needed that related to the research. The using of research instrument lead the researcher in gathering the information or data needed that related to this research. In this research, the researcher used instrument for helping to complete the data. The research instrument was questionnaire.

³⁸ Suharsimi Arikunto, *Procedure Penelitian Pendekatan Praktik*. (Jakarta: Rineka Cipta,1996),p.136

For answering the research question, the researcher made the questionnaire based on the theory from Brown which the researcher used to know the first research question “what are the students difficulties in writing thesis”. It can be seen as below :

Table 3.5
Questionnaire

FACTORS	STATEMENTS	SA	A	U	D	SD
Personality Factor	1. In deciding the topic of my thesis					
	2. In deciding the title of my thesis					
	3. In having prior knowledge due to the thesis topic					
	4. In identifying and formulating the thesis problem					
	5. In identifying the thesis purposes					
	6. In finding a proper literature review					
	7. In deciding the method i would like to use in my thesis writing					
	8. In gaining the data of my thesis					
	9. In writing the findings of my thesis					
	10. In writing a good thesis.					
	11. In thought due to a lot of ideas in writing my thesis					

	12. In financial during the thesis writing					
	13. In trying or to presentiment to write a thesis					
	14. Being anxiety in writing a thesis					
	15. In being awareness of the current issues toward my thesis writing					
	16. In identifying of some issues related to the thesis writing					
	17. Being critical about some issues regarding the thesis writing					
	18. Having intrinsic motivation toward the thesis writing					
	19. Having extrinsic motivation in writing a thesis					
Sociocultural Factor	20. In discussing about the thesis writing with undergraduate students					
	21. in discussing about the thesis writing with tutors					
	22. In understanding about the culture in the university standard of format in writing thesis					
	23. In having knowledge of proper lexical items and linguistic units on the thesis writing					
	24. In connecting each sentences and to form it into					

	a meaningful thesis writing					
	25. In having knowledge about the roles of the social context related on the study of thesis writing					
	26. In sustaining communication through speech styles on the thesis writing					
Linguistic Factor	27. In minimalizing the error of the grammar on my thesis writing					
	28. In paraphrasing sentences from the sources to my thesis writing					
	29. In knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing					
	30. In deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing					

1. Interview Guidance

The interviewer or researcher must have a written guidance that indicates what questions are to be asked, in what order, and how much additional prompting, or probing is permitted. Interview guidance is a list of several questions in interview to get the

information from subject of the research.³⁹ In this research the researcher need the interview guide to collect the data which consist of some question, to get the information about the causes of the factors that affecting students' difficulties in writing thesis. Moreover, to answer the second research question the researcher use interview. The second research question is "what are the factors that affecting students difficulties in writing thesis". It can be seen as below :

Table 3.6

Interview Guidance

Factors	Questions
Personality Factor	<ol style="list-style-type: none"> 1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ? 2. Do you have any difficulties in finding a proper literature review ? Why ?
Sociocultural Factor	<ol style="list-style-type: none"> 3. Do you think that the university standard of format in writing thesis is hard to understand ? Why ?
Linguistic Factor	<ol style="list-style-type: none"> 4. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?

E. Validity and Reliability

1. Validity of the Questionnaire

Sugiono says, "Validity is the occasion when there is found similarity between the data collected and the actual data on the object of research, the

³⁹ L.R Gay, *Educational Research, Competencies for Analysis and Application*, (Florida: Florida Product, 2003), p. 292.

validity of instrument questionnaire means that the instrument used for collecting data is valid".⁴⁰ Based on Sugiyono's statement, in this instrument of research, the researcher want to get valid the questionnaire that was used to collect the data. To decide whether the questionnaire that used valid or not, the researcher used to validity of the questionnaire, because a questionnaire is said to be valid if measure accurately what is intent to measure.⁴¹

In order to get valid questionnaire, the researcher tried out each question to the people. From the result of tried out that have been tried, it can be used as reference to continue the research. The researcher used SPSS (Statistical Product for Service Solution) 17.0 in pearson correlation coefficient to measure the validity each items of questionnaire. According to sugiyono, by using the reliable and valid questionnaire in collecting the data, the result of the research will be valid and reliable.⁴² There were 30 items of questionnaire that was needed to know the validity of the instrument. After done the try out, the result of the try out was calculated. Finally, the 30 items of questionnaire was valid.

2. Reliability

The Reliability relates whether an instrument can measure something to be measured constanly from time to time. Thus, the key words for qualifying

⁴⁰ Sugiyono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), p.199

⁴¹ Arthur Huges, *Testing for Language Teacher*, (New York: Cambridge University Press), p.22

⁴² Sugiyono, in <http://educationesia.blogspot.co.id/2012/05/cara-analisis-dan-interpretasi-data.html>, accessed on 20 July 2018, at 22.02 p.m

requirements are consistency or unchanged.⁴³ To measure reliability in this research, the researcher used measuring tool. In this research, the test of reliability was using technique of Alpha Cronbach. Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale which is expressed as a number between 0 and 1. To asses the Alpha Cronbroach coefficient, the researcher used SPSS 17.0 version. From the calculation of statistic by applying SPSS program, Cronbach's coefficient was calculated. the internal consistency of the 30 item questionnaire was estimated around 0,97. According to Hair as cited in tavakol, the degree of cronbach's alpha coefficient is as follow :

Table 3.7

Internal Consistency

Cronbach's Alpha	Internal Consistency
0.0-0.20	Poor
>0.20-0.40	Qustionable
>0.40-0.60	Acceptable
>0.60-0.80	Good
>0.80-1.00	Excellent

⁴³ Syaifudin Azwar, *Penyusunan Skala Psikologi*, (Yogyakarta:Pustaka Pelajar,2006),p.99-103.

Such explain above, according to Hair, the internal consistency around $>0.80-1.00$ was excellent. It can conclude that the questionnaire was reliable and applicable for the respondents in English Study Program at IAIN Curup.

F. Technique of Analyzing Data

In this research, the data has taken by using questionnaire and interview, after that the data was analyzed to describe the real condition well. The data was analyzed based on each instrument :

1. The Data from Questionnaire

In this study the researcher used descriptive analysis method used to see the students' difficulties factors in writing thesis. The data was collected as the students response in tabulate, and found out the percentage of students by using percentage technique. The close from question procedure has few steps as follow⁴⁴ :

- 1) The first step is preparing, the researcher checked whether the questionnaire answers by the sample were complete and whether the contents of questionnaire for each sheet were complete.
- 2) Second, making questionnaire. The questions in questionnaire related to the theory of the students's difficulties in oral test at English Study Program of IAIN Curup. After making the questionnaires, the researcher asks the lecturer to validate her instrument.

⁴⁴ Robson, C. *Real World Research: A Resource for Users of Social Research Methods in Applied Settings* (3rd edn). Chichester: John Wiley. 2011. P 70

- 3) And then, the researcher distributes the questionnaire and ask the subject to fill it.
- 4) The next steps were the researcher accounted the score of the total frequency was divided with the total questions.
- 5) The next steps were the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire.
- 6) Coding were the researcher classifies all the data that have been edited before by making certain in all collected data to classify them into certain categories.
- 7) Processing the data was done by describing item per item of the questionnaire.
- 8) The last, The researcher collects all of the data, analyse the data, and make conclusion as the result of the research.

2. The Data from Interview

Gay and Peter Airasian state that there are some steps in analyzing the data, they are as follows:

1.Data Managing

Before the data from the interview will be read and able to be interpreted, they would be managed by envisioning what the data from the interview of the research look like. The researcher divided the data based on the resources. The data from the interview would be saved in one folder. Besides that, the folders of data would be

divided also by the date are gotten. The purpose of data managing are to analyze the data and check it for completeness, and then to start the researcher on the process of analyzing and interpreting the data.

2. Reading/Memoing

The first in analysis is reading/memoing; reading the field notes, transcripts, memos, and observer comments to get a sense of your data. This process the researcher writes notes in the margins or underlines the important point from the data. In this research the researcher read the data from interview with using the result of interview. The researcher read the factors that affecting students' difficulties in writing thesis. and then interpretation of what students' answer.

3. Classifying

Classifying data is done after reading the data from interview. The data were classified based on the students difficulties in writing thesis

4. Description

The researcher gave the description based on the result of interview which is to provide the true picture of the setting and events that took place in it. So, the researcher and the reader will have an understanding of the context in which the study took place.

In this step, the researcher started to describe all the data that can help the researcher to do next step in analyzing the data.

5. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he or she uses some conceptual basic or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher presented the findings from questionnaire. This research had been done on October 2018 at eighth semester of English department in IAIN Curup. In implementing this research, the researcher has gotten more information concerned which related to the research question. As following the previous chapter, this study used questionnaire and interview.

1. The students' difficulties in writing thesis

To know the students' difficulties in writing thesis, the researcher used questionnaire. The researcher analyzed the questionnaire based on number of students. It was 49 students. The questionnaire consist of several indicators based on the theories that proposed by some experts as explained in chapter II (review of related theories). Those difficulties of writing thesis consist personality factor, sociocultural factors and linguistic factor. The description of percentages will be shown in the table and chart below.

This questionnaire provided five possible responses. The respondents should choose one of five alternative responses for each item : Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). Based on the score of the students' responses in the questionnaire about

students' difficulties in writing thesis were tabulated in the percentages of each statements from student's and presenting in table and chart.

a. Percentages and Charts of Students' Difficulties in Personality Factors

The table showed the percentages of students' difficulties in personality factors , the researcher made 19 item for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties of personality factors in the 19 item.

The table was tabulated below:

Table 4.1

Percentages of The Students' Difficulties in Personality Factors

No.	Items	Frequency					Total Score %
		SA	A	U	D	SD	
1	in deciding the topic of my thesis	29	17	2	1	0	90,2
2	in deciding the title of my thesis	31	16	2	0	0	91,8
3	in having prior knowledge due to the thesis topic	22	18	8	1	0	84,8
4	in identifying and formulating the thesis problem	14	31	4	0	0	84

5	in identifying the thesis purposes	4	29	10	4	2	71,8
6	in writing a proper literature review	25	20	4	0	0	88,5
7	in deciding the method I would like to use in my thesis writing	10	23	6	10	0	73,4
8	in gaining the data of my thesis	7	23	13	5	1	72,2
9	in writing the findings of my thesis	6	26	17	0	0	75,5
10	in writing a good thesis.	31	15	2	0	1	90,6
11	In thought due to a lot of ideas in writing my thesis	29	16	3	1	0	89,7
12	in financial during the thesis writing	18	15	16	0	0	80,8
13	in trying or to presentiment to write a thesis	10	24	15	0	0	77,9
14	being anxiety in writing a thesis	27	15	4	2	0	86,1
15	in being awareness of the current issues toward my thesis writing	7	32	7	3	0	77,5
16	in identifying of some issues related to the thesis writing	6	36	5	2	0	78,7
17	being critical about some issues regarding the thesis writing	6	34	7	2	0	77,9

18	having intrinsic motivation toward the thesis writing	18	21	8	2	0	83,2
19	having extrinsic motivation in writing a thesis	21	18	10	0	0	84,4
Mean							82 %

Based on the table and chart above for the item 1 (in deciding the topic of my thesis) the students who answer Strongly Agree are 29 people. After that, the students who answer Agree are 17 people. And then, the students who answer Uncertain are 2 people. And the students who answer Disagree is 1 person. The last, who answer Strongly Disagree is nothing. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. For example, the data showed that the score for the item 1. Max score = $5 \times 49 = 245$ after that $X = ((f\ 29 \times 5) + (f\ 17 \times 4) + (f\ 2 \times 3) + (f\ 1 \times 2) + (f\ 0 \times 1)) = 221$. The percentage is $P = \frac{221}{245} \times 100\% = 90,2\%$. So, the result of percentage for item 1 is 90,2% students difficult in deciding the thesis topic. For the item 2 (in deciding the title of my thesis) the students who answer Strongly Agree are 31 people. After that, the students who answer Agree are 16 people. And then, the students who answer Uncertain are 2 people. And the students who answer Disagree is nothing. The last, who answer Strongly Disagree is nothing and

the result of percentage is 91,8 %. For the item 3 (in having prior knowledge due to the thesis topic) the students who answer Strongly Agree are 22 people. After that, the students who answer Agree are 18 people. And then, the students who answer Uncertain are 8 people. And the students who answer Disagree is 1 person. The last, who answer Strongly Disagree is nothing and the result of percentage is 84,8 %. For the item 4 (in identifying and formulating the thesis problem) the students who answer Strongly Agree are 14 people. After that, the students who answer Agree are 31 people. And then, the students who answer Uncertain are 4 people. And the students who answer Disagree is nothing. The last, who answer Strongly Disagree is nothing and the result of percentage is 84%.

For the item 5 (In identifying the thesis purposes) the students who answer Strongly Agree are 4 people. After that, the students who answer Agree are 29 people. And then, the students who answer Uncertain are 10 people. And the students who answer Disagree are 4 people . The last, who answer Strongly Disagree are 2 people and the result of percentage is 71,8 %. For the item 6 (In finding a proper literature review) the students who answer Strongly Agree are 25 people. After that, the students who answer Agree are 20 people. And then, the students who answer Uncertain are 4 people. And the students who

answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 88,5 %.

For the item 7 (In deciding the method i would like to use in my thesis writing) the students who answer Strongly Agree are 10 people. After that, the students who answer Agree are 23 people. And then, the students who answer Uncertain are 6 people. And the students who answer Disagree are 10 . The last, who answer Strongly Disagree is nothing and the result of percentage is 73,4 %. For the item 8(In gaining the data of my thesis) the students who answer Strongly Agree are 7 people. After that, the students who answer Agree are 23 people. And then, the students who answer Uncertain are 13 people. And the students who answer Disagree are 5 people . The last, who answer Strongly Disagree is 1 person and the result of percentage is 72,2 %.

For the item 9 (In writing the findings of my thesis) the students who answer Strongly Agree are 6 people. After that, the students who answer Agree are 26 people. And then, the students who answer Uncertain are 17 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 75,5 %. For the item 10 (In writing a good thesis) the students who answer Strongly Agree are 31 people. After that, the students who answer Agree are 15 people. And then, the students who answer Uncertain are 2 people. And the students who answer Disagree

is nothing . The last, who answer Strongly Disagree is 1 person and the result of percentage is 90,6 %.

For the item 11 (In thought due to a lot of ideas in writing my thesis) the students who answer Strongly Agree are 29 people. After that, the students who answer Agree are 16 people. And then, the students who answer Uncertain are 3 people. And the students who answer Disagree is 1 person . The last, who answer Strongly Disagree is nothing and the result of percentage is 89,7 %. For the item 12 (In financial during the thesis writing) the students who answer Strongly Agree are 18 people. After that, the students who answer Agree are 15 people. And then, the students who answer Uncertain are 16 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 80,8 %. For the item 13 (In trying or to presentiment to write a thesis) the students who answer Strongly Agree are 10 people. After that, the students who answer Agree are 24 people. And then, the students who answer Uncertain are 15 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 77,9 %.

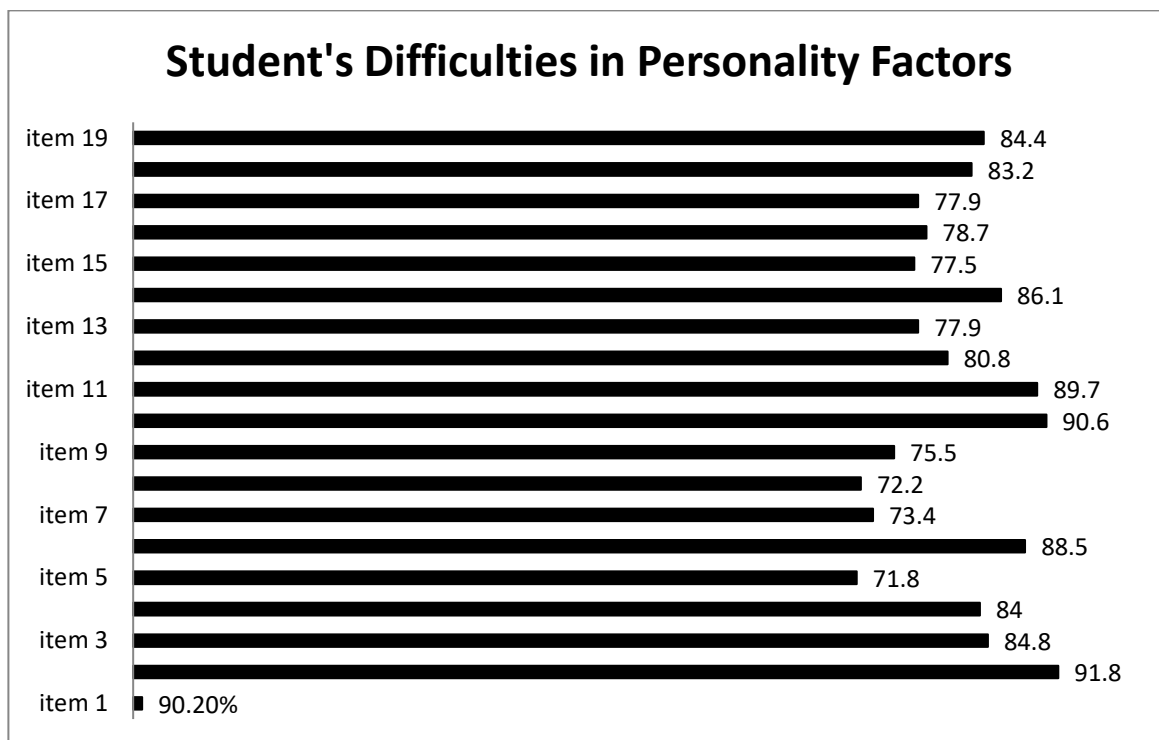
For the item 14(Being anxiety in writing a thesis) the students who answer Strongly Agree are 27 people. After that, the students who answer Agree are 15 people. And then, the students who answer Uncertain are 4 people. And the students who answer Disagree are 2

people . The last, who answer Strongly Disagree is nothing and the result of percentage is 86,1 %. For the item 15 (In being awareness of the current issues toward my thesis writing) the students who answer Strongly Agree are 7 people. After that, the students who answer Agree are 32 people. And then, the students who answer Uncertain are 7 people. And the students who answer Disagree 3 people . The last, who answer Strongly Disagree is nothing and the result of percentage is 77,5 %.

For the item 16 (In identifying of some issues related to the thesis writing) the students who answer Strongly Agree are 6 people. After that, the students who answer Agree are 36 people. And then, the students who answer Uncertain are 5 people. And the students who answer Disagree are 2 people . The last, who answer Strongly Disagree is nothing and the result of percentage is 78,7 %. For the item 17 (Being critical about some issues regarding the thesis writing) the students who answer Strongly Agree are 6 people. After that, the students who answer Agree are 34 people. And then, the students who answer Uncertain are 7 people. And the students who answer Disagree are 2 people . The last, who answer Strongly Disagree is nothing and the result of percentage is 77,9 %.

For the item 18 (Having intrinsic motivation toward the thesis writing) the students who answer Strongly Agree are 18 people. After

that, the students who answer Agree are 21 people. And then, the students who answer Uncertain are 8 people. And the students who answer Disagree are 2 people . The last, who answer Strongly Disagree is nothing and the result of percentage is 83,2 %. For the item 19 (Having extrinsic motivation in writing a thesis) the students who answer Strongly Agree are 21 people. After that, the students who answer Agree are 18 people. And then, the students who answer Uncertain are 10 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 84,4 %. From the data, the mean of the students' difficulties is 201 which the percentage is 82%, and it is mean 82% of total respondent or 40 students felt difficult in writing thesis because their personality factors.



From the statement personality factors the researcher displayed in chart, the most students difficult in item 2, it is the students difficult in deciding the title of the thesis. It is mean in personality factor the most students difficult to writing thesis is in deciding the title of thesis.

b. Percentages and charts of Students' Difficulties in Sociocultural Factors

The table showed the percentages of students' difficulties in sociocultural factors, the researcher made 6 item for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about

percentage of students' difficulties in sociocultural factors in the 6 item.

The table was tabulated below:

Table 4.2

Percentages of The Students' Difficulties in Sociocultural Factors

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

Based on the table above for the item 20 (In discussing about the thesis writing with undergraduate students) the students who answer Strongly Agree is 1 person. After that, the students who answer Agree

are 33 people. And then, the students who answer Uncertain are 9 people. And the students who answer Disagree is nothing. The last, who answer Strongly Disagree is nothing and the result of percentage is 66,9 %. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. For example, Max score = $5 \times 49 = 245$ after that, the data showed that the score for the item 20 was $X = ((f_{1 \times 5}) + (f_{3 \times 4}) + (f_{9 \times 3}) + (f_{0 \times 2}) + (f_{0 \times 1})) = 164$. The percentage is $P = \frac{164}{245} \times 100\% = 66,9\%$. For the item 21 (In discussing about the thesis writing with tutors) the students who answer Strongly Agree are 22 people. After that, the students who answer Agree are 18 people. And then, the students who answer Uncertain are 8 people. And the students who answer Disagree is 1 person. The last, who answer Strongly Disagree is nothing and the result of percentage is 84,8 %.

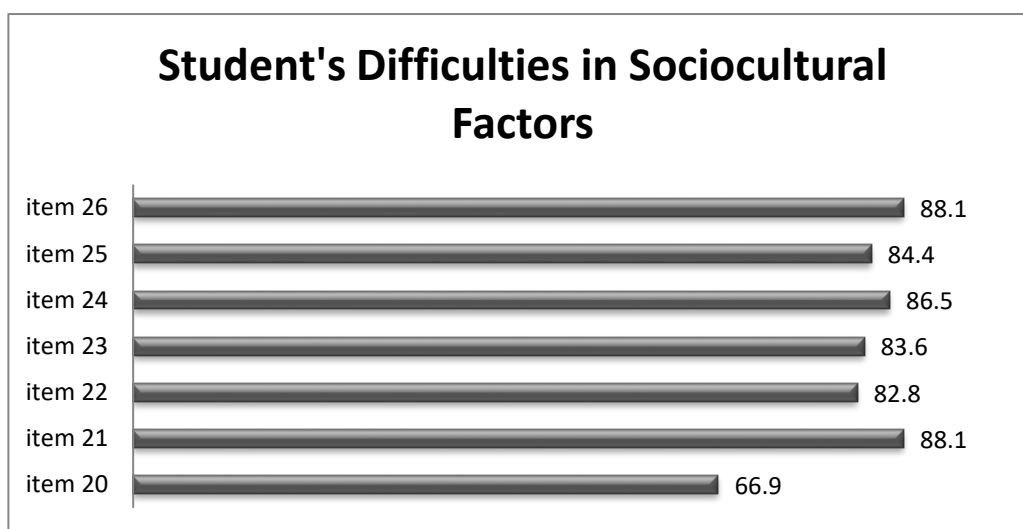
For the item 22 (In understanding about the culture in the university standard of format in writing thesis) the students who answer Strongly Agree are 12 people. After that, the students who answer Agree are 32 people. And then, the students who answer Uncertain are 5 people. And the students who answer Disagree is nothing. The last, who answer Strongly Disagree is nothing and the result of percentage is 82,8 %.

For the item 23 (In having knowledge of proper lexical items and linguistic units on the thesis writing) the students who answer Strongly Agree are 16 people. After that, the students who answer Agree are 26 people. And then, the students who answer Uncertain are 7 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 83,6 %.

For the item 24 (In connecting each sentences and to form it into a meaningful thesis writing) the students who answer Strongly Agree are 21 people. After that, the students who answer Agree are 23 people. And then, the students who answer Uncertain are 5 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is nothing and the result of percentage is 86,5 %. For the item 25 (In having knowledge about the roles of the social context related on the study of thesis writing) the students who answer Strongly Agree are 19 people. After that, the students who answer Agree are 24 people. And then, the students who answer Uncertain are 5 people. And the students who answer Disagree is nothing . The last, who answer Strongly Disagree is 1 person and the result of percentage is 84,4 %.

For the item 26 (In sustaining communication through speech styles on the thesis writing) the students who answer Strongly Agree are 23 people. After that, the students who answer Agree are 23 people. And then, the students who answer Uncertain are 3 people. And the students

who answer Disagree is nothing person. The last, who answer Strongly Disagree is nothing and the result of percentage is 88,1 %. From the data, the mean of the students' difficulties is 203 which the percentage is 83%, and it is mean 83% of total sample or 41 students felt difficult in writing thesis because their sociocultural factors.



From the statement sociocultural factors the researcher displayed in chart, the most higher score from students difficulties are in item 21 and item 26. In item 21, the students difficult in discussing about the thesis writing with tutors. In item 26, the students difficult in sustaining communication through speech styles on the thesis writing.

c. Percentages and Charts of Students' Difficulties in Linguistic Factors

The table showed the percentages of students' difficulties in linguistic factors, the researcher made 4 item for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties in linguistic factors in the 4 item. The table was tabulated below:

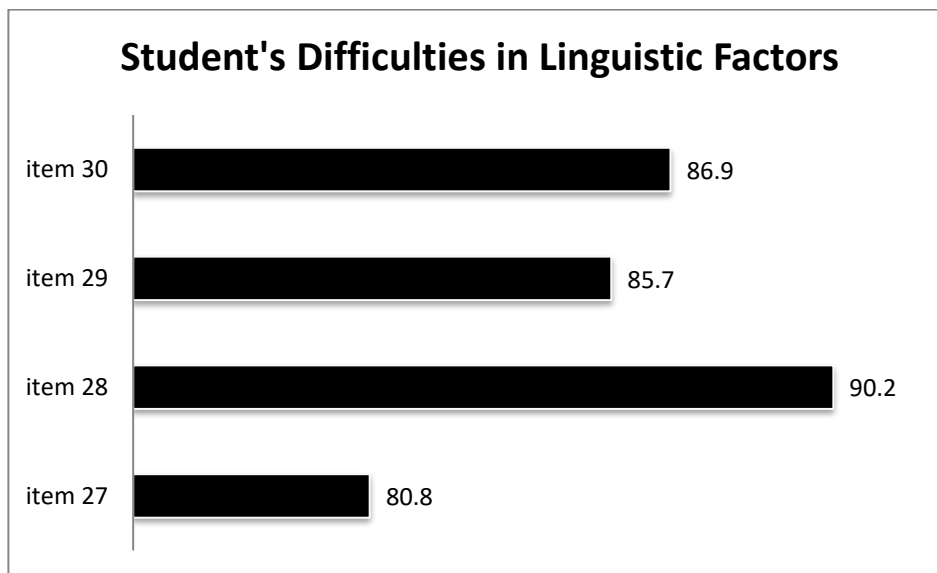
Table 4.3

Percentages of The Students' Difficulties in Liguistic Factors

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

Based on the table above for the item 27 (In minimizing the error of the grammar on my thesis writing) the students who answer Strongly Agree are 28 people. After that, the students who answer Agree are 18 people. And then, the students who answer Uncertain are 3 people. And the students who answer Disagree is nothing person. The last, who answer Strongly Disagree is nothing and the result of percentage is 90,2 %. The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. For example, Max score = $5 \times 49 = 245$ after that, the data showed that the score for the item 27 was $X = ((f\ 8 \times 5) + (f\ 36 \times 4) + (f\ 4 \times 3) + (f\ 1 \times 2) + (f\ 0 \times 1)) = 198$. The percentage is $P = \frac{198}{245} \times 100\% = 80,8\%$. For the item 28 (In paraphrasing sentences from the sources to my thesis writing) the students who answer Strongly Agree are 28 people. After that, the students who answer Agree are 18 people. And then, the students who answer Uncertain are 3 people. And the students who answer Disagree is nothing person. The last, who answer Strongly Disagree is nothing and the result of percentage is 90,2 %. For the item 29 (In knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing) the students who answer Strongly Agree are 19 people. After that, the students who answer Agree are 25 people. And then, the students who answer Uncertain are 5 people. And the

students who answer Disagree is nothing person. The last, who answer Strongly Disagree is nothing and the result of percentage is 85,7 %. For the item 30 (In deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing) the thesis writing) the students who answer Strongly Agree are 18 people. After that, the students who answer Agree are 30 people. And then, the students who answer Uncertain is 1 person. And the students who answer Disagree is nothing person. The last, who answer Strongly Disagree is nothing and the result of percentage is 86,9 %. From the data, the mean of the students' difficulties is 210 which the percentage is 86%, and it is mean 86% of total respondent or 42 students felt difficult in writing thesis because their linguistic factors.



From the statement linguistic factors the researcher displayed in chart, the highest difficult item is in item 28. In item 28, the students difficult in paraphrasing sentences from the sources to thesis writing. It is mean in linguistic factor the students felt difficult to paraphrasing sentences from the sources to thesis writing.

Based on the explanation from percentages the researcher got the result of the percentage of students' difficulties in personality factors are 82% or 40 students, percentage of students' difficulties in sociocultural factors are 83% 41 students, percentage of students' difficulties in linguistic factors are 86% 42 students. And based on the explanation from chart the researcher got the result in personality factors the most difficult is in item 2, in deciding the title of the thesis. In sociocultural factors there are two items make students difficult in item 21 and item 26. In item 21, the students difficult in discussing about the thesis writing with tutors. In item 26, the students difficult in sustaining communication through speech styles on the thesis writing. And the last in linguistic factors the most difficult item is in item 28, in paraphrasing sentences from the sources to thesis writing.

2. The factors affecting stdudents' difficulties in writing thesis

To know the factors that affecting students' difficulties in writing thesis, the researcher used interview. The interview consist of several indicators based on the theory raised by Brown. The descriptions about the

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

a. Personality Factor

1. In deciding the topic of their thesis

Based on interview conducted on four respondent from each class in TBI eight semester in English study program. The first question is about difficult in deciding the topic of their thesis. As the first respondent mentions:

“Yes, in my opinion it is very difficult to determine the topic of the thesis. Because, in determining the topic of my thesis, the first i must find a phenomenon to examine. And that phenomenon is difficult to find, because it has been researched by many other researchers so that I find it difficult to determine the topic of the thesis.”

The above statement showed that the student feel difficult in deciding the thesis topic because she feel so hard to find the new phenomenon around the college to be her research, same like as the second and the third respondent they are said that:

“Yes. Because I have changed the title and topic of my thesis twice because the research has been studied before. And I always feel confused to determine what research I will do such as whether to determine the strategy in writing or analyzing students' speaking skills because there are many thesis topics that I am interested in but have been examined by previous researchers.”

The third respondent said :

“Yes. Because in determining a topic of thesis we must find a problem first and the phenomenon or problem is difficult to find because of a lack of insight and understanding in the academic field. So that in determining the topic of the thesis that is suitable for me to examine it is considered difficult.”

Different statement come to the last respondent said that:

“Yes, I find difficult to determine the topic of the thesis. Because to determine a topic of thesis that will be examined, we must make observations in advance to find a fact that is happening and it is felt that it is necessary to do research. While the fact is not easy to find an important matter to be appointed as the topic of my thesis research this requires time to see and choose an interesting topic to study”

Based on that answer, the respondent is difficult in deciding the thesis topic because he need to do observe in the real field to see what

are the good problem is happen around the college and interest to be a good research.

Based on all the respondent showed about the students' difficulties in deciding the topic of thesis, all of the respondents said that they feel this factor (personality factor) when they faced the writing thesis with the various reasons.

2. In finding a proper literature review

Based on interview conducted on four respondent from each class in TBI eight semester in English study program. The second question from interview is do you have any difficulties in finding a proper literature review. As the first respondent mentions:

“Yes this is the most difficult thing in my opinion. Because in determining the right theory or literature review must be in accordance with the problem under study, and the source of the book used must also be in the form of English. Meanwhile, there are few and more sources of books in campus libraries in journals and PDFs and English words used in journals are usually unfamiliar vocabulary and difficult to understand that maybe this is a proper literature review for my thesis”

Based on the respondent' answer, the students feel difficult in finding proper literature review because she hard to find the source of her thesis such a book in the library. As the second respondents mentions:

“Yes. In determining the appropriate literature review I have difficulty finding the reference source. Like a book. In bookstores or libraries there is still very little available book references in English. So I can only download PDFs. And I have to find out what books are appropriate and can be used as theories for my research. But the PDF book that I need to buy cannot be downloaded for free so I have to prepare funds to get the right literature review for my thesis. Because of that limitation, the reference source that I use more is journals than books”

Based on the respondent' answer, the second respondent feel same in difficult to finding proper literature review because she the minim facility of books t the library. The different just, the second respondent feel difficult also in got PDF's because so many PDF's book is not free to download, and it make obstacle for the student in finding the proper literature review for their thesis. The same reason also come from the third and the forth respondent.

As the third respondents mention :

“Yes. It is difficult because in the campus itself there are still very few reference sources or books in the library. And further difficulties in looking for journals that have the same research direction as I am doing. Moreover, there are many journals that are difficult to access while the journal is in accordance with my thesis.”

As the forth respondents mention :

“Yes it's difficult. Because in writing a thesis students should use new theories and must be in the form of books or journals. Whereas on the internet sometimes there are many blogs or articles that are in accordance with the thesis but cannot be used because of the lack of information from the reference. And I also find it difficult to find the reference source directly, not from an existing journal or dissertation.”

The respondents' opinion are same, it is all about difficult in finding the related theories between their thesis with the source of reference. Based on all the respondent showed about the causes of the students' difficulties in writing thesis, all of the respondents said that they feel this causes (personality factor) when they faced the writing thesis with the various reasons.

b. Sociocultural Factor

Based on interview conducted on four respondent from each class in TBI eight semester in English study program, the next question is about the culture in the language classroom of the undergraduate students. It from De Capua and Wintergerst's theory about students difficult in understanding about the culture in the university of format standard in writing thesis. As the first respondent mentions:

“Yes in my opinion it is difficult, for example in writing good and correct references such as footnotes must be in accordance with the writing standards of the campus.”

The above statement showed that the student feel difficult in put a footnote to the thesis. As the second respondent mentions:

“Yes it's difficult. Because this is my first experience in writing a thesis. So I don't know what kind of format is right, for example, how to quote the right one, juxtapose true paragraphs and other things, it is proven that I always have revisions in each chapter of my thesis.”

It is mean that the student can feel her thesis format is correct or not. Because it is the first her experience to making an academic writing such a thesis. Next respondent mentions:

“Yes it's difficult. Because I find it difficult to understand the standard format of writing such as making footnotes. How to write the correct source either from a book, internet or journal.”

The fourth respondent mentions:

“Yes it's difficult. Because I don't know what the correct format standard is. I see even the level my senior thesis all have different forms and formats. So that I just copy the existing thesis without knowing what the standard format of the campus is right.”

The respondent mention the common reason is they are do not know the correct standart to wiring thesis. Based on all the respondent showed about the causes of the students' difficulties in writing thesis, all of the respondents said that they feel this factor (sociocultural factors) when they faced the writing thesis with the various reasons.

c. Linguistic Factor

Based on interview conducted on four respondent from each class in TBI eight semester in English study program. The last question is about domain error analysis. They were difficult in In paraphrasing sentences from the sources to my thesis writing. In this theory, all of the respondent give the same answer. Their respondents mentions:

“Yes, I have trouble too. Because of the lack of understanding in grammar, the lack of vocabulary in English to replace the existing word and in composing the sentence becomes correct and has the same meaning as the source language.”

“Yes I have difficulties. Like the lack of my English vocabulary to quote the source sentence into my thesis and in choosing what academic vocabulary is suitable to replace the source language, then in equating the context of the sentence whether it already has the same meaning or may be different from my thesis.”

“Yes. First I had difficulty in understanding the language of reference sources because I used high academic language so

that I had difficulty in making a sentence using another vocabulary and in changing the right vocabulary I was afraid of choosing the right words.”

“Yes, I have trouble. First, in quoting we must know the rules. And in quoting we must first analyze the meaning of the sentence from the source so that we can replace it with other academic vocabulary and I find it difficult in that matter.”

The above statements showed that the all students feel difficult in paraphrasing a sentence. Because they do not have a lot of vocabulary and they are confused to choose the correct vocabulary to change the sentence word with the same meaning.

Based on all the respondent showed about the causes of the students’ difficulties in writing thesis, all of the respondents said that they feel this factor (linguistic factor) when they faced writing thesis with the various reasons.

The reacher ask to the respondent, from the all students’ difficulties in writing thesis. They are mention that personality factor, sociocultural factor and linguistic factor are affecting them difficult in writing their thesis.

B. Research Discussion

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

1. The students' difficulties in writing thesis

In this part, the researcher discussed what are the factors that affecting the students' difficulties in writing thesis. The questionnaire includes three difficulties factors in writing thesis, they are: personality factor, sociocultural factor and linguistic factor. Based on the result of questionnaire, the researcher found all of the poin about difficulties in writing thesis. That means the students do have all of the difficulties in writing thesis. The first, students' difficulties in personality factors the data shows that's 82%. Second, students' difficulties in sociocultural factors the data shows 83%. Third, students' difficulties in linguistic factors the data shows 86%. Based on the test result, the researcher concludes that the most difficult feature in writing thesis is students' difficulties in linguistic factors due to the fact that the percentage is the highest.

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

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

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

a. Difficult in deciding the topic of thesis

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

b. Difficult in Finding Proper Literature Review of the Thesis

Followed Coopersmith in self esteem student difficult in finding a proper literature review. Besides in deciding the topic thesis, all of the respondents mentions also the difficult reason in finding proper literature review of the thesis to be their reason to difficult in writing thesis. Based on the statement from the respondent, 4 respondents have the same reason why they felt difficult in finding proper literature review. They said that their did not get a source to be their reference in thesis because the minim of facility to find a book. Such as in library or book store. And then they should use journal or PDF files. After that, the mean vocabulary of journal and Pdf used the high academic vocabulary that they did not understand the meaning. So, it was the reason why they felt difficult in finding proper literature review of the thesis.

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

Followed Matsumoto about the culture in the language classroom of the undergraduate students. It was difficult in understanding about the culture in the university about standard of format in writing thesis This factors also mentioned by all of the respondents about the students' difficulties in understanding about the culture in the university of format standard in writing thesis, the 4 respondents have the same reasons. They felt the university format standard was difficult to understanding because

the respondents difficult to make a correct reference such as footnote. After that 1 of 4 respondents said about her reason to felt difficult in understanding about the culture in the university of format standard in writing thesis because she did not have experience before to make a thesis. So, it would affecting the student felt difficult in writing thesis.

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

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

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a brief conclusion of the whole discussion in the previous chapter and gives recommendation based on the result of study. The conclusion below is answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. Conclusion

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

B. Suggestion

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

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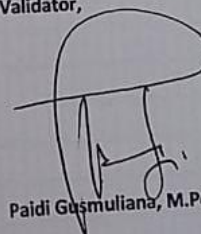
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26	Mempertahankan komunikasi melalui gaya bicara pada penulisan skripsi						
27	Meminimalkan kesalahan tata bahasa pada penulisan skripsi						
28	Memparaf kalimat dari sumber ke tulisan skripsi						
29	Mengetahui penggunaan tata bahasa yang seharusnya dihapus, diganti, disediakan dan diatur kembali pada penulisan skripsi						
30	Memutuskan kumpulan unit linguistik mana yang harus dihapus, diganti, disediakan dan diurutkan ulang pada penulisan skripsi						

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ST = Setuju	diberi skor	4
RG = Ragu	diberi skor	3
TS = Tidak Setuju	diberi skor	2
STS = Sangat Tidak Setuju	diberi skor	1

Validator,



Paidi Gusmuliana, M.Pd

NIP. 19840817 201503 1 004

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0		0	0	0	0	0	0	0	0	0	
4		5	3	4	3	4	4	5	3	3	

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STUDENTS RESPONSE TO THE QUESTIONNAIRE

QUESTIONS		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60	Q61	Q62	Q63	Q64	Q65	Q66	Q67	Q68	Q69	Q70	Q71	Q72	Q73	Q74	Q75	Q76	Q77	Q78	Q79	Q80	Q81	Q82	Q83	Q84	Q85	Q86	Q87	Q88	Q89	Q90	Q91	Q92	Q93	Q94	Q95	Q96	Q97	Q98	Q99	Q100	Q101	Q102	Q103	Q104	Q105	Q106	Q107	Q108	Q109	Q110	Q111	Q112	Q113	Q114	Q115	Q116	Q117	Q118	Q119	Q120	Q121	Q122	Q123	Q124	Q125	Q126	Q127	Q128	Q129	Q130	Q131	Q132	Q133	Q134	Q135	Q136	Q137	Q138	Q139	Q140	Q141	Q142	Q143	Q144	Q145	Q146	Q147	Q148	Q149	Q150	Q151	Q152	Q153	Q154	Q155	Q156	Q157	Q158	Q159	Q160	Q161	Q162	Q163	Q164	Q165	Q166	Q167	Q168	Q169	Q170	Q171	Q172	Q173	Q174	Q175	Q176	Q177	Q178	Q179	Q180	Q181	Q182	Q183	Q184	Q185	Q186	Q187	Q188	Q189	Q190	Q191	Q192	Q193	Q194	Q195	Q196	Q197	Q198	Q199	Q200	Q201	Q202	Q203	Q204	Q205	Q206	Q207	Q208	Q209	Q210	Q211	Q212	Q213	Q214	Q215	Q216	Q217	Q218	Q219	Q220	Q221	Q222	Q223	Q224	Q225	Q226	Q227	Q228	Q229	Q230	Q231	Q232	Q233	Q234	Q235	Q236	Q237	Q238	Q239	Q240	Q241	Q242	Q243	Q244	Q245	Q246	Q247	Q248	Q249	Q250	Q251	Q252	Q253	Q254	Q255	Q256	Q257	Q258	Q259	Q260	Q261	Q262	Q263	Q264	Q265	Q266	Q267	Q268	Q269	Q270	Q271	Q272	Q273	Q274	Q275	Q276	Q277	Q278	Q279	Q280	Q281	Q282	Q283	Q284	Q285	Q286	Q287	Q288	Q289	Q290	Q291	Q292	Q293	Q294	Q295	Q296	Q297	Q298	Q299	Q300	Q301	Q302	Q303	Q304	Q305	Q306	Q307	Q308	Q309	Q310	Q311	Q312	Q313	Q314	Q315	Q316	Q317	Q318	Q319	Q320	Q321	Q322	Q323	Q324	Q325	Q326	Q327	Q328	Q329	Q330	Q331	Q332	Q333	Q334	Q335	Q336	Q337	Q338	Q339	Q340	Q341	Q342	Q343	Q344	Q345	Q346	Q347	Q348	Q349	Q350	Q351	Q352	Q353	Q354	Q355	Q356	Q357	Q358	Q359	Q360	Q361	Q362	Q363	Q364	Q365	Q366	Q367	Q368	Q369	Q370	Q371	Q372	Q373	Q374	Q375	Q376	Q377	Q378	Q379	Q380	Q381	Q382	Q383	Q384	Q385	Q386	Q387	Q388	Q389	Q390	Q391	Q392	Q393	Q394	Q395	Q396	Q397	Q398	Q399	Q400	Q401	Q402	Q403	Q404	Q405	Q406	Q407	Q408	Q409	Q410	Q411	Q412	Q413	Q414	Q415	Q416	Q417	Q418	Q419	Q420	Q421	Q422	Q423	Q424	Q425	Q426	Q427	Q428	Q429	Q430	Q431	Q432	Q433	Q434	Q435	Q436	Q437	Q438	Q439	Q440	Q441	Q442	Q443	Q444	Q445	Q446	Q447	Q448	Q449	Q450	Q451	Q452	Q453	Q454	Q455	Q456	Q457	Q458	Q459	Q460	Q461	Q462	Q463	Q464	Q465	Q466	Q467	Q468	Q469	Q470	Q471	Q472	Q473	Q474	Q475	Q476	Q477	Q478	Q479	Q480	Q481	Q482	Q483	Q484	Q485	Q486	Q487	Q488	Q489	Q490	Q491	Q492	Q493	Q494	Q495	Q496	Q497	Q498	Q499	Q500	Q501	Q502	Q503	Q504	Q505	Q506	Q507	Q508	Q509	Q510	Q511	Q512	Q513	Q514	Q515	Q516	Q517	Q518	Q519	Q520	Q521	Q522	Q523	Q524	Q525	Q526	Q527	Q528	Q529	Q530	Q531	Q532	Q533	Q534	Q535	Q536	Q537	Q538	Q539	Q540	Q541	Q542	Q543	Q544	Q545	Q546	Q547	Q548	Q549	Q550	Q551	Q552	Q553	Q554	Q555	Q556	Q557	Q558	Q559	Q560	Q561	Q562	Q563	Q564	Q565	Q566	Q567	Q568	Q569	Q570	Q571	Q572	Q573	Q574	Q575	Q576	Q577	Q578	Q579	Q580	Q581	Q582	Q583	Q584	Q585	Q586	Q587	Q588	Q589	Q590	Q591	Q592	Q593	Q594	Q595	Q596	Q597	Q598	Q599	Q600	Q601	Q602	Q603	Q604	Q605	Q606	Q607	Q608	Q609	Q610	Q611	Q612	Q613	Q614	Q615	Q616	Q617	Q618	Q619	Q620	Q621	Q622	Q623	Q624	Q625	Q626	Q627	Q628	Q629	Q630	Q631	Q632	Q633	Q634	Q635	Q636	Q637	Q638	Q639	Q640	Q641	Q642	Q643	Q644	Q645	Q646	Q647	Q648	Q649	Q650	Q651	Q652	Q653	Q654	Q655	Q656	Q657	Q658	Q659	Q660	Q661	Q662	Q663	Q664	Q665	Q666	Q667	Q668	Q669	Q670	Q671	Q672	Q673	Q674	Q675	Q676	Q677	Q678	Q679	Q680	Q681	Q682	Q683	Q684	Q685	Q686	Q687	Q688	Q689	Q690	Q691	Q692	Q693	Q694	Q695	Q696	Q697	Q698	Q699	Q700	Q701	Q702	Q703	Q704	Q705	Q706	Q707	Q708	Q709	Q710	Q711	Q712	Q713	Q714	Q715	Q716	Q717	Q718	Q719	Q720	Q721	Q722	Q723	Q724	Q725	Q726	Q727	Q728	Q729	Q730	Q731	Q732	Q733	Q734	Q735	Q736	Q737	Q738	Q739	Q740	Q741	Q742	Q743	Q744	Q745	Q746	Q747	Q748	Q749	Q750	Q751	Q752	Q753	Q754	Q755	Q756	Q757	Q758	Q759	Q760	Q761	Q762	Q763	Q764	Q765	Q766	Q767	Q768	Q769	Q770	Q771	Q772	Q773	Q774	Q775	Q776	Q777	Q778	Q779	Q780	Q781	Q782	Q783	Q784	Q785	Q786	Q787	Q788	Q789	Q790	Q791	Q792	Q793	Q794	Q795	Q796	Q797	Q798	Q799	Q800	Q801	Q802	Q803	Q804	Q805	Q806	Q807	Q808	Q809	Q810	Q811	Q812	Q813	Q814	Q815	Q816	Q817	Q818	Q819	Q820	Q821	Q822	Q823	Q824	Q825	Q826	Q827	Q828	Q829	Q830	Q831	Q832	Q833	Q834	Q835	Q836	Q837	Q838	Q839	Q840	Q841	Q842	Q843	Q844	Q845	Q846	Q847	Q848	Q849	Q850	Q851	Q852	Q853	Q854	Q855	Q856	Q857	Q858	Q859	Q860	Q861	Q862	Q863	Q864	Q865	Q866	Q867	Q868	Q869	Q870	Q871	Q872	Q873	Q874	Q875	Q876	Q877	Q878	Q879	Q880	Q881	Q882	Q883	Q884	Q885	Q886	Q887	Q888	Q889	Q890	Q891	Q892	Q893	Q894	Q895	Q896	Q897	Q898	Q899	Q900	Q901	Q902	Q903	Q904	Q905	Q906	Q907	Q908	Q909	Q910	Q911	Q912	Q913	Q914	Q915	Q916	Q917	Q918	Q919	Q920	Q921	Q922	Q923	Q924	Q925	Q926	Q927	Q928	Q929	Q930	Q931	Q932	Q933	Q934	Q935	Q936	Q937	Q938	Q939	Q940	Q941	Q942	Q943	Q944	Q945	Q946	Q947	Q948	Q949	Q950	Q951	Q952	Q953	Q954	Q955	Q956	Q957	Q958	Q959	Q960	Q961	Q962	Q963	Q964	Q965	Q966	Q967	Q968	Q969	Q970	Q971	Q972	Q973	Q974	Q975	Q976	Q977	Q978	Q979	Q980	Q981	Q982	Q983	Q984	Q985	Q986	Q987	Q988	Q989	Q990	Q991	Q992	Q993	Q994	Q995	Q996	Q997	Q998	Q999	Q1000	Q1001	Q1002	Q1003	Q1004	Q1005	Q1006	Q1007	Q1008	Q1009	Q1010	Q1011	Q1012	Q1013	Q1014	Q1015	Q1016	Q1017	Q1018	Q1019	Q1020	Q1021	Q1022	Q1023	Q1024	Q1025	Q1026	Q1027	Q1028	Q1029	Q1030	Q1031	Q1032	Q1033	Q1034	Q1035	Q1036	Q1037	Q1038	Q1039	Q1040	Q1041	Q1042	Q1043	Q1044	Q1045	Q1046	Q1047	Q1048	Q1049	Q1050	Q1051	Q1052	Q1053	Q1054	Q1055	Q1056	Q1057	Q1058	Q1059	Q1060	Q1061	Q1062	Q1063	Q1064	Q1065	Q1066	Q1067	Q1068	Q1069	Q1070	Q1071	Q1072	Q1073	Q1074	Q1075	Q1076	Q1077	Q1078	Q1079	Q1080	Q1081	Q1082	Q1083	Q1084	Q1085	Q1086	Q1087	Q1088	Q1089	Q1090	Q1091	Q1092	Q1093	Q1094	Q1095	Q1096	Q1097	Q1098	Q1099	Q1100	Q1101	Q1102	Q1103	Q1104	Q1105	Q1106	Q1107	Q1108	Q1109	Q1110	Q1111	Q1112	Q1113	Q1114	Q1115	Q1116	Q1117	Q1118	Q1119	Q1120	Q1121	Q1122	Q1123	Q1124	Q1125	Q1126	Q1127	Q1128	Q1129	Q1130	Q1131	Q1132	Q1133	Q1134	Q1135	Q1136	Q1137	Q1138	Q1139	Q1140	Q1141	Q1142	Q1143	Q1144	Q1145	Q1146	Q1147	Q1148	Q1149	Q1150	Q1151	Q1152	Q1153	Q1154	Q1155	Q1156	Q1157	Q1158	Q1159	Q1160	Q1161	Q1162	Q1163	Q1164	Q1165	Q1166	Q1167	Q1168	Q1169	Q1170	Q1171	Q1172	Q1173	Q1174	Q1175	Q1176	Q1177	Q1178	Q1179	Q1180	Q1181	Q1182	Q1183	Q1184	Q1185	Q1186	Q1187	Q1188	Q1189	Q1190	Q1191	Q1192	Q1193	Q1194	Q1195	Q1196	Q1197	Q1198	Q1199	Q1200	Q1201	Q1202	Q1203	Q1204	Q1205	Q1206	Q1207	Q1208	Q1209	Q1210	Q1211	Q1212	Q1213	Q1214	Q1215	Q1216	Q1217	Q1218	Q1219	Q1220	Q1221	Q1222	Q1223	Q1224	Q1225	Q1226	Q1227	Q1228	Q1229	Q1230	Q1231	Q1232	Q1233	Q1234	Q1235	Q1236	Q1237	Q1238	Q1239	Q1240	Q1241	Q1242	Q1243	Q1244	Q1245	Q1246	Q1247	Q1248	Q1249	Q1250	Q1251	Q1252	Q1253	Q1254	Q1255	Q1256	Q1257	Q1258	Q1259	Q1260	Q1261	Q1262	Q1263	Q1264	Q1265	Q1266	Q1267	Q1268	Q1269	Q1270	Q1271	Q1272	Q1273	Q1274	Q1275	Q1276	Q1277	Q1278	Q1279	Q1280	Q1281	Q1282	Q1283	Q1284	Q1285	Q1286	Q1287	Q1288	Q1289	Q1290	Q1291	Q1292	Q1293	Q1294	Q1295	Q1296	Q1297	Q1298	Q1299	Q1300	Q1301	Q1302	Q1303	Q1304	Q1305	Q1306	Q1307	Q1308	Q1309	Q1310	Q1311	Q1312	Q1313	Q1314	Q1315	Q1316	Q1317	Q1318	Q1319	Q1320	Q1321	Q1322	Q1323	Q1324	Q1325	Q1326	Q1327	Q1328	Q1329	Q1330	Q1331	Q1332	Q13
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STUDENTS INTERVIEW ANSWER

First Respondent

QUESTION	ANSWER
1. apakah anda memiliki beberapa kesulitan dalam menentukan topik skripsi anda ?	Ya, menurut saya sangat sulit dalam menentukan topik skripsi. Karena, dalam menentukan topik skripsi saya terlebih dahulu harus menemukan sebuah fenomena untuk diteliti. Dan fenomena itu sendiri sulit untuk di temukan, karena sudah banyak diteliti oleh para peneliti lainnya sehingga saya merasa kesulitan dalam menentukan topik skripsi.
2. apakah anda memiliki kesulitan dalam menemukan tinjauan pustaka yang tepat untuk skripsi anda ?	Ya ini merupakan hal yang paling sulit menurut saya. Karena dalam menentukan teori atau tinjauan pustaka yang tepat harus sesuai dengan masalah yang diteliti, dan sumber buku yang digunakan juga harus dalam bentuk Bahasa inggris. Sedangkan, sumber buku yang ada di perpustakaan kampus hanya sedikit dan lebih banyak ada pada jurnal dan PDF dan kata-kata bahasa inggris yang digunakan dalam jurnal biasanya kosa kata yang tidak familiar dan sulit dipahami untuk dimengerti bahwa mungkin ini adalah tinjauan pustaka yang tepat untuk skripsi saya.

3. apakah anda berpikir standar format penulisan skripsi dari kampus itu sulit di pahami ?	Iya menurut saya sulit, contoh nya saja dalam menulis referensi yang baik dan benar seperti footnote harus sesuai dengan standar penulisan dari kampus.
4. apakah anda memiliki beberapa kesulitan dalam mengutip kalimat sumber ke dalam penulisan skripsi anda ?	Iya saya kesulitan juga. Karena kurangnya pemahaman di grammar, kurangnya kosakata Bahasa inggris unyuk menggantikan kata yang sudah ada dan dalam menyusun kalimat nya menjadi benar dan memiliki makna yang sama dengan Bahasa sumber.



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)**

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

**KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP**
Nomor : **016** /St.02/1/PP.00.9/12/ 2017

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) 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 ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Desfitriana, M.Pd** 19791225 200912 2 002
2. **Paidi Gusmulana, M.Pd** 19840817 201503 1 004

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Cyntia Puspita**

N I M : **14551008**

JUDUL SKRIPSI : **The Problem Faced By Students Of English Department In Thesis At STAIN Curup.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga** : 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 ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal, 27 Desember 2017

a.n. Ketua STAIN Curup

Wakil Ketua I,

Hendra Harmi



Tembusan :

1. Pembimbing I dan II;
2. Bendahara STAIN Curup;
3. Kasubbag AK;
4. Kepala Perpustakaan STAIN;
5. Mahasiswa yang bersangkutan;
6. Asisten Jurusan Tarbiyah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 1136 /In.34/PP.00.9/09/2018
Lampiran : Proposal Dan Instrumen
Hal : Rekomendasi Izin Penelitian

13 September 2018

Kepada Yth.
Bapak Rektor
IAIN Curup

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN) Curup:

Nama : Cyntia Puspita
NIM : 14551008
Fakultas/Jurusan : Tarbiyah/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : An Analysis Factors That Affecting Students' Difficulties In Writing Thesis
Watu Penelitian : 13 September.d 13 Desember 2018
Tempat Penelitian : Institut Agama Islam Negeri (IAIN) Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.


Rektor
Kahid AUAK,
Muhammad Abdu S.Pd.I.,MM.
NIP. 19690810 199503 1 002



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Cynthia Puspita
 NIM : 14551008
 JURUSAN/ PRODI : Tarbiyah / Bahasa Inggris
 PEMBIMBING I : Desfitrianita, M. Pd
 PEMBIMBING II : Paldi Gusmuliana, M. Pd
 JUDUL SKRIPSI : An analysis Factors that affecting
 : Student's difficulties in writing
 : Thesis
 :
 :
 :

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Diajurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Cynthia Puspita
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 JURUSAN/ PRODI : Tarbiyah / Bahasa Inggris
 PEMBIMBING I : Desfitrianita, M. Pd
 PEMBIMBING II : Paldi Gusmuliana, M. Pd
 JUDUL SKRIPSI : An Analysis Factors that Affecting
 : Student's Difficulties in Writing
 : Thesis
 :
 :
 :


Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,


Pembimbing II,

Desfitrianita, M. Pd
 NIP. 19791225 200912 2002

Paldi Gusmuliana, M. Pd
 NIP. 19840817 201503 1004



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	2/2018	Background		
2.	4/2018	chapter 1		
3.	11/2018	chapter 11		
4.	18/2018	chapter 111		
5.	23/2018	Instrument		
6.	1/2018	chapter IV & V		
7.	28/2018	chapter 1 - V		
8.	29/2018	Acc For Munqasah		



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	2/2018	add more Background of the problem		
2.	4/2018	chapter 1 & 11		
3.	11/2018	chapter 11		
4.	12/2018	Chapter 111		
5.	20/2018	Instrument		
6.	1/2018	chapter IV & V		
7.	28/2018	chapter 1 - V		
8.	29/2018	Acc For Munqasah		

DOCUMENTATION



BIOGRAPHY

Name : Cyntia Puspita

Place/Date of Birth : Curup, 28 of December 1996

Address : Jl. Uram No.54 Perumnas, Curup

Instagram : Cyntpuspita

She is the first child from two sisters. Her education of Kinder Garden AL-QURAN ROBBI RODDIYAH in Curup, The Elementary School in SD N 07 Curup Tengah and she finished from this school in 2008. Then, she continued her education in SMP N 01 Curup and ended in 2011. After that she continued in SMA N 01 Curup and graduated from this school in 2014. Alhamdulillah, all of her education was passed successfully. She entered of English Study Program on 2014/2015 Academic Years at Institute College for Islamic Studies (IAIN) Curup. By self patience, she tried to prove that she is able to study this program until passed his study. During her at IAIN, she was teaching practice (PPL) at SMA N 04 Rejang Lebong. And finally she graduated as Cyntia Puspita S.Pd from IAIN Curup in 2019.

