

**STUDENTS' PROBLEM AND STRATEGIES IN WRITING THESIS**

**IN IAIN CURUP**

**THESIS**

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Tadris  
Study Program



**Written by:**

**WIKE WINARNI**

**NIM: 16551051**

**ENGLISH TADRIS STUDY PROGRAM**

**THE FACULTY OF TARBIYAH**

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

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

**APPROVAL**

No : **336**/In.34/1/FT/PP.00.9/ /2025

Name : **Wike Winarni**  
NIM : **16551051**  
Department : **English Tadris Study Program**  
Title : **Students' Problem and Strategies in Writing Thesis in IAIN Curup**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : **Monday, August 7th 2023**  
Time : **15.00 p.m – 16.30 p.m**

At : **Room 01 Of The Departement Of English Tadris Study Program**

Has been received to fulfill a partical requirement for the degree of strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, August 2023

**Examiners,**

**Head**

**Dr. Eka Apriani, M.Pd**  
NIP. 19900403 201503 2 005

**Secretary**

**Dr. Paldi Gusmuliana, M.Pd**  
NIP. 19840817 201503 1 004

**Examiner I**

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

**Examiner II**

**Henny Septia Utami, M.Pd**  
NIP. 19890916 202321 2 047



**Dekan**

**Dr. Sutarto, Ag., M.Pd**  
NIP. 19740921 200003 1 003

hal : Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di

Curup

Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara Wike Winarni (16551051) mahasiswi IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul: **“Students’ Problem and Strategies in Writing Thesis in IAIN Curup”** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Wr. Wb.

Curup, September 2023

**Advisor**



**Dr. Eka Apriani, M.Pd**

**NIP. 19900403 201503 2 005**

**Co-Advisor**



**Dr. Paidi Gusmuliana, M.Pd**

**NIP. 19840817 201501 1 004**

## **THE STATEMENT OF OWNERSHIP**

The writer who signs bellow:

Name : Wike Winarni

NIM : 16551051

Faculty : Tarbiyah

Study Program : Tadris Bahasa Inggris

State the thesis under the title “**Students’ Problem and Strategies in Writing Thesis in IAIN Curup**”. This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, September 2023

**Writer**



**Wike Winarni**

**NIM.16551051**

## **PREFACE**

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“Students’ Problem and Strategies in Writing Thesis in IAIN Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

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

Curup, September 2023

**Writer**



**Wike Winarni**

**NIM.16551051**

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The researcher finished this thesis entitled **“Students’ Problem and Strategies in Writing Thesis in IAIN Curup”**. This thesis is presented in order to fulfill of the requirement for the degree of strata 1 in English Tadris Study Program of IAIN Curup. However, the researcher will not be able to finish this thesis well without the help, guidance, contribution, support, and motivation from others. Here the writer would like to present her deepest appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup.
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4. Mrs. Deli, M.Pd, as the secretary of English Tadris Study Program.
5. Dr. Eka Apriani, M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestion, and support in finishing this thesis.
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9. My wonderful and beloved family, my father Mr. Jauhari, my mother Mrs. Kamariah, my sisters and brothers who have given support, love, and moral encouragement in motivating me to complete this study.

Finally, the writer needs suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Tadris Study Program and other scholl. For acknowledgement above and those are not mentioned, may Allah SWT give them the best reward. Aamiin  
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Curup, September 2023

**Writer**



**Wike Winarni**

**NIM.16551051**

## MOTTO

*“Sesungguhnya bersama kesulitan ada kemudahan”.*

*(Q.S. Al-Insyirah:5)*

*“Ambillah kebaikan dari apa yang dikatakan, Jangan Melihat  
Siapa yang Mengatakan”.*

## DEDICATION

In the name of Allah SWT this thesis is dedicated to:

- ✚ My wonderful and beloved parents, Mr. Jauhari and Mrs. Kamariah. Thank you for support me, pray for me, and give me all your love. There are no words that can express my praise and love for both of you.
- ✚ My Beloved sisters and brothers, Ewis Darlia & her husband Maryono, Surwo edi & his wife Weni Yunita, Daimul Ikhsan & his wife Intan Kurnia Sari, and Sri Manangkalu thank you very much for all the support that makes me enthusiastic to do my best.
- ✚ My beloved Bocil Fauziah Queen Mandarin, Timor Prabu Revolusi, and Clarisa Fidelya, thank you for being my mood booster.
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- ✚ My great advisor Dr. Eka Apriani, M.Pd and my best co-advisor Dr. Paidi Gusmuliana, M.Pd who always give me correction, suggestion, support, and motivation to me in finishing this thesis.
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- ✚ All of TBI students 2016.
- ✚ My almamater IAIN Curup.
- ✚ Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all these hard work, and I wanna thank me for never quitting.

## ABSTRACT

**Wike Winarni : Students' Problem and Strategies in Writing Thesis in IAIN Curup**  
**Advisor : Dr. Eka Apriani, M.Pd**  
**Co-Advisor : Dr. Paidi Gusmuliana, M.Pd**

Thesis writing is a crucial academic requirement for undergraduate students, yet many face significant challenges in completing this task. This study investigates the problems encountered by students in writing their theses and the strategies they employ to overcome these difficulties, focusing on students of the English Tadris Study Program at IAIN Curup. Using a qualitative descriptive method, data were collected through structured interviews with students in the 2019/2020 academic year. The findings reveal that students face both academic and non-academic challenges. Academic difficulties include grammatical errors, limited vocabulary, and issues with paraphrasing, while non-academic challenges involve lack of motivation, minimal lecturer guidance, and time management constraints. To address these issues, students adopt various strategies such as using online writing tools (e.g., Grammarly and Quillbot), seeking peer feedback, consulting with advisors, and engaging in extensive writing practice. These findings provide valuable insights for students, lecturers, and academic institutions in developing more effective support systems for thesis writing.

**Keywords:** *Thesis writing, academic challenges, writing strategies, undergraduate students, IAIN Curup*

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Writing is one of four basic language skills and it is very important in teaching and learning English. Writing might be the most complicated skill among the other skills (listening, speaking, and reading). According to Mertens, Writing is a complex and cognitively demanding activity.<sup>1</sup> In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph. By writing, students can share their idea, feeling, or everything in our minds. Brown as cited in Irwandi mentions type of writing involves three points: academic writing (thesis), job related writing and personal writing.<sup>2</sup> However, writing an academic writing is more difficult than only writing other kinds of writing. Oshima and Hogue added that academic writing is formal, so the writer should not use slang or contractions.<sup>3</sup> In addition, Oshima and Hogue also agree that academic writing is not easy.<sup>4</sup> Moreover, they explain that writing is an academic writing needs a lot of study and practice in order to develop learners' writing skill. Thesis is one of the academic writing that has

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<sup>1</sup> Mertens, N. L. 2010. *Writing: Process, Tools, and Techniques*. New York: Nova Science Publishers, Inc.

<sup>2</sup> Irwandi, I. (2019). The students' problems in writing an undergraduate thesis: A case study at English language teaching program of Muhammadiyah University of Mataram. *Linguistics and ELT Journal*, 5(2), 37–42.

<sup>3</sup> Oshima, A and Hogue A. 1999. *Introduction to Academic Writing: Second Edition*. New York: Addison Wesley Longman

<sup>4</sup> Ibid.,

to be written by undergraduates as requirement for their accomplishment of university life.

Writing a thesis is an activity conducted by a researcher to declare the results of the research in a written language. This idea is supported by Budiharso that the purpose of writing a thesis is to carry out a research examination and to train writing a research result.<sup>5</sup> In a word, to write a thesis is about doing research and reporting the findings. Writing a research paper (hereinafter called a thesis) for undergraduate students is one of the requirements to have graduation from a university. In writing thesis, sometimes students are hard to think the arrangement the orders of thesis writing such as starting the background of the research, writing the literature review, methodology part, data collecting and analyzing, writing the findings and discussion. Undergraduates face different kind of difficulties in conducting thesis writing. Tiwari also say that students face a lot of challenges while writing or even getting prepared for writing thesis.<sup>6</sup>

Moreover, Murray described factors that can influence in writing a thesis come from internal and external.<sup>7</sup> The internal factor derives from the students' knowledge while the external factor is associated with the environment. Therefore, the students' competencies both intellectuality and social, could determine the quality of their thesis. Research conducted by Sariyanto et al concluded student's problem with psychological problem, such

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<sup>5</sup> Budiharso, T. (2009). *Panduan Lengkap Penulisan Karya Ilmiah: Skripsi, Thesis, dan Disertasi*. Yogyakarta: Venus.

<sup>6</sup> Tiwari H. P. (2019). Writing Thesis in English Education: Challenges Faced by Students, *Journal of NELTA Gandaki (Jong)*, ISSN 2676-1041, Vol I, P 45-52

<sup>7</sup> Murray, R. (2006). *How to write a thesis*. London: Open University Press.

as low of motivation, anxiety, and low of confident.<sup>8</sup> There are several aspects must be considered before conducting research, namely readiness to face challenges, building self-confidence, and self-evaluation.<sup>9</sup> In addition, Nurlaili mentioned that the students get difficulties in accomplishing their thesis, for example, they get confused to determine a thesis statement; they fizzle to achieve coherence among the sentences; they do not put sufficient relevant information to support the paper, and they fail in making citation.<sup>10</sup> In another study, researchers conveyed that the students get difficulty in finding the title for their thesis and in arranging the meeting time with their advisors.<sup>11</sup>

According to Saehu, the problems faced by the students in writing their thesis were divided into procedural, academic, and non-academic problems. To solve the procedural and academic problems, reading, consultation, and peer-collaboration were applied while taking rest and managing time were used as the strategies used to overcome the non-academic problems.<sup>12</sup> Lestari also declared that the students' difficulties in writing their theses covered English proficiencies, time management, and knowledge in research methodology, co-advisor relationship, plagiarism, personalities, motivation,

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<sup>8</sup> Sariyanto, Iwan Supardi & Syarif Husin. (2013). An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis, *Journal English Education Study Program of Language and Arts Education Department*, 1 (4), 2-4

<sup>9</sup> Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10-22.

<sup>10</sup> Nurlaili. (2018). Students strategies in developing writing thesis (a descriptive qualitative research in English Study Program of IAIN CURUP). (Undergraduate Thesis, IAIN Curup, 2018).

<sup>11</sup> Irwandi, I. (2019). The students' problems in writing an undergraduate thesis: A case study at English language teaching program of Muhammadiyah University of Mataram. *Linguistics and ELT Journal*, 5(2), 37-42.

<sup>12</sup> Saehu, E. (2013). An Analysis of English Thesis Writing: A Case Study of English Department of UIN SunanGunungDjati Bandung. *English Review: Journal of English Education*, 2 (1), 84-91.

and advisor workload. Among those difficulties, English proficiency was the most problematic faced by the students.<sup>13</sup> However, most undergraduates engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students' psychological factors itself, or their society and cultural factors, or even the linguistic factors. Based on the descriptions above, this study therefore endeavors to assess about factors affecting undergraduates' difficulties in writing Thesis especially at English Study Program of IAIN Curup.

Furthermore, the problems also occurred in the English Study Program of IAIN Curup. Based on a pre-observation conducted with the students of the English Study Program at IAIN Curup in the 2019/2020 academic year, the researcher found that many students from the 2019/2020 academic year had not yet completed their theses, even though they were supposed to have taken the *Munaqoshah* examination. In addition, the researcher also found that some students had not yet participated in the proposal seminar, which is a prerequisite for writing a thesis. Therefore, the researcher aims to identify the specific reasons or problems faced by these students, as well as the strategies they apply to complete their theses successfully. Additionally, based on interviews with several students, it was explained that they could not writing anything because lack in grammar, it was proven that in the writing class they would write if their lecture ask them to write. Then they do not confidence

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<sup>13</sup> Lestari, D.M. (2020). An analysis of students' difficulties in writing undergraduate thesis at English Education Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education and Applied Linguistics*, 9 (1) 17-29.



write in social media using English because they are shy if their grammar will be wrong.

Based on the phenomenon, the researcher is interested in investigating the problem of students in writing thesis and what strategy they use to reduce their problem about writing thesis. Therefore, the researcher conducted a research entitled “**Students Problem and Strategies in Thesis Writing at IAIN CURUP**”

## **B. Research Questions**

Based on the background above, the research question in this research are as follows:

1. What problems were encountered by the students of English Language Education Department in 2019/2020 academic year in writing the thesis?
2. What are the strategies used by the students of English Language Education Department in 2019/2020 academic year in writing the thesis?

## **C. Objectives of the Research**

Based on the research questions above, the objectives of the research are as follows:

1. To analyze the problems were encountered by the students of English Language Education Department in 2019/2020 academic year in writing the thesis.

2. To investigate the strategies used by by the students of English Language Education Department in 2019/2020 academic year in writing the thesis.

#### **D. Definition of Key Terms**

In order to avoid misunderstandings, some of the key terms used in this research. The researcher gives the definition of key terms shown as follows:

##### **1. Thesis Writing**

Thesis writing is an activity performed by a researcher to write down the results of their study findings.<sup>14</sup> In this study, the content refers to a student's final project in the form of writing which contains the results of research in a certain field that will be tested as a condition for graduating and obtaining a bachelor's degree.

##### **2. Writing Problem**

Writing problem is an incapability to write which is triggered by fearful over the end of the result and difficult to focus on writing process itself.<sup>15</sup> In this study, Writing Problem is the student that confused and inability to write, and they are afraid of the end result.

##### **3. Writing Strategies**

Writing strategy is a compensatory system in which learners or educators intentionally exploit the effectiveness of their performance

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<sup>14</sup> Swarni, B. R. (2016). *Student's Problem in Writing Thesis: Case Study at English Department* (Doctoral dissertation, Doctoral dissertation,] Mataram university).

<sup>15</sup> Yastibaş, Gülşah Çınar, and Ahmet Erdost Yastibaş. "The effect of peer feedback on writing problems in Turkish EFL (English as a foreign language) students." *Procedia-Social and Behavioral Sciences* 199 (2015): 530-538.)

or overcome a situation or a problem in their writing.<sup>16</sup> Moreover, Torrance et al stated that writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities.<sup>17</sup> Therefore, it can conclude that the writing strategy can assist EFL learners in their writing skills.

## **E. Significance of the Research**

The researcher expects that these research findings can be useful either practically or theoretically which can be used for teachers, students, and other researchers.

### **1. For Students**

This research helps students identify common problems they may encounter during the thesis writing process, such as difficulties in structuring their work, language barriers, and time management issues. By understanding these challenges, students can adopt effective strategies to improve their writing skills and manage their academic tasks more efficiently. Additionally, the findings offer practical solutions that students can implement to enhance the quality of their theses.

### **2. For Lecturers and Supervisors**

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<sup>16</sup> Hayes, J. R., & Flower, L. S. (1980). Writing as problem solving. *Visible language, 14*(4).

<sup>17</sup> Torrance, M., Thomas, G. V., & Robinson, E. J. (1994). The writing strategies of graduate research students in the social sciences. *Higher education, 27*(3), 379-392.

Lecturers and thesis supervisors play a crucial role in guiding students through the research and writing process. This study provides insights into the specific difficulties students face, allowing lecturers to tailor their feedback and support to better meet students' needs. By understanding the common struggles students' experience, lecturers can develop more effective teaching methods and guidance strategies to help students complete their theses successfully.

### **3. For Academic Institutions**

Higher education institutions, particularly IAIN Curup, can benefit from this research by using the findings to improve academic policies and support systems. The research highlights areas where students need additional assistance, which can inform the development of writing centers, workshops, and training programs aimed at enhancing students' research and writing skills. Institutions can also revise their curriculum to better equip students with the necessary knowledge and resources for thesis writing.

### **4. For Future Researchers**

This research serves as a valuable reference for future studies in the field of academic writing and student difficulties in thesis completion. Future researchers can build upon this study to explore additional aspects of thesis writing challenges, compare findings across different institutions, or develop innovative approaches to support students in their academic writing journey.

## **F. The Organization of the Research**

The thesis consists of five chapters, Chapter 1 consist of introduction Background of the research, Research question, Objectives of the research, Definition of Key Terms, Significance of the Research, the Organization of the Research. Chapter 2 provides Reviews of Related Literature. Chapter 3 presents Methodology of the research Kind of the research, research subjects, Instruments of the research, and Technique of Data Analysis. Furthermore, Chapter 4 presents Finding and Discussion. Chapter 5 provides the conclusions about this research and also the suggestion for the research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Literature Review

##### 1. Definition of Writing

Writing is an expressive activity since it demands authors to express themselves in order to develop their work. Writing may be defined as the process of putting one's thoughts, ideas, concepts, and emotions into textual form in order to connect with others indirectly. Writing skill cannot be isolated from everyone's everyday life.<sup>18</sup> This writing skill is critical to acquire because it is both productive and expressive, and it is supported by other language abilities such as listening, speaking, and reading.

Writing entails more than just stringing together words. Writers must grasp why and how to write before they begin. Writing is the process of conveying thoughts, wishes, and feelings via meaningful writing.<sup>19</sup> Continuous training is required to develop writing properly in order to increase writing skills. As a result, basic writing abilities such as word choice, sentence effectiveness, and logic must be mastered.<sup>20</sup> We might infer that writing is an expressive activity that necessitates a lengthy procedure for

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<sup>18</sup> Dewi, R. S. (2020). The influence of diary on the students' narrative writing skills quasi-experimental study at UIN Syarif Hidayatullah, Jakarta.

<sup>19</sup> Otang Kurniaman, Titik Yuliani, and Mansur Mansur, 'Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill', *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 1.1 (2018), 52 <<https://doi.org/10.33578/jtlee.v1i1.5394>>.

<sup>20</sup> Callie W. Little and others, 'Improving Writing Skills through Technology-Based Instruction: A Meta-Analysis', *Review of Education*, 6.2 (2018), 183–201 <<https://doi.org/10.1002/rev3.3114>>.

authors. It takes a long time to become skilled in writing abilities since linguistic aspects must be mastered.

## 2. The Goal of Writing

Penny Ur defines writing as a means of communicating thoughts and ideas.<sup>21</sup> Furthermore, there are four objectives for writing that the lecturer must address when students inquire about the goal of writing.<sup>22</sup>

- a. As an evaluation, as a guide to fundamental thinking, understanding, and memory.
- b. To extend students' learning beyond lectures and other appropriate events.
- c. To develop students' interpersonal skills.
- d. To prepare students to be future specialists in a given area.

Given the importance of mastering writing ability, learning to write should be firmly linked to what students do in their everyday lives so that students' writing abilities can develop effectively.

## 3. Increasing Writing Productivity

Motivation is a key part of helping students improve their writing skills. Similarly, according to Grunke, motivating intervention can boost their writing output.<sup>23</sup> Students with learning difficulties might readily produce

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<sup>21</sup> Rachmie Sari Baso, 'Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East Kalimantan, Indonesia', *IOSR Journal of Humanities and Social Science*, 2014, 44–56 <<https://doi.org/10.9790/0837-19664456>>.

<sup>22</sup> Penny Irawati, 'Error Analysis On Grammatical Aspects Of Student's Narrative Writing (A Case Study At Economics And Business Of Malikussaleh University In Academic Year 2014/2015)', *Getsempena English Education Journal*, 2.1 (2015), 1–27.

<sup>23</sup> Matthias Grunke, 'The Effects of a Motivational Intervention on Improving the Writing Productivity of Students with Learning Disabilities', *International Education Studies*, 12.3 (2019), 36 <<https://doi.org/10.5539/ies.v12n3p36>>.

more expensive stories after therapy. Furthermore, training students in writing is more significant than educating them.<sup>24</sup> They said that proper spelling, punctuation, grammar, diction, thesis statements, subject sentences, coherent linkages within a paragraph, and global arrangement of texts are critical. However, without instruction to apply what they know, their knowledge will never be developed adequately for good writing.

As a result of the above facts, there are several approaches to increase writing productivity, including motivational intervention, teaching students how to write correctly, group work, and receiving feedback from friends or lecturers. Teachers that teach writing can use these methods. Furthermore, it may be used as a resource for students to develop their writing abilities.

#### **4. The Definition of Thesis**

One sort of academic writing is the thesis or thesis. Thesis is also utilized to obtain a public or private university degree. A thesis is a scientific effort completed under strict guidelines and methods. Thesis writing, as described in Smith et al., also explains a planned experimental work style.<sup>25</sup> Experiment design and execution are described by experienced researchers.

A thesis is a piece of study that college students utilize to fulfill their academic administration as students. As quoted in Taber, she outlines how to write a decent dissertation in her book. She emphasized the possibility of doing research:

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<sup>24</sup> Ronald T. Kellogg and Bascom A. Raulerson, 'Improving the Writing Skills of College Students', *Psychonomic Bulletin and Review*, 14.2 (2007), 237–42 <<https://doi.org/10.3758/BF03194058>>.

<sup>25</sup> E. F. Smith, R. V., Densmore, L. D., & Lener, 'Graduate Research'.



1. Complete a research project under the supervision of lecturers.
2. Teach students how to detect issues, evaluate data, and interpret it.
3. Improve students' methodological and technical skills.
4. Improve students' capacity to assess research problems using theory and proper methods.
5. Establish professional working ties with the dissertation committee members.<sup>26</sup>

## 5. Thesis Organization Structure

The whole undergraduate thesis consists of five chapters: introduction, literature review, research methods, research findings and discussion, and conclusion and suggestions.<sup>27</sup> The undergraduate thesis format includes an abstract as well as five sections: Introduction, Literature review, Method, Results and discussion, and Conclusion.<sup>28</sup> As a result, the following chapters will be included in this Thesis: Introduction, Literature Review, Research Methodology, Result and Discussion, Conclusion and Suggestions, and references.

## 6. The Problems of Writing a Thesis

### a. Academic Aspects

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<sup>26</sup> Lisa Chasan-taber, *Writing Dissertation*, 2014.

<sup>27</sup> Saniago Dakhi and Horas Hutabarat, 'Language Effectiveness and Factors Influencing Scientific Writing of Indonesian Undergraduate Thesis', *English Review: Journal of English Education*, 7.1 (2018), 61 <<https://doi.org/10.25134/erjee.v7i1.1496>>.

<sup>28</sup> Mirrah Diyana Binti Maznun, Roya Monsefi, and Vahid Nimehchisalem, 'Undergraduate ESL Students' Difficulties in Writing the Introduction for Research Reports', *Advances in Language and Literary Studies*, 8.1 (2017), 9 <<https://doi.org/10.7575/aiall.v.8n.1p.9>>.

Academic difficulties may arise as a result of students' lack of understanding in academic writing. Students confront four challenges when writing their thesis.<sup>29</sup>

- 1) Academic Writing Difficulties: Students struggled to transition from their past writing habits to the new academic demands. Respondents sought to match the academic writing expectations established by their teachers. Similarly, in his research, Pineteh, he questioned graduates and lecturers. In his research, he discovered that students are required to think critically and analytically.<sup>30</sup>
- 2) Grammatical Rules: One of the obstacles that learners face when learning another language is grammatical rules. Learning grammar is more difficult than learning vocabulary, and in the EFL setting, it is often impossible to master a single topic without specific teaching.<sup>31</sup>
- 3) Paraphrasing: One strategy for reducing plagiarism and enhancing students' academic writing skills is paraphrasing. Plagiarism is defined as citing words or ideas from another source but failing to give credit to the creator. It is considered

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<sup>29</sup> Manjet Kaur Mehar Singh, 'International EFL/ESL Master Students' Adaptation Strategies for Academic Writing Practices at Tertiary Level', *Journal of International Students*, 7.3 (2017), 620–43 <<https://doi.org/10.5281/zenodo.570025>>.

<sup>30</sup> Ernest A Pineteh, 'The Academic Writing Challenges of Undergraduate Students: A South African Case Study', *International Journal of Higher Education*, 3.1 (2013), 12–22 <<https://doi.org/10.5430/ijhe.v3n1p12>>.

<sup>31</sup> Maha Alhaysony and Eid Alhaisoni, 'EFL Teachers' and Learners' Perceptions of Grammatical Difficulties', *Advances in Language and Literary Studies*, 8.1 (2017), 188 <<https://doi.org/10.7575/aiac.all.v.8n.1p.188>>.

theft and is defined as an academic crime. Paraphrasing encourages the reader to make connections with prior knowledge in order to gain what is already known about the issue and to use phrases that are already recognizable to the reader.<sup>32</sup>

4) Limited vocabulary: Because they only know a tiny percentage of the vocabulary, their inventiveness in writing will be limited. While knowledge of vocabulary is vital, students should master numerous terms so that they may easily learn the target language. According to Ceylan, the study's findings indicated that in order to be a successful writer, students must be familiar with frequent phrases and language.<sup>33</sup> Similarly, Al-Khairi, 2013 discovered that most students struggle with vocabulary; students with restricted vocabularies are unable to communicate their writing ideas effectively.<sup>34</sup>

#### **b. Non-academic Aspects**

1) Constrained vocabulary: Because they only know a small portion of the word, their writing creativity will be constrained. While vocabulary is important, students should understand a

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<sup>32</sup> Sharon B. Kletzien, 'Paraphrasing: An Effective Comprehension Strategy', *The Reading Teacher*, 63.1 (2009), 73–77 <<https://doi.org/10.1598/rt.63.1.7>>.

<sup>33</sup> Nuray Okumuş Ceylana, 'The Journal of Language and Linguistic Studies.', *Journal of Language and Linguistic Studies*, 14.4 (2019), 111–35 <<http://www.jlls.org/index.php/jlls/article/view/4/5>>.

<sup>34</sup> Mohamed Ali Al-Khairi, 'Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective', *English Language Teaching*, 6.6 (2013), 1–12 <<https://doi.org/10.5539/elt.v6n6p1>>.

variety of terminology so that they may readily learn the target language. The study's findings, according to Ceylan, 2019, suggested that in order to be a great writer, students must be conversant with common terms and vocabulary.<sup>35</sup> Most students struggle with vocabulary; students with limited vocabularies are unable to properly explain their writing concepts.<sup>36</sup>

2) Do Not Receive Appropriate Feedback: Feedback is essential in interactive activities for second language acquisition and in-process writing. The terminology employed in the amended sentences is more specific.<sup>37</sup> The grammatical structure is better, with fewer typical faults, such as a lack of articles and subjects. The rewritten articles employ more dense language, have a more reasonable structure, adequate evidence, appropriate reasoning, and improved organization. Teachers should push students to develop their writing abilities and offer feedback.<sup>38</sup>

## 7. Thesis Writing Strategies to overcome problem

College students may have several challenges in writing thesis. However, college students have to finish the finals task. Further, they do not have appropriate strategies to overcome the problem. A study conducted by Singh focused on finding the strategies to overcome the problem in academic

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<sup>35</sup> Nuray Okumuş Ceylana.

<sup>36</sup> Ali Al-Khairi.

<sup>37</sup> Shuangyun Jiang and Xiaoqin Yan, 'Research on the Effect of Supervisor Feedback for Undergraduate Thesis Writing', *English Language Teaching*, 13.1 (2019), 43 <<https://doi.org/10.5539/elt.v13n1p43>>.

<sup>38</sup> Nuray Okumuş Ceylana.

writing practices.<sup>39</sup> There are four strategies that he mentioned in the result of his study:

**a. Taking in a lot of writing practice**

Writing practice can help you enhance your academic writing product. Students can improve their ability to use acceptable terminology, produce grammatically accurate sentences, and follow academic writing procedure. The amount of writing practice helped students improve their writing abilities, and students felt confident about this since they had absorbed a lot of linguistic and writing expertise.<sup>40</sup>

**b. Using technologies to help with their writing**

Students can use offline or online dictionaries to choose proper words for academic writing. Students can also utilize Google to discover journals, articles, e-books, and other sources to back up their writing ideas.

**c. Obtaining advice and comments from advisors**

Coaching and comments from a lecturer or adviser can assist students in improving their writing abilities. The phrasing in the amended phrases is more specific.<sup>41</sup> The grammatical structure is

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<sup>39</sup> Singh, M. K. M. International ESL Master Students' Adaption Strategies for Academic Writing Practices at Tertiary Level. *Journal of International Students*, 7 (3) (2017), 620-643, <https://doi.org/10.5281/zenodo.570025>

<sup>40</sup> Ala'a Ismael Challob, Nadzrah Abu Bakar, and Hafizah Latif, 'Collaborative Blended Learning Writing Environment: Effects on EFL Students' Writing Apprehension and Writing Performance', *English Language Teaching*, 9.6 (2016), 229 <<https://doi.org/10.5539/elt.v9n6p229>>.

<sup>41</sup> Jiang and Yan.

better, with fewer typical faults, such as a lack of articles and subjects. The re written papers employ more dense language, have a more rational structure, better demonstration, better reasoning, and are better organized.

**d. Obtaining advice and comments from friends**

Furthermore, getting counsel from peers in graduate schools is important. They may repair grammar errors, punctuation, word choice, and so on. While critical friends may be writing specialists, their major job as critical friends is to support learning to write.<sup>42</sup> They identify opportunities for improvement, such as gaps in the development of an argument, disengaged concepts, and redundant repetition.

**e. Improving English Language Skills**

Joining an English proficiency program in a college or university will help you enhance your writing skills. Furthermore, listening to spoken English via YouTube videos and reading transcripts of conversations from the internet might be an alternate strategy to enhance English competence.

**B. Review Related Studies**

Many prior academic studies and investigations have been undertaken on the challenges and obstacles encountered by students in finishing their thesis as a prerequisite for graduating from university. Not only that, but the strategies they employ become a focal point for academics undertaking study

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<sup>42</sup> Sandra Grace, Joy Higgs, and Rola Ajjawi, *Writing Phenomenologically, Writing Qualitative Research on Practice*, 2019 <[https://doi.org/10.1163/9789087909086\\_012](https://doi.org/10.1163/9789087909086_012)>.

in this sector. Following that, the researcher will present numerous past studies relating to the research that will be conducted:

First review related study is from Baiq Rani Swarni, with the title *Student's Problem in Writing Thesis: Case Study at English Department*. The purpose of this study was to identify the variables and causes of the students' difficulties in writing their theses. The subjects of this study were 15 students from Mataram University's English department in the academic year 2011/2012 noon class. The investigation revealed that the majority of students had issues in five areas: writing introduction chapters, writing review literature chapters, writing methods chapters, writing result chapters, and writing conclusion chapters.<sup>43</sup>

Next, research conducted by Erlin Apriyani with the title *An Analysis of Student's Strategies to Overcome Difficulties in Writing Skripsi*.<sup>44</sup> The purpose of this study is to discover and examine students' challenges in writing Thesis, as well as their techniques for overcoming such issues. Thirty English Education Department students from the Islamic State University Syarif Hidayatullah Jakarta who graduated between 2019 and 2021 were chosen as research participants. The findings revealed that students had academic and non-academic challenges when writing Thesis. Grammatical rules, a limited vocabulary, and paraphrase were among the academic challenges. Non-academic difficulties included a lack of lecturer direction and

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<sup>43</sup> SWARNI, B. R. (2016). *Student's Problem in Writing Thesis: Case Study at English Department* (Doctoral dissertation, Doctoral dissertation,] Mataram university).

<sup>44</sup> Apriyani, E. (2022). *An Analysis of Student's Strategies to Overcome Difficulties in Writing Skripsi* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

feedback, as well as a lack of enthusiasm. Furthermore, students employed several tactics to overcome obstacles, such as using tools to help with writing, asking friends for assistance and feedback, asking advisers for guidance and comments, and completing a lot of writing practice.

The third previous study is from Hajar and Mhamed, with the title Exploring Postgraduate students' challenges and strategy use while writing a master's thesis in an English-medium University in Kazakhstan.<sup>45</sup> The result was a clash of expectations, miscommunication and confusion between supervisors and supervisees in some cases, especially since most supervisors come from English-speaking countries. Two participants, however, favoured a laissez-faire supervisory style where the supervisor orchestrated their supervisees' learning efforts implicitly by giving them room to work independently. All participants also articulated certain effective strategies to confront the diverse challenges associated with constructing a new identity for themselves as researchers, time management, and 'imposter syndrome'.

There are discrepancies between this study and earlier investigations based on the findings of the previous studies discussed above. This study focuses on features of the problem experienced by English Tadrif Study Program students when writing their thesis and it seeks to determine what strategies students employ to deal with this problems.

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<sup>45</sup> Hajar, A., & Mhamed, A. A. S. (2021). Exploring Postgraduate students' challenges and strategy use while writing a master's thesis in an English-medium University in Kazakhstan. *Tertiary Education and Management*, 27(3), 187-207.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Kind of the Research

The method used in this research was qualitative method. It was further explained that the qualitative method has been a very common procedure to conduct research in education, psychology, and social sciences. Finding the significance of a person or a group and investigating social or human issues can be done through the use of the qualitative technique.<sup>46</sup> The issue that has to be investigated in this study is the problem of English Tadris Study Program student in writing thesis and what the strategy used by the students to overcome the problem.

Moreover, the design of this research was a descriptive design. In using this design, the result of the data regarding the problem of English Tadris Study Program student in writing thesis and what the strategy used by the students to overcome the problem was examined. According to Prof. DR. Lexy J. Moleong, M.A. in his book under the title *Metodologi Penelitian Kualitatif* stated that a descriptive design research is a research method that attempts to visualize and interpret objects as if the fact in the field.<sup>47</sup>

The research was carried out in-depth and in real condition or in a real context. The descriptive design was chosen because the purpose of this research was to describe and to obtain data analysis on problem of English

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<sup>46</sup> Creswell, J. W. (2018). *Qualitative, quantitative, and mixed methods approaches+ a crash course in statistics*. Sage publications.

<sup>47</sup> Moleong, L. J. (2007). *Metodologi penelitian kualitatif edisi revisi*.

Tadris Study Program student in writing thesis and what the strategy used by the students to overcome the problem.

## **B. Research Subjects**

The subjects of this research were eighth semester students of English Tadris Study Program at IAIN Curup in the 2019/2020 academic year. This research has applied the purposive sampling technique in getting data and then focus on students' problem and strategies writing thesis in IAIN Curup. Purposive sampling, sometimes referred to as intentional sampling, is a sampling strategy that selects people or locations with the intention of discovering or comprehending the main phenomenon, as stated by John W. Creswell.<sup>48</sup> The researcher chose eighth semester students of English Tadris Study Program because the students are writing thesis for their final assignment. So that, the researcher would like to know the problem they faced and what the strategies used to overcome the problem. In term of selecting the students as subjects of the research, the researcher only focused on students who are writing thesis in that semester. However, the students are writing thesis only 17 students. Therefore, the researcher chose 17 students as the subject of the research.

## **C. Technique of Data Collection**

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<sup>48</sup> Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

In collecting qualitative data the researcher described in detail about people, actions, and events in society.<sup>49</sup> Based on the characteristics of qualitative research, the technique of data collection was carried out by using interview. The following is the explanation of those instruments used for this research.

### **1. Interview**

The interview method serves as a key approach to gathering primary data, which refers to information directly obtained during the execution of a specific research.<sup>50</sup> To collect primary data, face-to-face interviews were conducted using a structured interview approach. The researcher utilized a set of pre-formulated questions, ensuring consistency and alignment with the study's objectives. Structured interview protocols were designed to present specific, objective questions in a predetermined sequence, facilitating a systematic data collection process. Moreover, the questions were carefully crafted, strategically organized, and thoughtfully planned to elicit precise and relevant responses from participants, enhancing the accuracy and reliability of the data obtained.

## **D. Instruments of the Research**

The instrument used by the researcher in this research was the interview.

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<sup>49</sup> Lawrence Neuman, W. (2014). *Social research methods: Qualitative and quantitative approaches*.

<sup>50</sup> Hackett, P. (1998). *The selection interview*. CIPD Publishing..

## 1. Interview Guidance

Interview in qualitative research presents opportunities for invention, such as understanding, reflection, and explanation.<sup>51</sup> In other words that the researcher has several questions for eighth semester students in 2019/2020 academic year of English Tadris Study Program at IAIN Curup regarding the problem and the strategies used to solve the problem in writing thesis. The researcher has prepared a list of questions as the guide and the interviewees have the flexibility regarding their answers. Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order.

The downsides of utilizing interviews include that it takes a long time to collect data, and the researcher may hinder the responder from answering appropriately because they are afraid. To compensate for the difficulties of the interview, the researcher conducted phone interviews. The researcher has performed one-on-one interviews through smartphone and face-to-face. Each segment of the interview lasted around 10-15 minutes. In addition, the questions were well structured, planned and organized in line with the objective of the research. The researcher conducted an interview on January 18<sup>th</sup>, 2023. In the following, the researcher presents a blueprint of the interview guidance used during the interview process. The following interview

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<sup>51</sup> Tracy, S.J. (2013) *Qualitative Research Methods*. Wiley-Black Well, West Sussex.

guidance is adopted from Singh's theory of problems and thesis writing strategies.<sup>52</sup>

**Table 3.1**  
**Interview Guidance of Problems and Strategies used by the English Tadrīs Study Program Students in Writing the Thesis**

<b>Indicator</b>	<b>Sub-Indicators</b>	<b>Questions</b>
<b>Academic Aspects</b>	<b>Grammatical rules</b>	<ol style="list-style-type: none"> <li>1. What is the difficulty specifically? For example, like tenses or subject-verb agreement, or what?</li> <li>2. Are the Grammar courses from basic to advanced really useful to help you understand the use of grammar properly and correctly?</li> <li>3. What is the appropriate strategy to deal with your difficulties regarding grammatical rules?</li> <li>4. Have you ever used google translate to solve this?</li> </ol>
	<b>An Inadequate Vocabulary</b>	<ol style="list-style-type: none"> <li>1. What difficulties do you face in limited vocabulary?</li> <li>2. Does the vocabulary course help you to understand and recognize academic words?</li> <li>3. Then what strategy did you use to deal with the difficulty?</li> </ol>
	<b>Paraphrasing</b>	<ol style="list-style-type: none"> <li>1. Explain how about your difficulties in paraphrasing!</li> <li>2. The academic writing course help students to master paraphrasing?</li> <li>3. What strategy do you do when you have difficulty in paraphrasing?</li> </ol>
<b>Non-academic aspects</b>	<b>Inadequate Motivation</b>	<ol style="list-style-type: none"> <li>1. What factors make you unmotivated to work on your thesis?</li> <li>2. Then what factors made you finally motivated to work on the thesis?</li> <li>3. what strategy do you do when you face difficulties with unmotivated other than the factors above?</li> </ol>

<sup>52</sup> Singh, M. K. M. (2017). Adaptation Strategies for Academic Writing Practices at Tertiary Level. *Journal of International Students 2017 Vol 7 Issue 3 (July/August)*, 7(3), 620-643.

	<b>Limited guidance and feedback from lecturers</b>	<ol style="list-style-type: none"> <li>1. What are the difficulties with limited lecturer's guidance and feedback? Is the lecturer difficult to contact or maybe late in providing feedback?</li> <li>2. Does that make you reluctant to consult?</li> <li>3. Is it your pressure to give your best to be notified by your advisor?</li> <li>4. What strategy do you use when you face a lecturer who is difficult to contact?</li> </ol>
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## E. Technique of Data Analysis

This research involves the analysis of data obtained from interviews. The outcome of the interview was analysed utilising a three-step approach as recommended by Miles and Huberman.<sup>53</sup> The items are:

### 1. Data Reduction

At this stage, data is understood as a deliberate process involving selection, attention, concentration, significance, conceptualization, and manipulation of information derived from interview data. The researcher follows a series of steps: a) Engaging in transcribing after listening the recording, b) Doing coding on the transcription, c) assigning numerical labels to each item based on research findings. In data reduction, the researcher collected all results from the field and transcribed all items that the researcher found. After that, the researcher coded the transcription of the data collection.

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<sup>53</sup> Huberman, Micheles dan Miles Matthew. 1992. Analisis Data Kualitatif. UI Press. Jakarta

## **2. Data display**

Data display is a method of organizing a set of information in order to facilitate the drawing of conclusions or making informed decisions. This research presents the data regarding the problem and the strategies used by the students in writing thesis. After reducing the data, researcher collects the data obtained from the reduction data so that it resembles a conclusion and is displayed in paragraph form.

## **3. Conclusion and verification of the data**

Upon analyzing and presenting the data, the researcher proceeded to formulate conclusions and verify the findings. The objective of this activity is to determine the problem and the strategies used by the students in writing thesis through interviews. Therefore, the researcher verifies data from findings from interviews and observations. Researchers conclude the findings to be the final results on the study.

**CHAPTER IV**  
**FINDING AND DICUSSION**

**A. Finding**

These research findings consist of the data obtained through the interview. The researcher conducted an interview to find out the problems and the strategies used in writing thesis. Meanwhile, the interview definitely employed to find the data in answering two research questions that the researcher formulated which consist of the causes of problems students in Writing Thesis and the strategies that students apply in reducing their problems in Writing Thesis.

**1. The Problem of English Tadris Study Program Students in Writing the Thesis**

In order to assure the accuracy of the data. The researcher interviewed the students. The researcher classified the challenges as academic or non-academic aspects. The following are thorough explanations:

**a. Academic Aspects**

**1) Grammatical rules**

**Table 4.1**  
**The results of student interviews related to problem in grammar rules**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
<b>Grammatical rules</b>	1. What is the problem specifically? For example, like tenses or subject-verb agreement, or	Student 1 : "Because I had weaknesses in fundamental grammar at the time, like tenses, and I had a supervisor who was very proficient in grammar." Student 2 : "I struggle with tenses. Because the present tense is



	<p>what?</p>	<p>employed in general fact yet the past was the subject of my research, I sometimes struggle with how to utilize it.”</p> <p>Student 3 : “The tenses are challenging. Due to the usage of the future in Chapters 1-3, Chapter 4 forced me to switch to using the past instead of the future, which puzzled me.”</p> <p>Student 4 : “Tense, as I occasionally struggle to know whether to utilize the present, past, perfect past, and future tenses. I had to utilize it with additional caution since, for instance, chapter 1 used the present tense and chapter 2 discussed the idea using the past tense and past perfect tense.”</p>
	<p>2. Are the Grammar courses from basic to advanced really useful to help you understand the use of grammar properly and correctly?</p>	<p>Student 5 : "Yes, I frequently misuse the tenses since I tend to use them repeatedly. For instance, while using the future in Chapter 4 is prohibited, I frequently do so. In addition, my supervisor often chastised me for updating it since my tenses are unvarying.”</p> <p>Student 6 : "Tenses are used. I sometimes understood what my lecturer was saying in class, but when I practiced by creating phrases or paragraphs, I was unsure of which one to choose.”</p> <p>Student 7 : "I find it difficult to follow grammatical rules, and I frequently make mistakes when using tenses and active passive sentences."</p>

Grammatical rules are the most challenging for students. The majority of students stated that their issues were with tenses. Here are some quotes from the interview that the researcher took:

According to the above statement, grammatical rules have become one of the obstacles that English Education students experience when writing Thesis. It was due to the various use of tenses in each chapter, as well as the right use of tenses according to their function. As a result, grammar is something that students must pay attention to and understand when writing a Thesis. As a result, students must learn grammar in order to compose a Thesis. Students must grasp how to employ tenses effectively and appropriately according to their function, especially in tenses.

## 2) An Inadequate Vocabulary

Writing Thesis becomes more difficult due to a lack of terminology. Here are some quotes from the interview that the researcher took:

**Table 4.2**  
**The results of student interviews related to the lack of vocabulary mastery**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
<b>An Inadequate Vocabulary</b>	1. What difficulties do you face in limited vocabulary?	<p>Student 8 : "I didn't know how to arrange the words into good and correct sentences because I have a limited vocabulary."</p> <p>Student 9 : "I have difficulty selecting words that adhere to academic writing rules." I am forced to utilize formal language while writing</p>

		a thesis, yet I seldom get a formal discussion of terminology on themes regularly used in newspapers, scientific articles, or journals."  Student 10 : "The difficulty is that when I make sentences, I frequently repeat words that are essentially the same, even though they can be simplified."
	2. Does the vocabulary course help you to understand and recognize academic words?	Student 11 : "Yes, there is use of academic words, scientific language, because there are many terms that I rarely hear or see in journals or books."

Based on the points above, it is possible to deduce that students vocabularies are limited while writing Thesis. Students regularly repeat the same words since their vocabulary are restricted and they are unfamiliar with some academic terms. Furthermore, it can have an impact on sentence formation, such as word repetition and the usage of academic jargon.

### 3) Paraphrasing

When writing their Thesis, students also struggle with paraphrasing. Here are some quotations from the interview that revealed the researcher's problems in paraphrasing:

**Table 4.3**  
**The results of student interviews related to paraphrasing difficulties**

Indicators	Questions	Answers
<b>Paraphrasing</b>	1. Explain how about your difficulties in paraphrasing!	Student 15 : "Sometimes my paraphrases do not match the ones in the

		reference book, so they must be changed again."  Student 16 : "When we're going to quote theories from experts without changing the meaning of the theory, my difficulty is changing active sentences into passive ones and vice versa."
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According to the points above, students have difficulties paraphrasing sentences from sources without changing the meaning.

#### **b. Non-academic**

##### **1) Inadequate Motivation**

Some students stated that their difficulties in writing their Thesis stemmed from a lack of enthusiasm. The elements that affected student motivation were classified as internal and external influences. Here are the interview that showed the researcher's troubles with lack of motivation:

**Table 4.4**  
**The results of student interviews related to the lack of motivation in writing thesis**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
<b>Inadequate Motivation</b>	What factors that make you unmotivated to work on your thesis?	Student 12 : "There were two factors that contributed to my lack of motivation: internal and external." Internal variables came from me since I was too lazy to accomplish it and didn't know what to do with my thesis next."  Student 13 : "I lack motivation because I

		<p>dislike the subject." Actually, I was interested in speaking, but writing is simpler for the evaluation, therefore I chose writing."</p> <p>Student 12 : "The external factors came from my advisor when I was eager to seek advice and my advisors were unavailable."</p>
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Based on the above statement, it is possible to deduce that students' desire to write their thesis is influenced by two variables: internal and external forces. In terms of internal issues, students stated that they were lethargic and uninterested in the material. In terms of external causes, students stated that they were unmotivated by their lecturer and the pandemic scenario.

## 2) Limited guidance and feedback from lecturers

The paucity of lecturer supervision and criticism also became a challenge for students when writing their thesis. Here is a quotation from the researcher's interview in which she expressed her frustration with the minimal direction and comments from lecturers:

**Table 4.5**  
**The results of student interviews related to limited guidance and feedback from lecturers in writing thesis**

Indicators	Questions	Answers
<b>Limited guidance and feedback from lecturers</b>	1. What are the difficulties with limited lecturer's guidance and feedback? Is the lecturer difficult to contact or maybe late in	Student 17 : "It's difficult to get in touch with lecturers." I sent over 30 emails, and just 6/7 were returned. However, 6/7 of those

	providing feedback?	emails received a lot of feedback."
	2. Does that make you reluctant to consult?	Student 15: "So far it hasn't really made me hesitate to meet the lecturer concerned to do thesis guidance."  Student 17: "Yes, because lecturers are sometimes difficult to find, sometimes I feel reluctant to meet and do tutoring with him."

Based on the facts above, it is possible to deduce that the student also encountered difficulties since the lecturer did not answer to nearly all of her emails.

## 2. Students' Strategies for Overcoming Writing problem

### a. Academic Aspects

#### 1) Grammatical rules

**Table 4.6**  
**The results of student interviews related to strategies for overcoming grammatical problem**

Indicators	Questions	Answers
Academic aspects	1. What is the appropriate strategy to deal with your difficulties regarding grammatical rules?	Student 1 : "My strategy for overcoming grammatical rules difficulties is to ask a friend for feedback on my writing, and sometimes I make a sentence and ask for correction from a friend."  Student 2 : "So, to overcome my difficulty with grammatical rules, I

		<p>used paid proofreading, which can be found on Google."</p> <p>Student 4 : "To overcome my grammar difficulties, I enlisted the assistance of a friend for proofreading and feedback."</p> <p>Student 6 : "Yes, I frequently ask friends and ask for their assistance in providing feedback on my writing."</p> <p>Student 7 : "Fortunately, I had advisors who were very kind and caring to help me overcome my difficulty with grammatical rules." They frequently inquired whether I had any troubles, therefore I frequently speak with them about my grammar difficulties."</p>
Academic aspects	2. Have you ever used google translate to solve this?	Student 3 : "I utilized Grammarly Premium. First and foremost, I must continue writing without regard for phrasing or punctuation. Then I used Grammarly to repair my errors."

		Student 10 : "I usually start by writing sentences in Bahasa, then translate them with Google Translate, and finally check them with Grammarly." If I believe that any words/sentences are inappropriate, I will alter them until I understand the fundamental meaning of each sentence I wish to put down."
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## 2) An Inadequate Vocabulary

**Table 4.7**

**The results of student interviews related to strategies for overcoming the problem of low vocabulary mastery**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
An Inadequate vocabulary	1. Then what strategy did you use to deal with the difficulty?	<p>Student 12 : "Sometimes I repeat that vocabulary in a sentence or another paragraph because I have limited vocabulary, so I did repetition."</p> <p>Student 8 : "I used Quillbot, and it assisted me in providing some formal and correct word choices."</p> <p>Student 9 : "Every time I come across new vocabulary that I have never seen before, I immediately look it up in an online dictionary."</p> <p>Student 11 : "I use Grammarly more frequently because it is used to select the correct or appropriate word equivalent."</p>



		Student 17 : "Yes, I did peer feedback with friends because they can provide ideas for my writing,"
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### 3) Paraphrasing

**Table 4.8**

**The results of student interviews related to strategies for overcoming the problem of paraphrasing**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
Paraphrasing	1. What strategy do you do when you have difficulty in paraphrasing?	<p>Student 15 : "I'm going to train myself to write more frequently." Because it becomes simpler for me to construct better thoughts in paraphrase with a lot of experience."</p> <p>Student 16: "Quilboot premium is very helpful in paraphrasing, and it will also help us to change the sentence structure to make it better and correct."</p>

### b. Non-academic

#### 1) Inadequate Motivation

**Table 4.9**

**The results of student interviews related to strategies for overcoming the problem of inadequate motivation**

<b>Indicators</b>	<b>Questions</b>	<b>Answers</b>
Inadequate motivation	1. What strategy do you do when you face difficulties with unmotivated other than the factors above?	<p>Student 14 : "The most frequent is doing a lot of practice because I am also active in writing fiction."</p> <p>Student 12 : "My friend motivated me to finish my Thesis because when my friends finish their Thesis, they can become mentors and be asked to discuss my</p>

		writing problems."
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## 2) Limited guidance and feedback from lecturers

**Table 4.10**  
**The results of student interviews related to strategies for overcoming the problem of Limited guidance and feedback from lecturers**

Indicators	Questions	Answers
Limited guidance and feedback from lecturers	1. What strategy do you use when you face a lecturer who is difficult to contact?	<p>Student 5 : "I usually consult with my advisor directly to get the correction of my grammatical errors."</p> <p>Student 13 : "I have supportive lecturers who are always available and caring, so that students are not afraid and become excited during guidance." I considered changing the topic since I felt I didn't match, but the lecturer encouraged me to keep continuing because starting from beginning would be more difficult."</p>

To overcome the difficulty of writing thesis, several students employed an approach of extensive writing practice. According to the assertions above, practicing a lot of writing practices can help students generate good writing. Students that struggle with restricted vocabulary and paraphrase employ this method.

Using tools to help with writing has been the most common approach adopted by students to overcome challenges in writing Thesis as well. According to the assertions above, several programs, such as Grammarly,

Quillbot, and paid to proofread, may be utilized to help with Thesis writing. The tools can assist the user in paraphrasing phrases, correcting grammatical faults, providing various synonyms for words, and appropriately correcting writing based on language structure. Students that struggle with grammatical rules, limited vocabulary, and paraphrase employ this method.

To overcome the difficulty of writing Thesis, several students sought advice and critique from their peers. Students adopted techniques to overcome their challenges in writing Thesis by working in groups with their peers. This method assisted them in receiving comments on their writing and comprehension. Furthermore, it might inspire students to complete their Thesis. Students that struggle with grammatical rules and lack desire choose this method.

Students also seek counsel and coaching from their advisors or lecturers to help them overcome challenges in writing Thesis. According to the remarks above, some students prefer to meet with their advisors to assist them overcome their challenges in writing Thesis. As a result, the adviser's role in providing assistance and seeking guidance from the advisor is critical in completing the process of writing Thesis. Students that struggle to learn grammatical rules and lack desire adopt this method.

## **B. Discussion**

### **1. Students' problem in writing Thesis**

Grammatical norms are a source of academic difficulties for students while writing Thesis. The majority of the students stated that they struggle with the usage of tenses. They stated that they were perplexed about selecting the correct tenses for each chapter due to variances in the usage of tenses in writing Thesis. Tenses, on the other hand, are important in sentence construction since incorrect tenses can lead to misleading thoughts. Some students committed tenses mistakes when writing sentences.<sup>54</sup> She urged that students practice grammar because incorrect grammar usage might lead to a misunderstanding of the written meaning.

The most common reason students made mistakes while constructing tenses was because they did not understand the pattern of the tenses.<sup>55</sup> As a result, in order to develop suitable tenses, students must comprehend the pattern of tenses. According to the points above, students should accurately learn the usage, function, and pattern of tenses in order to avoid misunderstandings of written language.

Students also struggle with restricted vocabulary, which affects sentence formation, such as word repetition and the usage of academic jargon. Students expressed difficulties in selecting academic vocabulary that adhere to academic writing requirements. Furthermore, due to a lack of vocabulary, children repeated words that may have been simplified. As a result, students must learn the vocabulary in order to write effectively without using the same phrases over and over again. Vocabulary is a basic necessity for all students.

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<sup>54</sup> English Education, Teacher Training, and Banda Aceh, 'J E T L I', 2020, 28–39.

<sup>55</sup> Sjafty Nursiti Maili, 'Error Analysis on Unindra Student's Sentence Tenses Assignment', *Deiksis*, 10.02 (2018), 192 <<https://doi.org/10.30998/deiksis.v10i02.2131>>.

Because it is difficult to comprehend what others are saying, they will find it tough to speak out if they do not have a large vocabulary.<sup>56</sup>

Students struggle with paraphrasing. One method for avoiding plagiarism is paraphrasing. Some students, however, stated that it was difficult to create phrases from the sources without modifying the meaning. According to Brown, paraphrase is a tough topic for ESL students to master.<sup>57</sup> To avoid plagiarism and give some variation in speech, paraphrasing is the act of expressing something in its own terms. In order to avoid plagiarism and distorting the meaning of the original sources, students should learn how to paraphrase effectively in writing classes.

The majority of students' problems are grammatical rules, restricted vocabulary, and paraphrasing.<sup>58</sup> Students struggle with grammatical norms and have a restricted vocabulary.<sup>59</sup> Furthermore, Fadda discovered that students struggle with grammatical norms.<sup>60</sup>

Furthermore, the first non-academic challenge that students face when writing Thesis is a lack of enthusiasm. Their motivation is influenced by both internal and external forces. Internal issues originated from them, such as their lethargy in finishing the Thesis and lack of interest in the material. The

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<sup>56</sup> Dwi Suci Amaniarsih, 'The Effect of Feedback Techniques and Students' Vocabulary Mastery on Students' Achievement in Writing Descriptive Essay', *Journal MELT (Medium for English Language Teaching)*, 1.1 (2018), 56 <<https://doi.org/10.22303/melt.1.1.2016.56-66>>.

<sup>57</sup> James Dean Brown, 'The Cronbach Alpha Reliability Estimate The Cronbach Alpha Reliability Estimate How Should We Interpret Cronbach Alpha?', *JALT Testing & Evaluation SIG Newsletter*, 6.1 (2002), 17–18 <[http://jalt.org/test/bro\\_3.htm](http://jalt.org/test/bro_3.htm)>.

<sup>58</sup> Singh.

<sup>59</sup> Dzakirah Nisrina, 'The Problems Of Students In Writing Thesis At Muhammadiyah Malang', 2020, 1–48.

<sup>60</sup> Hind Al Fadda, 'Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students', *English Language Teaching*, 5.3 (2012), 123–30 <<https://doi.org/10.5539/elt.v5n3p123>>.

researcher discovered from student replies that students were lethargic to finish their Thesis since they did not know what they should accomplish for their Thesis. Furthermore, students stated that they were uninterested in the content of their Thesis. These issues contributed to their lack of motivation in composing Thesis.

Furthermore, external elements are provided through student advisers. Their advisers are frequently unavailable to provide advice and guidance within the time frame agreed upon by both the student and the advisor. Similarly to the student's difficulty in receiving minimal lecturer advice, the student reported that the lecturer did not respond to virtually all of her emails. As a result, students and advisers must collaborate effectively. In order to acquire adequate counseling time, both students and advisers must create a strong connection and communication. Because giving students feedback from advisers is critical to improving the quality of their work. Teachers should encourage students to develop their writing abilities and give feedback. Teachers may conduct writing interviews with students since students may read their work differently.<sup>61</sup> Oral comments may help students recognize their own strengths and flaws.

As a consequence of the findings, it is possible to conclude that motivation can influence the process of writing Thesis. As a result, students should inspire themselves to write Thesis by employing some of the tactics discovered in this study, because motivation is critical in writing Thesis. A

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<sup>61</sup> Nuray Okumuş Ceylana.

favorable association between students' motivation and their degree of writing skill.<sup>62</sup> Students that are highly driven are more likely to obtain a greater degree of writing skill. As a result, motivation is crucial in students' English writing skills, thus students should motivate themselves in order to write Thesis adequately.

## **2. Students' strategies to overcome problem in writing thesis**

During the interview, most students stated that they used writing tools to help them overcome challenges in writing Thesis. This method is most commonly employed by students who struggle with grammatical rules, a restricted vocabulary, and paraphrasing. Grammarly was used to rectify grammar rules, word choice, and sentence structure mistakes. They also utilized Quillbot premium to help them paraphrase and scientifically improve their words. Furthermore, students utilized Google sponsored proofreading to help them repair grammatical problems. Students utilized online and offline dictionaries to help them write. However, this study discovered several methods that students might employ to help them write. It might be due to the time difference between this research and various advancements in educational applications and websites may have occurred since Singh's research.<sup>63</sup>

Students sought advice and comments from peers in order to overcome problems in writing their Thesis. This method is commonly utilized by

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<sup>62</sup> Bambang Yudi Cahyono and Titik Rahayu, 'Efl Students' Motivation in Writing, Writing Proficiency, and Gender', *Teflin Journal*, 31.2 (2020), 162–80 <<https://doi.org/10.15639/teflinjournal.v31i2/162-180>>.

<sup>63</sup> Singh.

students who struggle with grammatical rules and receive inadequate lecturer support. Some students claimed that this method assisted them in receiving comments on their work and comprehension. Furthermore, it may encourage them to complete their thesis. While critical friends may be writing specialists, their major purpose as critical friends is to aid learning how to write.<sup>64</sup> They identify opportunities for improvement, such as gaps in the development of an argument, disengaged concepts, and redundant repetition. Even individuals who are not writing gurus may assist others in improving their writing skills. Critical friends' principal job is to support authors in altering and expanding their talents. As a result, it is possible to infer that this technique has a favorable influence on students' ability to improve their grasp of knowledge when writing Thesis.

Students also sought advice and comments from advisers in order to overcome their issues. Students stated that in order to overcome their trouble with grammatical standards, most students interact with their advisor directly to address grammatical issues. Furthermore, students who were disinterested in the topic stated that their advisers encouraged them to stick with the prior topic and did not modify it. It is connected to the previous study, in which students sought help from lecturers on research writing strategies.<sup>65</sup> Lecturers were seen as a source of guidance, feedback, information, and knowledge. One of his replies remembered approaching the lecturers on occasion to determine if she was on the correct track with her essay. Based on the above

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<sup>64</sup> Grace, Higgs, and Ajjawi.

<sup>65</sup> Singh.



remark, it can be inferred that this technique may assist students who are having difficulty writing their Thesis.

Some students also employed strategy by putting in a lot of writing practice. Students mentioned in the interview that a lot of practice makes it simpler for them to produce stronger thoughts in paraphrase. According to a prior study, performing a lot of writing practice can improve the academic writing result.<sup>66</sup> Students can improve their ability to use acceptable terminology, produce grammatically accurate sentences, and follow academic writing procedure. The amount of writing practice helped students improve their writing abilities, and students felt confident about this because they had absorbed a lot of linguistic and writing information.<sup>67</sup> As a result, putting in a lot of writing practice can assist students writing quality.

Based on the data gathered and discussed by the researcher, the findings of this study answered the research questions: what are the challenges experienced by graduating students while writing Thesis, and what are the students' solutions for overcoming the obstacles.

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<sup>66</sup> Singh.

<sup>67</sup> Challob, Bakar, and Latif.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This study aims to discover and evaluate students' challenges in writing thesis and their solutions for overcoming such obstacles by using interviews with graduating students from the English Tadrīs Study Program at IAIN Curup who graduated in 2019/2020 academic year. Based on the interview, students describe their obstacles and methods for overcoming them. The findings revealed that students had academic and non-academic challenges when writing Thesis. Grammatical norms, a limited vocabulary, and paraphrase are among the scholastic difficulties. Non-academic difficulties include minimal lecturer assistance and feedback, as well as a lack of enthusiasm.

Furthermore, students discussed their tactics for overcoming obstacles, such as how some students choose to use writing tools such as Grammarly, Quillbot, and professional proofreading. The tools can assist users in paraphrasing phrases, correcting grammatical problems, providing various synonyms for words, and effectively correcting writing based on language structure. Furthermore, students like to seek advice and criticism from their peers since it has assisted them in receiving feedback on their writing and comprehension. Students also seek advice and criticism from their advisers to assist them overcome challenges in composing Thesis and doing many writing activities.

## **B. Suggestions**

### **1. For English Tadris Study Program**

For the English Language Tadris Study Program, the results of this study can be a reference for viewing, analyzing and improving existing problems related to the problems faced by students in completing their theses.

### **2. For The Lecturers**

For lecturers themselves, this research can be a source of reference in guiding students to solve their problems in writing their thesis. Maximum guidance from lecturers is expected to be able to encourage students to complete their thesis properly.

### **3. For Students**

For students, this research can be used as a reference to see strategies that can be used to overcome the difficulties they encounter while completing their thesis.

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**TABLE 1**

**Interview guidance of Problems and strategies used by the English Language Education Department Students' in Writing the Thesis**

Indicators	Sub Indicators	Questions
<b>Academic Aspects</b>	<b>Grammatical rules</b>	<ol style="list-style-type: none"><li>1. What is the difficulty specifically? For example, like tenses or subject-verb agreement, or what?</li><li>2. Are the Grammar courses from basic to advanced really useful to help you understand the use of grammar properly and correctly?</li><li>3. What is the appropriate strategy to deal with your difficulties regarding grammatical rules?</li><li>4. Have you ever used google translate to solve this?</li></ol>
	<b>An Inadequate Vocabulary</b>	<ol style="list-style-type: none"><li>1. What difficulties do you face in limited vocabulary?</li><li>2. Does the vocabulary</li></ol>

		<p>course help you to understand and recognize academic words?</p> <p>3. Then what strategy did you use to deal with the difficulty?</p>
	<b>Paraphrasing</b>	<ol style="list-style-type: none"> <li>1. Explain how about your difficulties in paraphrasing!</li> <li>2. The academic writing course help students to master paraphrasing?</li> <li>3. What strategy do you do when you have difficulty in paraphrasing?</li> </ol>
<b>Non-academic aspects</b>	<b>Inadequate Motivation</b>	<ol style="list-style-type: none"> <li>1. What factors make you unmotivated to work on your thesis?</li> <li>2. Then what factors made you finally motivated to work on the thesis?</li> <li>3. what strategy do you do when you face difficulties with unmotivated other than the factors above?</li> </ol>

	<b>Limited guidance and feedback from lecturers</b>	<ol style="list-style-type: none"><li>1. What are the difficulties with limited lecturer's guidance and feedback? Is the lecturer difficult to contact or maybe late in providing feedback?</li><li>2. Does that make you reluctant to consult?</li><li>3. Is it your pressure to give your best to be notified by your advisor?</li><li>4. What strategy do you use when you face a lecturer who is difficult to contact?</li></ol>
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**TABLE 2**

**TRANSCRIPT OF INTERVIEW RESULT**

**1. Problems Were Encountered by the English Language Education Department Students' in Writing the Thesis**

**a. Academic Aspects**

**1) Grammatical rules**

- Interviewer : What is the difficulty specifically? For example, like tenses or subject-verb agreement, or what?
- Student 1 : *"Because I had weaknesses in fundamental grammar at the time, like tenses, and I had a supervisor who was very proficient in grammar."*
- Student 2 : *"I struggle with tenses. Because the present tense is employed in general fact yet the past was the subject of my research, I sometimes struggle with how to utilize it."*
- Student 3 : *"The tenses are challenging. Due to the usage of the future in Chapters 1-3, Chapter 4 forced me to switch to using the past instead of the future, which puzzled me."*
- Student 4 : *"Tense, as I occasionally struggle to know whether to utilize the present, past, perfect past, and future tenses. I had to utilize it with additional caution since, for instance, chapter 1 used the present tense and chapter 2 discussed the idea using the past tense and past perfect tense."*
- Interviewer : Are the Grammar courses from basic to advanced really useful to help you understand the use of grammar properly and correctly?

- Student 5 : *"Yes, I frequently misuse the tenses since I tend to use them repeatedly. For instance, while using the future in Chapter 4 is prohibited, I frequently do so. In addition, my supervisor often chastised me for updating it since my tenses are unvarying."*
- Student 6 : *"Tenses are used. I sometimes understood what my lecturer was saying in class, but when I practiced by creating phrases or paragraphs, I was unsure of which one to choose."*
- Student 7 : *"I find it difficult to follow grammatical rules, and I frequently make mistakes when using tenses and active passive sentences."*

## **2) An Inadequate Vocabulary**

- Interviewer : What difficulties do you face in limited vocabulary?
- Student 8 : *"I didn't know how to arrange the words into good and correct sentences because I have a limited vocabulary."*
- Student 9 : *"I have difficulty selecting words that adhere to academic writing rules." I am forced to utilize formal language while writing a thesis, yet I seldom get a formal discussion of terminology on themes regularly used in newspapers, scientific articles, or journals."*
- Student 10 : *"The difficulty is that when I make sentences, I frequently repeat words that are essentially the same, even though they can be simplified."*
- Interviewer : Does the vocabulary course help you to understand and recognize academic words?

Student 11 : *"Yes, there is use of academic words, scientific language, because there are many terms that I rarely hear or see in journals or books."*

### **3) Paraphrasing**

Interviewer : Explain how about your difficulties in paraphrasing!

Student 15 : *"Sometimes my paraphrases do not match the ones in the reference book, so they must be changed again."*

Student 16 : *"When we're going to quote theories from experts without changing the meaning of the theory, my difficulty is changing active sentences into passive ones and vice versa."*

## **b. Non-academic aspect**

### **1) Inadequate Motivation**

Interviewer : What factors make you unmotivated to work on your thesis?

Student 12 : *"There were two factors that contributed to my lack of motivation: internal and external." Internal variables came from me since I was too lazy to accomplish it and didn't know what to do with my thesis next."*

Student 13 : *"I lack motivation because I dislike the subject." Actually, I was interested in speaking, but writing is simpler for the evaluation, therefore I chose writing."*

Student 14 : *"The external factors came from my advisor when I was eager to seek advice and my advisors were unavailable."*

### **2) Limited guidance and feedback from lecturers**

Interviewer : What are the difficulties with limited lecturer's guidance and feedback? Is the lecturer difficult to contact or maybe late in providing feedback?

Student 17 : *"It's difficult to get in touch with lecturers." I sent over 30 emails, and just 6/7 were returned. However, 6/7 of those emails received a lot of feedback."*

Interviewer : Does that make you reluctant to consult?

Student 15 : *"So far it hasn't really made me hesitate to meet the lecturer concerned to do thesis guidance."*

Student 17 : *"Yes, because lecturers are sometimes difficult to find, sometimes I feel reluctant to meet and do tutoring with him."*

## **2. Students' Strategies for Overcoming Writing Difficulties**

### **a. Academic aspects**

#### **1) Grammatical rules**

Interviewer : What is the appropriate strategy to deal with your difficulties regarding grammatical rules?

Student 1 : *"My strategy for overcoming grammatical rules difficulties is to ask a friend for feedback on my writing, and sometimes I make a sentence and ask for correction from a friend."*

Student 2 : *"So, to overcome my difficulty with grammatical rules, I used paid proofreading, which can be found on Google."*

Student 4 : *"To overcome my grammar difficulties, I enlisted the assistance of a friend for proofreading and feedback."*

- Student 6 : *"Yes, I frequently ask friends and ask for their assistance in providing feedback on my writing."*
- Student 7 : *"Fortunately, I had advisors who were very kind and caring to help me overcome my difficulty with grammatical rules." They frequently inquired whether I had any troubles, therefore I frequently speak with them about my grammar difficulties."*
- Interviewer : Have you ever used Google translate to solve this?
- Student 3 : *"I utilized Grammarly Premium. First and foremost, I must continue writing without regard for phrasing or punctuation. Then I used Grammarly to repair my errors."*
- Student 10 : *"I usually start by writing sentences in Bahasa, then translate them with Google Translate, and finally check them with Grammarly." If I believe that any words/sentences are inappropriate, I will alter them until I understand the fundamental meaning of each sentence I wish to put down."*

## **2) An Inadequate Vocabulary**

- Interviewer : Then what strategy did you use to deal with the difficulty?
- Student 12 : *"Sometimes I repeat that vocabulary in a sentence or another paragraph because I have limited vocabulary, so I did repetition."*
- Student 8 : *"I used Quillbot, and it assisted me in providing some formal and correct word choices."*
- Student 9 : *"Every time I come across new vocabulary that I have never*



*seen before, I immediately look it up in an online dictionary."*

Student 11 : *"I use Grammarly more frequently because it is used to select the correct or appropriate word equivalent."*

Student 17 : *"Yes, I did peer feedback with friends because they can provide ideas for my writing,"*

### **3) Paraphrasing**

Interviewer : What strategy do you do when you have difficulty in paraphrasing?

Student 15 : *"I'm going to train myself to write more frequently." Because it becomes simpler for me to construct better thoughts in paraphrase with a lot of experience."*

Student 16 : *"Quilboot premium is very helpful in paraphrasing, and it will also help us to change the sentence structure to make it better and correct."*

## **b. Non-academic aspects**

### **1) Inadequate Motivation**

Interviewer : What strategy do you do when you face difficulties with unmotivated other than the factors above?

Student 14 : *"The most frequent is doing a lot of practice because I am also active in writing fiction."*

Student 12 : *"My friend motivated me to finish my Thesis because when my friends finish their Thesis, they can become mentors and be asked to discuss my writing problems."*

## 2) Limited guidance and feedback from lecturers

- Interviewer : What strategy do you use when you face a lecturer who is difficult to contact?
- Student 5 : *"I usually consult with my advisor directly to get the correction of my grammatical errors."*
- Student 13 : *"I have supportive lecturers who are always available and caring, so that students are not afraid and become excited during guidance." I considered changing the topic since I felt I didn't match, but the lecturer encouraged me to keep continuing because starting from beginning would be more difficult."*

## BIOGRAPHY



Wike Winarni is a writer of this research. Her nickname is Wike. She was born in Kota Donok village, Lebong regency on Agustus 15<sup>th</sup> 1998. She is the third daughter from Mr. Jauhari and Mrs. Kamariah. She has two sisters and two brothers named Ewis Darlia, Sri Manangkalu, Surwo Edi and Daimul Ikhsan. She completed her elementary school at SDN 69 Lebong and graduated in 2010. Then she continued her study to junior high school at SMP Negeri 01 Lebong Selatan and graduated in 2013. Next, she attended senior high school at SMA Negeri 2 Lebong and graduated in 2016. After that, she entered to IAIN Curup and chose the English Tadris Study Program, tarbiyah faculty. Alhamdulillahirabbil'alamin, she has succesfully completed her studies. Another words, she finished her 'Sarjana' degree (S1) in this year (2025).