

THESIS

**THE PROBLEMS OF STUDENTS IN WRITING THESIS AT
DARUSSALAM ISLAMIC INSTITUTE**



**BY :
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**ENGLISH EDUCATION DEPARTMEN
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
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THESIS

Presented to the Faculty of Education and Teacher Training in a
Partial Fulfilment of the Requirement for the Degree of Strata 1 in
English Education Department

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2021

APPROVAL SHEET

This is certifying that Sarjana's thesis of **Ahmad Sihabudin** has been approved by thesis advisor for further approval by the board of examiners.

Banyuwangi, 18 September 2021

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Acknowledgement

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MOTTO AND DEDICATIONS

MOTTO

“Sesulit apapun sesuatu pelajaran kalau kita mau mempelajarinya maka semuanya akan menjadi mudah”

“Pinter ra butuh IQ duwur seng penting gelem belajar”

DEDICATIONS

I dedicated this thesis to:

My beloved parents, Abdur Rohim and Siti Aminah for the praying, advising, and taking care of me.

All people who have supported me

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any person, nor does it include, without acknowledgement, the work of any other person.
- 3) If a letter time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.

Banyuwangi, 18 September

2021

Declator,

Ahmad Sihabudin

ABSTRACT

Sihabudin, A. 2021. *The Problems of Students In Writing Thesis At Darussalam Islamic Institute.*

Key words: *Problems, writing, Thesis.*

The purpose of this research was identified the academic problem faced by students' difficulties in writing thesis and to find out the problem causes faced by students in writing thesis. This study used qualitative research. This research was conducted at English Language Education Department at Islamic Institute of Darussalam Blokagung who has finish write a thesis. The researcher took 5 Number of Students as a sample.

The results of this research were found three kinds of problems faced by students of the English Language Education Department at Islamic Institute of Darussalam in completing thesis. Those problems are: (1) Vocabulary problems, and (2) Grammatical problems (3) don't fully understand about research method. Meanwhile, the factor causes students problem in writing thesis were (1) forgot the English vocab of a word and (2) less understand about grammar (3) pay less attention when study research methodology.

ABSTRAK

Sihabudin, A. 2021. *Permasalahan Mahasiswa Dalam Menulis Skripsi di Institut Agama Islam Darussalam.*

Kata kunci: *Masalah, Penulisan, Skripsi.*

Tujuan dari penelitian ini adalah untuk mengidentifikasi masalah akademik yang dihadapi mahasiswa dalam menulis skripsi dan untuk mengetahui penyebab masalah yang dihadapi mahasiswa dalam menulis skripsi. Penelitian ini menggunakan penelitian kualitatif. Penelitian ini dilakukan pada Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Darussalam Blokagung yang telah menyelesaikan penulisan skripsi. Peneliti mengambil 5 Jumlah Siswa sebagai sampel.

Hasil dari penelitian ini ditemukan tiga macam permasalahan yang dihadapi oleh mahasiswa Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Darussalam dalam menyelesaikan skripsi. Masalah-masalah tersebut adalah: (1) masalah kosakata, dan (2) masalah tata bahasa (3) tidak sepenuhnya memahami metode penelitian. Sedangkan faktor penyebab mahasiswa kesulitan dalam menulis skripsi adalah (1) lupa kosakata bahasa Inggris dari suatu kata dan (2) kurang memahami tata bahasa (3) kurang memperhatikan metodologi penelitian penelitian.

ACKNOWLEDGEMENTS

Assalamu'alaikum Warahmatullahi Wabarakatuh

All praise to be Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish this thesis after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad. My family, my descendants, and my followers who striver islam.

The gratitude and appreciation are addressed to:

1. Dr. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institute of Darussalam
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education An Teacher Training
3. Dr. Hj. Zulfi Zumala Dwi Andriani, SS., MA. Head of Undergraduate Program in English Education Department
4. Ahmad Faruk, M.Pd. as my advisor to this thesis, for the supervision, advice, and guidance from the early stages until the end of this research.
5. Dr, Hj. Zulfi Zumala Dwi Andriani, S.S., M.A. as Head of Undergraduate Program In English Education Department
6. My beloved parents and my family for their endless love, prayers, and sacrifices for educating and preparing me for my future
7. And all parties who have helped in the process of writing this thesis either directly or indirectly.

The writer realizes that this thesis is still far from perfection. Therefore, the authors really expect constructive criticism and suggestions from various parties.

The author hopes, that this research can provide benefits and increase knowledge for various parties. Amin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Based on the 2021 thesis guidebook, the thesis is a scientific work which is a contribution of thought in the form of writing for the development of science and is one of the requirements for obtaining a bachelor's degree based on research using data collection techniques, using relevant research methodologies and focusing on issues related to the field of study students, which are compiled and written systematically by students at the end of their studies based on the results of field research or literature (*library research*).

Thesis aims so that students are able to compose and write a scientific work, according to their field of science. Students who are able to write a thesis are considered to be able to combine their knowledge and skills in understanding, analysing, describing, and explaining problems related to the scientific field they take.

Thesis is the final task that students must complete. Students completing the thesis will be given a thesis writing guidebook by the faculty so that they have guidelines and make it easier for students. During thesis writing, students are guided by lecturers. They assist and lead students until they complete their thesis.

To begin thesis work, students must fulfil several conditions, such as complete administration, submitting the title of the thesis to the supervisor submission of thesis proposals, thesis proposal seminars, research, after the writing is considered ready and finished, students present the results of their scientific work to the examiner lecturer (final project session). students whose thesis exam results are accepted with revisions, carry out the revision process according to the input of the examiner.

In the process of finishing writing thesis, some of the problems that will be faced by students. Because Writing is a complex and cognitively demanding activity. In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph (Swarni, 2016). Students often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages. Moreover, that thesis writing is an academic writing needs a lot of study and practice in order to develop learners' writing skill because it different with another kind of writing (Swarni, 2016).

Academic writing or scholarly writing is nonfiction produced as part of academic work, including reports on empirical fieldwork or research in facilities for the natural sciences or social sciences, monographs in which scholars analyze culture, propose new theories, or develop interpretations from archives, as well as undergraduate versions of all of these (Wikipedia, Academic writing, 2021).

While, if student have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the academic problems learners affect their thesis writing. Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing.

Based on the background and facts that have occurred and what has been mentioned in the background, the authors are interested in conducting research on The Problem of student in writing thesis of the English Education Program at Darussalam Islamic Institute based on academic problem only.

1.2 Research Problem

Based on the background of the study, the research problems were formulated in the following questions:

1. What are problems faced by students in writing thesis at Darussalam Islamic Institute?
2. What are the causes of the problems faced by students in writing thesis at Darussalam Islamic Institute?

1.3 Objective of the Study

Based on formulated research question above, the objectives of this research are:

1. To know the problems faced by students in writing thesis at Darussalam Islamic Institute.

2. To know the causes of problems faced by the students in writing at Darussalam Islamic Institute..

1.4 Assumption of the Study

Assumption is a description of an assumption, an estimate, a provisional opinion or conclusion, or a provisional theory that has not been proven.

In the opinion of Winarko Surakhman as quoted by Suharsimi Arikunto in the book *Research Procedures A Practical Approach*, that basic assumptions or assumptions are a starting point for thinking whose truth is accepted by investigators (Suharsimi, 2006: 65).

Based on the understanding of the assumptions above, the assumptions put forward in this study are: there are still many problems faced by students in writing thesis.

1.5 Significance of the Study

This research is expected to provide more in-depth knowledge to lecturers about problems in doing their final project or thesis. For students, the results of this research will be very helpful in providing information about problems in doing their final project or thesis. In addition, this research is also expected to increase students' understanding of the final project or thesis. Finally, this research can help the next researcher to do the same topic.

1.6 The Scope and Limitation

The object of the study is to research students in English Department of Darussalam Islamic Institute academic year 2019/2020. The research is focused on research the problems faced by the students in writing thesis based on academic problem and the causes of those problems.

1.7 Definition of Key Terms

Problem is a situation when people want to reach the goal but there is obstacle causing the people difficulty in reaching the goal (Klein 1978). For this research, problem is a problematic situation faced by students in their process of writing thesis.

Thesis or dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.

Writing is the process of expressing an idea in writing that can feel the writer's creativity, by writing someone can exchange their ideas, thoughts, and opinions in a writing.

Academic writing or scholarly writing is nonfiction produced as part of academic work, including reports on empirical fieldwork or research in facilities for the natural sciences or social sciences, monographs in which scholars analyze culture, propose new theories, or develop interpretations from archives, as well as undergraduate versions of all of these.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

Before choosing this topic, the researcher found several studies related to this study. They are :

The first studies conduct by Dwihandini, (2013) entitled “The Analysis Of The Factors Affecting Undergraduate Students’ Difficulties In Writing Thesis in The English Department of Mahasaraswati University “.In this study it was found that there are three factors that considered as potential causing factors of students difficult in writing thesis, namely psychological factor, socio cultural factor and linguistic factor. The finding of the research showed that the main causes of students difficulties in writing thesis in the psychological factor was self esteem. While the main cause of students difficulties in writing thesis in the socio cultural factor was found in the communicative competence. Nonetheless the main cause of students difficulties in writing thesis in the linguistic factor was found in domain and extent error analysis.

Second studies entitled “An Analysis on Factors Causing Undergraduate Students Difficulties in Writing Thesis”. English Education Study Program of Language and Arts Education Department FKIP UNTAN, Pontianak conduct by Sariyanto. He analyzed four major factors that

considered as potential factors causing students' difficulties in writing thesis. These four factors are basic knowledge of thesis main components factors, process of consultation factors, psychological factors, and economic factors. Based on his research finding it can be concluded that the most causing factor difficulties in writing thesis is basic knowledge of thesis main components factor. Among 16 items of the questionnaire that relates to the basic knowledge of thesis main components factor, analyzing the data is the main cause of students' difficulty in writing thesis.

Third studies entitled "Students Problems In Writing Research Proposal "A Case Study of The Fifth Semester Students of English Education Department, State Institute for Islamic Studies Sunan Ampel Surabaya, conduct by Muh Yusuf (2013). In this research he analyzed the problems in writing their research proposal and its causes. In this study it was found that there are three elements of research proposal that become serious problems for students in writing their research proposal. Those three problems are classified as follow: In the methodology, in the review of literature, in the introduction. The causes of students problems in writing research proposal are: Students do not understand the methodology, Students are confused in determining the review of literature and the students feel difficult in composing good introduction.

From the explanation above, researcher will try to analyze another problem from the study above. This study aimed to investigate problems faced by the students and the cause of problem faced by students in writing

thesis. This research will be analyzed thesis main component that considered as potential problems faced by students in English department of Darussalam Islamic Institute in writing thesis.

2.2 Theoretical Review

2.2.1 Writing

A. Definition of Writing

The definition of writing are variously stated by some source. Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form (Benwell, n.d.). Writing is a medium of human communication that involves the representation of a language with written symbols (Wikipedia, Writing, 2021). Writing is a way of expressing ideas in order to communicate with others.

Writing is one of the four basic skills in learning English as a second language. Writing is one of the most important skills in studying English, because writing is not only an academic skill, but it is also an important skill that into career fields. However, there are many students at university do not aware of the importance of writing skill and the number of students at university that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this comes from less concentration on writing skills in most of students (Huy, 2015).

According to Durga,Rao (2018) for some reasons writing is very difficult because it requires a very mature grammar understanding, proper language management, broad vocabulary understanding. As a writer must write sentences 7 that can be understood by readers and also can provide important information for readers.

Based on the definition above, writing is the transmitting and exploring of some ideas, feeling, and thought in written form. Writing as the media to conveying the information clearly. Thus, it can be stated that writing skill is a complex activity in producing qualified writing.

B. Types of Writing

Types of the text or the genre is a medium which can be used to express our ideas and suitable with the aim of our writing. The writing will construct a text. According to Pardiyo (2007) that types of the text have function as frame of reference so a text can make effective. There are types of text. Every type of text 12 have differences with other:

1. Description text, social function: to describe a particular person, place or thing.
2. Recount text, social function: to retell the purpose of informing or entertaining.
3. Narrative text, social function: to amuse, entertain and to deal with actual or vicarious experience in different way, narrative deal with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution.

4. Procedure text, social function: to describe how something is accomplished through a sequence of action or step.
5. Explanation text, social function: to explain process involved the information, working of natural or socio-cultural phenomena.
6. Discussion text, social function: to present a problematic discourse.
7. Exposition text, social function: to express a argument which aim: to argue that something is the case or to argue that something should be or ought to be.
8. News item, social function: to inform the reader, the listener or the viewer about events of the day which are considered new worthy or important.
9. Report text, social function: to describe the way things are, with references tom a range of natural, man-made, and socio cultural in our environment, and anecdote text, Social function: to share with other an account of unusual or amusing incident

C. Important Factors in Writing

Writing is one of the most important skills in language learning besides reading, listening and speaking. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Writing is of vital important for us. There are some important factors to write:

- a. Having the right attitude about writing: One sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift. People with this attitude think that they are the only ones for whom writing is an unbearably difficult activity.
- b. Knowing your subject: Whenever possible, try to write on a subject which interests you. You will find it easier to put more time into your work. Even more important. Try to write on a subject that you know about. If you do not have direct experience with the subject. You should at least have indirect experience knowledge gained through thinking reading or talking about the subject.
- c. Prewriting: If you are like many people, you may have trouble at times getting started with your writing. A mental block may develop when you sit down before a blank sheet of paper.
- d. Outlining: An effective pieces of writing rests on a strong foundation: logical thinking. Any paper that you write must be completely thought out and planned. The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by the three body paragraphs.
- e. Rewriting and proofreading: Writing an effective paper is almost never done all at once. Rather, it is a step-by-step process in which you take your paper through a series of stages prewriting, first draft, added drafts, and final draft.

So, based on those definition researcher concludes the important in writing are having the right attitude about writing, Knowing your subject, Prewriting, Outlining, Rewriting and proofreading.

D. Aspects of Writing

The main aspect of writing are to get and search information include content and meaning of the text. There are some aspects of writing such as:

1. Beginning writers put a lot of their focus on encoding, or spelling, the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes a knowledge of how words work (for example, phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) as well as an expanding memory bank of high frequency words.
2. Writing meaningful text: Using knowledge of text structure and features This aspect focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of written text. Journalist develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices to meet different purposes for writing.
3. Writing meaningful text: Vocabulary knowledge Journalist initially use words that are in their oral language or that have been generated

in a office activity writing purpose. At a midpoint in their development, journalist can start to use vocabulary encountered in their reading as well. Expert journalist become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculum specifically for the, including words and phrases that express abstract concepts.

4. Using writing to think and organize for learning journalist use their (reading and) writing to organize their ideas and information for different learning purposes. journalists develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down, and organizing ideas and information, using appropriate formats. They collate, analyze, and classify the content they need for a variety of curriculum tasks.
5. Creating texts to communicate knowledge and understanding From the start of office, journalist use their writing to demonstrate their knowledge and understanding about topics and themes from across the news. As they develop their writing expertise, they become more adept at revealing what they know and selecting and using text features, including text structure and language features that are increasingly topic or subject specific.
6. Creating texts for literary purposes journalist use their writing for literary purposes. They develop their expertise in creating different

types of texts that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness. Creating texts for literary purposes journalist use their writing for literary purposes. They develop their expertise in creating different types of texts 10 that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness.

7. Creating texts to influence others Even when they are novice writers, journalists create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind. Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features and control the language they use in order to make the maximum impact on their audience.

So, based on those definition researcher concludes the aspect of writing are writing meaningful text, writing meaningful text: Using knowledge of text structure and features, writing meaningful text: Vocabulary knowledge, Using writing to think and organize for learning, Creating texts to communicate knowledge and understanding, Creating texts for literary purposes, Creating texts to influence others.

E. Evaluation of Writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assessments in writing task are:

According to Arthur Hughes there are some criteria of writing assessment.

a. Grammar

Grammar is the part of the study of language which deals with forms and structure of word, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

b. Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

c. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

d. Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate .

e. Form (Organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

2.2.2 Academic Writing

A. Definition of Academic Writing

Academic writing is one of the most interesting and important topics for students to learn, especially for students who want to graduate because the final assignment, which is research, requires students to master academic writing (Thaiss, 2006). Thaiss (2006) defined academic writing as a term that fulfills and meets the purposes of education in colleges, universities, and institutions related to the use of academic writing features like paraphrasing, strong vocabulary, and organized paragraphs. Academic writing involves implementing knowledge and skills in order to build up students' overall writing activities and to increase their academic writing skills.

Academic writing or scholarly writing is nonfiction produced as part of academic work, including reports on empirical fieldwork or research in facilities for the natural sciences or social sciences, monographs in which scholars analyze culture, propose new theories, or develop interpretations from archives, as well as undergraduate versions of all of these (Wikipedia, Academic writing, 2021).

Academic writing is the kind of writing that required to do in college or university (Turmudi, 2017). This kind of writing differs from other kinds of writing such as personal, literary, journalistic, or in business writing

(Turmudi, 2014). Academic writing remains one of the main ways you will be assessed in University, so it is an important skill to master.

Academic writing is a complex task, but it is made all the more challenging in University. Oshima and Hogue (1998) said that writing, particularly academic writing is not easy. A study and practice needed to develop this skill. It is important to note that writing is a process, not a product both for native speakers and new learners of English (p.3). It means that a piece of writing whether it is a composition for the English class or a lab report for chemistry class is never complete which is always possible to be revised repeatedly.

At the level of the university, especially university in Indonesia has a requirement as if students would like to finish their study they must make scientific research (Turmudi, 2020). It means that students should prepare themselves to face those challenges at all. The thesis is academic writing and it so differs from another kind of writing. Harmer (2002) said that students will more concerned about language focus, the most benefit greatly is writing subject. In the form of academic writing, there is a need for a detached and objective approach. An academic argument appeals logically and provides evidence in support of an intellectual position. It is important to present your arguments in a logical order and to arrive at conclusions (p.91).

If the researcher sees the difficulties in writing that students felt so we can find that there are grammar error and a psychological factor which is influenced to writing. Grammar problems might be impacting an error in

writing, but the psychological factor is regarding the condition of learners' focus. Brown (2000) said that problems in language are caused by an error in understanding the language and affecting factors (p.219). In writing a thesis, students felt worried or do not have confidence in their ability. They are afraid of doing an error in English. In this case, they will not write more than one paragraph because there is no confidence in their minds.

In university-level students have to focus on grammar well and a good idea in creating a clear thesis. This obligation is getting anxiety for students. They think that if they did the mistake their lecturer would be angry with them. Consequently, many of them take a stance from their supervisor rather than do something that will make them learn something related to their thesis.

The writing style in your work makes it easier to read and comprehend or called Academic writing sense. There are rules and guidelines that the researcher can follow. These rules and guidelines will cover the way the researcher writes the language the researcher uses and the format of his/her assignment. The purpose of academic writing is to make her/his work clear and understandable to whoever is reading and/or marking it.

Fitzmaurice and Farrel (2010) said that three skills are particularly important as you write: Summarizing, Paraphrasing, and Direct Quotation. Summarizing means writing an overview in your own words of the main ideas, issues, and general meanings of a text (p.15). It draws a general picture where you cite the original author. Any references help the writer become

easier in determining a point and academic writers in having a responsibility to cite all sources used.

Furthermore, we also need to take our focus on a particular issue, idea, or section in a text and using your own words to put forward the meaning of the original text which called paraphrasing. In doing a paraphrase, instead of directly quoting the text, you must cite the original author. Try and be confident to write in your voice and to paraphrase in your own words. If you want to do the direct quotation, then the words need to be identified by quotation marks or block indentation and are entirely the words of the original author which you have chosen to use. Use the quotation for specific purposes:

1. To present a very well-stated passage of text whose meaning would be lessened if paraphrased?
2. To present an idea or argument to comment on. If you use an author's specific words, you must place the words within quotation marks, or in block indentation and you must credit the source.

Thesis writing is a writing activity of research. Hardling (2004) states that "to conduct research, therefore we need to have a thesis writing." Furthermore, Brookes and Grundy (1991) state that the hypothesis will be trying to prove by students when they write the thesis (p.106). However, the difficulties of writing a thesis might be due to many reasons, such as in point of the objective of the research, the data for the research, findings of the research, and/or the whole research based on the proved ratio(Turmudi,2019a,2019b).

The main function of writing is to put or express the writer's ideas. In academic writing, however, students not only put the idea on the paper, but also prove the idea with statement that can be trusted by the people who read their paper. Tarnopolsky (2000) also mentioned that academic writing is creative writing that aims to develop ideas and critical thinking in the target language. In addition, Grami (2010) defined writing as a 'complicated cognitive task' because it demands careful thought, discipline, and concentration, and it is not just a simple direct production of what the brain knows or can do at a particular moment. Academic writing is a mental and cognitive activity, since it is a product of the mind (Burke, 2010). The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive activity. However, as Burke has pointed out, "writing can be understood only from the perspective of a society rather than a single individual" (Burke, 2010, p. 40-41).

The importance of writing for students is explained by Tahaineh (2010). He states that writing is an important skill for university students because they have to use it for note taking, essay writing, answering written questions, and composition writing. It is rather important for English-major undergraduates who need to answer subjective questions related to their literature and linguistics courses in the form of multiple paragraphs. Regarding academic writing, Al-Khairiy (2013) underlines the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but also because we believe that, when seen

from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and in extension, for learning in all disciplines.

B. Types of Academic Writing

There are many types in academic writing. Some experts have their own definitions for academic writing. According to De Poel & Gasiorek (2012), academic writing is a prominent component of academic discourse which may take a number of different forms, including essays, projects, lecture notes, and these. Brown (2004) mentions type of writing involves three points: academic writing, job related writing and personal writing. Academic writing includes papers and general subject report, essay, abstract, thesis and dissertation. It is not a mistake, then, if a lot of countries, including Indonesia, decide to develop educational policies derived from and for academic interest. In another case, especially in Indonesia, one of the more interesting projects is making a particular 18 regulation based on the government and academic affairs. The Ministry of Education and Culture of Indonesia requires each university student to write a final academic report. This report includes abstract as one of the research forms undertaken by an undergraduate university student in accordance to certain standards and processes. These standards and processes are cornerstones for any undergraduate student to fulfill one of the requirements to be a bachelor in a certain field of study.

C. Academic Problems in Writing Thesis

According to Novariana, Sumardi, and Tarjana (2018), writing is the process of expressing an idea in writing that can feel the writer's creativity, by writing someone can exchange their ideas, thoughts, and opinions in a writing. A writer must have a broad understanding of vocabulary and use appropriate sentences. Problems that often occur in writers such as the low level of grammar & knowledge, vocabulary and the preparation of appropriate language. (Ibrahim Mohamed Alfaki, 2015).

A. Grammatical Problems

The main problem in writing thesis in English grammar since writing strategies and methods have been influenced by native language learning. If students can solve their grammatical problems students writing in English can reach the same level as the native language (Fengjie, Jia & Hongyi, 2016).

B. Vocabulary Problems

Vocabulary is an important element in the communication process (Schmitt. N 2004). Someone can understand writing if they have a lot of knowledge about vocabulary. However, the effective use of vocabulary skills especially in the context of foreign languages is believed to be influenced by how much vocabulary they master (Dessalegn Oljira, 2015).

C. Problem of Sentence Structure

In this case, knowledge of text structure is very important to comprehension. One of the sentences has an independent clause that

can stand alone with complete meaning. In many cases. A simple sentence structure starts with the subject. Common subjects are nouns and modifiers, but this not always the case. Simple sentences are independent clauses that must have verbs (Mehmet Demirezen, 2012).

2.2.3 Thesis

A. Definition of Thesis

Based on the 2021 thesis guidebook, the thesis is a scientific work which is a contribution of thought in the form of writing for the development of science and is one of the requirements for obtaining a bachelor's degree based on research using data collection techniques, using relevant research methodologies and focusing on issues related to the field of study students, which are compiled and written systematically by students at the end of their studies based on the results of field research or literature.

A thesis, or dissertation is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings. In some contexts, the word "thesis" or a cognate is used for part of a bachelor's or master's course, while "dissertation" is normally applied to a doctorate. This is the typical arrangement in American English. In other contexts, such as within most institutions of the United Kingdom and Republic of Ireland, the reverse is true. The term graduate thesis is sometimes used to refer to both master's theses and doctoral dissertations. (Wikipedia, Thesis, 2021).

Thesis aims so that students are able to compose and write a scientific work, according to their field of science. Students who are able to write a thesis are considered to be able to combine their knowledge and skills in understanding, analysing, describing, and explaining problems related to the scientific field they take.

Thesis is the final task that students must complete. Students completing the thesis will be given a thesis writing guidebook by the faculty so that they have guidelines and make it easier for students. During thesis writing, students are guided by lecturers. They assist and lead students until they complete their thesis.

To begin thesis work, students must fulfil several conditions, such as complete administration, submitting the title of the thesis to the supervisor submission of thesis proposals, thesis proposal seminars, research, after the writing is considered ready and finished, students present the results of their scientific work to the examiner lecturer (final project session). students whose thesis exam results are accepted with revisions, carry out the revision process according to the input of the examiner.

In the process of finishing writing thesis, some of the problems that will be faced by students. Because Writing is a complex and cognitively demanding activity. In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph (Swarni, 2016). Students often get difficulties when they are asked to write their ideas in English, because as we know English in

the context is not our first languages. Moreover, that thesis writing is an academic writing needs a lot of study and practice in order to develop learners' writing skill because it different with another kind of writing (Swarni, 2016).

A thesis is a scientific work carried out in accordance with certain rules and procedures. Thesis is a means for students to show their creativity. A thesis is a proposed proposition, a hypothesis or a recommendation, giving reasons for accepting a proposition that is made rather than the approval of points of view and arguments. Must be made with the right logic and sufficient proof. Therefore the thesis must be written in academic and formal language and can be accessed by the reader. There are several components in the thesis that must be discussed in the introductory chapter of the literature, discussions, results, and conclusions (Richard de Neufville and Frank Field 2010).

B. The Proseses of Writing Thesis

According to Syamsuri et.al (2018) in writing, there are many measures that must be taken, both for beginners and for this who have regularly written that is implemented by several universities. This is intended to encourage the writing cycle of aspiring authors themselves. Below are some of the steps in the writing process:

1. Topic Selection

On the topic selection is the first step of writing therefore, in choosing the topic based on the ability of the researcher itself, In

writing is not how much and length the written but how good and interesting the writing itself. In the choosing the topic there are several things the research must be note: first is the researcher should be interest to the topic, the researcher mastered or had a prior understanding of what was to be raised topic, researchers should pay attention to how many journals on the topic itself, topics to be raised should be important to the community and the last is topics that will be adopt must be beneficial for the researcher and others in the future.

2. Read a Previous Research Journals

Reading is the crucial activity in the educational world. Where, from reading we can get the knowledge testing that we did not know before. In writing a thesis, reading a previous research journal is one of the very important activities. Here are some of the benefits gained when reading previous research journals:

- a. Researchers should provide an overview of the subject. Such as:
Researchers can get a description of the techniques to be used in the research process, researchers know the relationship between the papers to be read and the study to be performed, or researchers can find out if the study is going to be long or fresh.
- b. Help researchers to develop research theories and focus on the substance of the thesis itself.
- c. Throughout this level, researchers are also developing skills such as being able to critically review literature in order to find

possible limitations or helping the researcher to establish the researcher's own point of view.

3. Research Plan (Drafting)

Planning is a method of thinking about the actions required to achieve the desired goal. The first and most important activity is the achievement of the intended result. This involves the production and management of a system, such as psychological aspects requiring analytical skills. There are also a few tests to determine someone's ability to plan well. Here are the several steps to make drafting

- a. Introduction, it is including a general plan on the work to be carried out. With the progress of the research itself, this initial design will evolve.
- b. Significant of the research, is the section on the importance of the study provides the reader with information about how the study can contribute. Nonetheless, it must be explicitly mentioned what the study will contribute and who will benefit from it.
- c. Research question, the research question is at the base of a research, study or literature review project. It focuses on the study, defines the methodology, and guides all stages of investigation, analysis and interpretation.
- d. List of references, according to Anne (2010 : 3) a bibliography is a list of books, scientific articles, statements, private

documents, diaries, interviews, rules, letters, blogs, and other references that you use while researching a subject and writing a document. At the end, the bibliography appears. Bibliography records must be presented in a very particular setting, although this format may depend on the unique style of writing that the writer has practice. The instructor or publisher will ask which type to use, and most academic papers will include MLA, American Psychological Association (APA), Chicago (author-date references or footnotes / endnotes) or Turabian type.

4. Revise the Research

Start this at least a week before the paper is needed. In fact, researchers would not have to wait until have a complete first draft to start a revision. Authors may also edit individual paragraphs after authors have finished so. Until making a revision, the author should understand when and how to correct it by providing input on each sentence, then concentrate on every sentence that has been written, It is means there is little we can apply the most rational sentences and delete it.

C. The Importance of Writing Thesis

In education especially in undergraduate or master program need to write a scientific paper in the form of thesis, this is required by almost of the entire university for undergraduate and master programs. In writing the thesis

itself there are still many students who do not understand what is actually the importance or the purpose of a scientific writing work. According to Huang (2016) described several benefits in writing thesis include:

1. The results of study in scientific papers written by students are considered to contribute to the science field. In this case the work written is not from the result of free writing rather purely from the research, a good scientific work must have the level of originality or new findings so that it can enrich the scholarship.
2. When students are able to write scientific work and answer the results of his research in the presence of testers who have experts in the field, of course it is said to show that the student is competent in the field of certain sciences and can be expressed as a result and a formal test.
3. The results of the scholarly work of the student can be used as reference or reference for others to study the particular field of science.

D. The Principle of Writing Thesis

In any writing, whether that essay, thesis, proposal or short narrative has the same objectives and rules. This extends to scholarly writing as well. Through writing, is given the chance to explore, discover what the author know on the basis of experience, or what inspired, so that readers are also interested in reading what the author have written. The most important thing in writing is not just displaying or writing on a subject that the author think is

interesting, but also have an analysis and criticism of our writing. Below are some of the guidelines for writing according to Anne (2010: 2).

1. Clear Purpose

The aim of the paper is to respond a comment as a subject. The question has a meaning for their self. The most common purpose of academic writing is to persuade, analyse / synthesize, and inform.

- a. Persuasive Purpose

In persuasive academic writing, the goal is to get the readers to respond to the issue. The authors going to take one solution for their question, to support the response with argument and facts, and seek to shift the reader's point of view on the topic. Persuasive writing activities cover argumentative and position papers.

- b. Analytical Purpose

In analytical academic writing, the aim is to describe and assess alternative solutions to their question by choosing the best answer based on their criteria. Analytical tasks often investigate triggers, examine consequences, evaluate the efficacy, evaluate ways to solve problems, identify associations between various concepts, or analyze other people's points.

- c. Informative Purpose

The aim of insightful writing is to clarify possible answers the question and to provide readers with new knowledge of the

subject. This varies from an analytical subject in that, do not put point of view on the reader, but rather try to extend the view of the reader.

2. Audience Engagement

Find the audience as classmates with much the same level of experience as the research. As field students, they are interested in the subject, but they may not be so interested in reading a paper. So the writer going to engage them with the ideas and then get their interest in style of writing.

3. Clear Point of View

Academic writing, even for information purposes, is not even a list of facts or summaries of sources. Although the authors going to present the ideas and research of other people, the aim of the paper is to show what their thinking about these things. The paper should have and will endorse their own original idea of the subject. This is called the statement of thesis, and it is their response to the issue.

4. Single Focus

Thesis argument must be assisted by every paragraph in the article. There will be no redundant, irrelevant, unimportant or conflicting details.

5. Logical Organization

Academic writing is in accordance with the traditional organizational pattern. According to Anne (2010), there are an introduction, body, and conclusion to academic writing and papers. Each paragraph model implies to the next one.

- a. Introduction, Catch the attention of the readers, continue providing basic information, and let the reader know exactly what to expect. This one has a statement of thesis.
- b. Body, sections of the body are part of an essay, report, or speech that describes and creates the main idea. Body paragraphs are coming after the introduction even before the conclusion. The body is probably the initial part of the essay, and each paragraph of the body may start with a sentence to indicate what the paragraph has been about.
- c. Conclusion, this is the last paragraph of your article. It closes the paper and leaves the reader happy with what they have just read. The writers illustrate their paper in an efficient way.

6. **Strong Support**

Body paragraphs shall have adequate and valid support for the theme of the sentence and the thesis argument. This support will include facts, examples, explanations, personal knowledge and scientific information and citations.

7. **Clear and Complete Explanations**

This is very valuable, the writer have to do all the tasks for the reader, as a writer. The reader should never have to think difficulty to comprehend thinking, logic, or organization. English readers anticipate anything to be completed for them such as creativity and thinking process should be clearly and explained fully.

8. Effective Use of the Research

The paper will link to a number of recent, high-quality, technical and academic sources. The paper work should be used to endorse own ideas hence, it must be incorporated into their writing and not addressed separately. It means that the source material should be used, examined, explained and then referenced. The Research and APA Style Guide 2010 discusses this subject in depth.

9. Correct APA Style

All academic papers must follow the instructions of the American Psychological Association (APA) as set out throughout the 2010 research and APA style guide on in-text citations, the annotated bibliography and also the format.

10. Writing Style

Even though this is work, the writer use own words whenever possible. Use the natural conversational tone that writer used in comment language. The writing needs to be clear, descriptive and easy

to understand. It is also very critical that there are no mistakes in grammar, spelling, punctuation or vocabulary in academic literature.

E. Thesis Problem

In writing a thesis many students experience some problems writing their thesis. Problems come from various sources, some come from themselves such as lazy, influenced by lazy friends, problems from lecturers, lecturers who are hard to meet. As for the English department, students are required to write a thesis in a foreign language. Writing a thesis in English especially for learners in Indonesia is difficult, students should think not only about the content and organization of the thesis but also the language as we know the English language is not our first language. According to Rostanti Toba, Widya Noviana Noor, & La Ode Sanu, (2019), there are several factors in the discussion of thesis more important to consider aspects of content, organization, vocabulary, grammar, and mechanics. Their reasons for solving these problems are not only limited knowledge about the aspects of agreeing and allowing and separating the essay itself, but also they have personal reasons; poorly trained writing, dislike writing, writing anxiety, negative writing, low motivation writing, insufficient time given in the written test, and also accepting inadequate processes discussed by their lecturers. Indeed, teaching improvement writing involving students and lecturers must be well supported.

F. Causes of Students Problems in Writing Thesis

Commonly, students run into some problems in doing the process of thesis. In some problems, there are some causes why the students being difficulties finishing the project. Here, there are several causes when students in completing their thesis.

A. Motivation

According to Budianto (2010) there are several causes when students complete their thesis, one of them is lack of motivation, without student motivation it is difficult to achieve success optimally. Learning motivation is a psychological factor that is non-intellectual. His role is very important in terms of growing passion, feeling happy and eager to learn. Students who have strong motivation will have a lot of energy to complete the task. A person will not have the motivation, except because of coercion or just ceremonial. A student who has quite a high intelligence may fail because of a lack of motivation. Learning outcomes will be optimal if there is the right motivation. Depending on this, the failure of a student should not just blame the student could be because the student lacks motivation.

B. Personality

Personality problems students come from themselves and the impact is arising anxious attitude, doubtful, prejudiced, low motivation, and in many cases unable to be independent. When a student is in these circumstances it will greatly affect the thesis writing process (Sharp, 2008).

Though people are mostly born with the same potentialities and abilities, the degree of success and the degree of failure in accomplishing things are different. Both depend on our will and efforts which might be influenced by our ways of thinking, acting or behaving, in which all of these are indirectly linked to the individual personality factors (Reyes, 2018).

C. Thesis Advisor Factors

The existence of a supervisor is very useful for all students. The supervisor plays an important role in the completion of the thesis. Because the supervisor is referred to as a person whose role is to supervise, direct, motivate students. Being an advisor should become a facilitator, monitor, dictator, and professional partner. As a facilitator is not only to teach and educate but also advisor should give facilitate, help, support, understand, and stimulate the students. According to Susilowati (2008) being an advisor should give the monitor for the students. The students need to be always given motivation in the order they can be struggling in accomplishing their thesis. Furthermore, an advisor must be a professional partner for students. In order to achieve the objective of creating a qualified thesis, there should be a good communicator for giving motivation and 14 direction the steps for doing the thesis. Thus, thesis advisor helps the students for finishing thesis.

According to Abdullah, Pangestika (2018) Some reasons for the thesis advisor become obstacles in writing a thesis, among others, the difficulty of communication between students and the thesis advisor, the advisor thesis that is difficult to meet, the thinking of lecturers and students that are not in line so that from these problems many students lose enthusiasm and despair. The supervising lecturer is guiding and directing students so that their final assignments are truly scientifically based on predetermined rules, plus one more as an evaluator or evaluating and correcting what students have done and directing students to be able to correct if there are errors. For that thesis, supervisor should not be difficult for students.

G. How to write a good thesis

To be a good writer, a student must master several components in writing such as grammar, vocabulary, the structure of the right word selection and writing the right structure. It is not easy to be a writer because writers are required to be able to write well and correctly using words that are standard and have meaning in their writing (Al-Gharabally, 2015).

According to Hind Al Fadda (2012), there are four characteristics of how to good in writing theses:

1. Writing should play a significant role in the related community.
2. The topic should be interesting for the writer, who believes that there is more to discover about it.

3. The writer must care about the aesthetic quality of the text he/she writes.
4. The community should help writers in accessing relevant resources and finding support and guidance.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question through the collection, interpretation, analysis, and discussion of data. The methodologies and methods incorporated in the design of a research study will depend on the standpoint of the researcher over their beliefs in the nature of knowledge (see epistemology) and reality (see ontology), often shaped by the disciplinary areas the researcher belongs to.

According to Wikipedia, Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires (on which participants write descriptively), focus groups, participant-observation, recordings made in natural settings, documents, and artifacts. The data are generally nonnumerical. Qualitative methods include ethnography, grounded theory, discourse analysis, and interpretative phenomenological analysis.

According to Creswell (2012), a qualitative approach was an approach to build a statement of knowledge based on constructive perspectives (for example, meanings derived from individual experience, social and historical values, with the aim of building a particular theory or pattern of knowledge). Therefore, this design was selected because the researcher was interested in

exploring specifically the individuals' perspectives about the problems faced by students' in writing thesis and what are the causes of the problems.

Furthermore, Lambert (2012) said that that descriptive qualitative research was a research used to describe, analyze, and summarize a hypothesis in specific events experienced by individuals. According to Cohen, Manion, and Morrison (2011), qualitative descriptive was a qualitative data analysis method which was divided into organizing, accounting and exploring the data. In short, it makes logic of data in terms of the participants' meaning of the situation, noting patterns, themes, categories and regularities. Therefore, in this research, the researcher was interpreted and describe the problems faced by students' in writing thesis and what are the causes of the problems.

Based on the arguments above, this research used qualitative research design, because the main purpose of this research is to obtain information about the problems faced by students' in writing thesis and what are the causes of the problems that uses interview as the technique.

3.2 Subject of the Research

The subjects of this study are 5 students of English Language Education Department who had taken a writing Thesis at the Darussalam Islamic Institute in the Academic Year of 2019/2020. The reason why the researcher chose English Language Education Department as research setting to conduct the data was because of several factors. First, the researcher was a student of the university. Therefore, researching their own university means the

researcher understands very well the culture of the university. This helped ease the data collection and data interpretation process. Second, through this research, the researcher could contribute to the university, especially the department. Thus, for future thesis writing, the institution could maximize its assistance to the students by being aware of the problem affecting thesis writing. Third, the researcher selected the university because of effectiveness of time and accessibility.

3.3 Setting of the Research

In this study, the setting of research is the interview. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews are an appropriate method when there is a need to collect in depth information on people's opinions, thoughts, experiences, and feeling. The researcher also uses a tape recorder as an instrument.

The researcher used interview as instrument for gathering the data. According to Cohen, Manion and Morrison (2011), interview was useful for qualitative research for gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation. The researcher used in one-on-one interview to give the participants privacy, so that the participants can comfortably share opinions and ideas. The researcher used audio recording and took a note to write down 29 some important keywords based on

respondents' answers. The recording was done to help the researcher transcribe the interview.

In practice, there were several steps in collecting the data. First, the researcher makes question for the interview based on literature review. Second, the researcher recruited participants by direct invitation or phone invitation to be participants in this research. The researcher offered an explanation about the aims of the research so that the participants can provide adequate information before they decide whether they want to participate in this research or not.

After the interview, the researcher conducted data analysis. The data analysis began with transcribing the recording into text

3.4 Data Source

This research was conducted at English Language Education Department at the Darussalam Islamic Institute. The reason why the researcher chose English Language Education Department as research setting to conduct the data was because of several factors. First, the researcher was a student of the university. Therefore, researching their own university means the researcher understands very well the culture of the university. This helped ease the data collection and data interpretation process. Second, through this research, the researcher could contribute to the university, especially the department. Thus, for future thesis writing, the institution could maximize its assistance to the students by being aware of the problem affecting thesis

writing. Third, the researcher selected the university because of effectiveness of time and accessibility.

3.5 Procedure of Data Collection

In this study, to obtain information about students' problems in writing a thesis, the researcher was interviewing students.

According to Cohen, Manion and Morrison (2011), interview was useful for qualitative research for gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation.

The technique used by the researcher is structured interviews because the questions are given to the person being interviewed based on a list of questions made by the researcher.

The researcher used in one-on-one interview to give the participants privacy, so that the participants can comfortably share opinions and ideas. The subjects of this study are 5 students of English Language Education Department who had taken a writing Thesis at the Darussalam Islamic Institute in the Academic Year of 2019/2020.

The researcher also used audio recording and took a note to write down some important keywords based on respondents' answers. The recording was done to help the researcher transcribe the interview.

In practice, there were several steps in collecting the data. First, the researcher makes question for the interview based on literature review. Second, the researcher recruited participants by direct invitation or phone

invitation to be participants in this research. The researcher offered an explanation about the aims of the research so that the participants can provide adequate information before they decide whether they want to participate in this research or not.

3.6 Data Analysis

Data analysis technique is data management from the data that has been collected. The data analysis technique in this study uses an *interactive model data analysis technique* from *Miles and Huberman*. *Miles and Huberman* argued that the activities in qualitative data analysis were carried out interactively and continuously until they were completed, so that the data was saturated (Nasril, 2021). The following are the steps of interactive model data analysis:

3.6.1 Data Collection

In this study data collection through interviews, observation and documentation. After the data has been collected, it is presented in the form of interview transcripts, documentation descriptions, and descriptions of research results.

3.6.2 Data Reduction

In this study, data from interviews of all informants were grouped according to the same interview questions. Having concluded the outline of the results of the interview then grouped with the results

of observations and related documentation. After the data is based on interviews, observations and documentation, the similarity of patterns is taken and then summarized based on the formulation of the problem.

3.6.3 Data Display

After the data is reduced, the data is made into special patterns according to the theme or subject matter so that the data can provide clear and easy-to-understand information. evaluation of extracurricular activities.

3.6.4 Conclusion Drawing/Verification

The data that has been narrated in the data display is then presented in the research results. The presentation of the research results is accompanied by field evidence from interviews, observations, and documentation. From the results of the study, the researchers then compared with the theory.

3.7 Validity of Data

Whittemore, Chase, and Mandle (2001), analysed 13 writings about validation and came up with key validation criteria from these studies. They classified these criteria into primary and secondary criteria. They found 4 primary criteria which are:

1. Credibility (Are the results an accurate interpretation of the participants' meaning?)
2. Authenticity (Are different voices heard?)
3. Criticality (Is there a critical appraisal of all aspects of the research?)
4. Integrity (Are the investigators self-critical?)

The secondary criteria are related to explicitness, vividness, creativity, thoroughness, congruence, and sensitivity.

According to Creswell & Poth (2013) they consider "validation" in qualitative research as it is trying to assess the "accuracy" of the results, as best described by the researcher, the participants, and the readers. This indicate that any report of research is a representation by the author. They believe that validation is used to emphasize a process, instead of verification made by extensive time spent in the field, detailed description, and a close relationship between the researcher and the participants.

CHAPTER IV

ANALYSIS AND FINDING

This chapter shows the results of the interview to answer the research question. The researcher investigated the academic problem faced by students in writing thesis and the problem causes faced by students in writing thesis. From the data analysis, the researcher revealed three problems. Those problems are: (1) Vocabulary problems, and (2) Grammatical problems (3) don't fully understand about research method. Meanwhile, the factor causes students problem in writing thesis were (1) forgot the English vocab of a word and (2) less understand about grammar (3) pay less attention when study research methodology.

In addition to the findings, which are the presentation of the participants' quotes, the researcher also presents some further discussion following the finding. The discussion is when the researcher presented confirming or contradictory arguments present in existing theories or literatures following the finding. This is to support whether the finding is in accordance with the recent previous studies, contradictory, or even new arguments or empirical results.

4.1 Findings

The research findings provided below were obtained from the interviews between the researcher and five interviewees. It described the

problems faced by students in writing thesis and the ways that students used to solve the problems. The interviews were conducted on Sunday 25 July 2021.

Based on the results of interviews that have been conducted on Sunday 25 July 2021 with five different English major students, there are three academic problems faced by students at Darussalam Islamic Institute in writing the thesis as follows:

A. Vocabulary Problem

As explained in chapter two, vocabulary problem is a problem faced by students in the mastery of vocabulary in a language. Based on the results of first interview that have been conducted on 25 July 2021, there was a student who said that she had a problem with English vocabulary in writing her thesis. She did not know what a vocabulary she would use to write what was in her mind. She also often forgets a vocabulary she previously knew. As she said in interview that conducted on 25 July 2021:

“Sometimes I didn’t know what a vocab I should use to write what I’m thinking about. Sometimes, I forgot the English vocab of a word that I will use” (Appendix 1)

Based on the explanation above, it can be concluded that vocabulary is very important for everybody who learn English, vocabulary has an important role, without vocabulary, you will can do nothing as an English learner.

B. Grammatical Problem

As explained in chapter two, grammatical problem is the main problem for students who learn English. Based on the results of interviews that conducted on 25 July 2021, the researcher found that there were three students claimed that they had problems with grammar mastery. As they said in interviews that were conducted 25 July 2021:

“Messy grammar because I never understood while learning grammar” (Appendix 1)

“Grammar because from school back then I was most lazy in learning grammar, so now I have difficulty” (Appendix 1)

“Grammar because “I am very confused about 16 formula tenses in English, even the names of the formulas I do not know. Repeatedly reading books about grammar but still do not understand. I think it is my fault because I did not pay attention when I was in college. Even though I got a lecturer who I thought was very professional, I didn't even pay attention, so it happened like this” (Appendix 1)

In addition, what cause them to have trouble with grammar are factors in themselves, most of them pay less attention when structure courses were taking place, so they do not master grammar fully now. As they said in interviews that were conducted on 25 July 2021:

“...because of my low comprehension it was difficult for me to understand grammar”

“No, because I lack the enthusiasm of learning grammar, so I still don't understand grammar”

“...because I did not pay attention when I was in college, Even though I got a lecturer who I thought was very professional, I did not even pay attention, so it happened like this”. (Appendix 1) “...I am confused about the way I arrange the sentence that I have to write, I am not very good at grammar”

“...I am less able to accept and understand the explanation of the tenses formula, because I did not focus when the learning process took place...”

From the explanation above, it can be concluded that grammar has important role in English. As an English learner, you have to pay more attention when the 22-structure course takes place, so you will master the grammar material easily. Grammar will always be needed in every aspect of English, especially in writing.

C. Research Methodology Problem

Research Methodology Problem is a problem faced by students in the writing thesis process. Based on the results of fifth interview that have been conducted on 26 July 2021, there was a student who said that she had a problem with research methodology her thesis. She did not know well about research methodology she would use to write her thesis. She also often forgets a vocabulary she previously knew. As she said in interview that conducted on 25 July 2021:

“I don’t know well about research methodology because I am less able to accept and understand the explanation of the research methodology, because I did not focus when the learning process took place, so now when I have to use it in thesis writing, I’m confused”.
(Appendix 5)

Based on the explanation above, it can be concluded that research methodology is very important for everybody who writing thesis, methodology has an important role, without methodology, you will can do nothing.

4.2 Discussion

Thesis is a paper written by a student who is studying for a bachelor's degree. A student usually does thesis in the final semester before graduation. Associated with all of students working on the thesis, this study examines the problem faced by students at Darussalam Islamic Institute in writing thesis. There are three kinds of problems faced by the students in writing thesis. Those problems are the problem with grammar and the problem with vocabulary and don't fully understand about research method. Meanwhile, the factor causes students problem in writing thesis were forgot the English vocab of a word and less understand about grammar pay less attention when study research methodology.

Actually, those problems are big obstacles for students in writing their thesis. Therefore, the students did some ways to solve their problems. Based on the result of interviews, the researcher found that there are three kinds of ways did by students in solving their writing process problems. Those three kinds of ways are choosing their thesis as the more important thing, venturing self to begin the thesis, studying and trying harder. From the explanations above, it can be concluded that there will always problems during students try to finish the thesis, but those all problems will be nothing if students did something stronger than those problems themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher clarifies the conclusion and suggestions gained from the findings and discussions that have been written in the previous chapter.

5.1 Conclusion

Based on the findings and discussions that have been mentioned in chapter four, the researcher can take few conclusions related to research problems and research objectives written in the first chapter. Those conclusions are as follows:

The researcher found that there were three kinds of problems faced by students of the Darussalam Islamic Institute in writing their thesis. Those problems are (1) Vocabulary problems, and (2) Grammatical problems (3) don't fully understand about research method. And the factor causes students problem in writing thesis were (1) forgot the English vocab of a word and (2) less understand about grammar (3) pay less attention when study research methodology. The researcher conducted interviews with five students of the Darussalam Islamic Institute who were in the process of completing the thesis to get the data. Related to those problem, the students had several ways to solve each of the kinds of problems they faced. To solve the academic problem, students had two ways they did. Those were (1) Study harder, and

(2) Asking friends for help. From the problems written above, it can be seen that most of the problem kind faced by students was grammar problem.

5.2 Suggestion

Based on the conclusions above, there are several suggestions are recommended as follows:

For Students

Finishing the thesis is not an easy task; there are always problems and temptations for students in finishing their thesis. Prepare all the preparations to complete the thesis in advance. Study hard, and gather your intentions. Prioritize your thesis above temptations and obstacles. Strengthen faith; be more diligent in worship so that the Almighty always gives you fluency. Through this thesis, the researcher expects to be able assist students who are facing problem in writing thesis to solve the problems.

For Lecturers

Being advisor is not an easy task, because the lecturer does not only guiding one student, but many students that have different character. Besides, the lecturer has a lot of activities she/he must be done. Therefore, she/he has to be able manage the time between guiding times and doing other activities times. The lecturer must be able do both equally.

For Other Researcher

Writing thesis is something that is required for students in the last semester of their college period. It shows that finishing thesis is the most important thing students must do to get their Bachelor's degree. Through this

study, the researcher expects to be able assist other researcher in analysing the students' problems in writing thesis in different campus.

For the next researcher

Use this research as references about writing thesis as one kinds of Academic Writing subject to make the new research about it but in the different discussion.

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APPENDIX

Questionnaire

1. Based on your experience writing the thesis, are you facing a problem?
Berdasarkan pengalaman Anda menulis tesis, apakah Anda menghadapi masalah?
2. For the academic problem, what problems do you face when working on your thesis and what the reason ?
untuk masalah akademik, kendala apa yang anda hadapi saat mengerjakan skripsi?
3. Is the lecture you got in the last few semesters less effective, so you still have problems with the vocabulary?
Apakah kuliah yang Anda dapatkan di beberapa semester terakhir kurang efektif sehingga Anda masih memiliki masalah dengan kosakata?
4. Does your problem have an impact on your thesis writing process?
Apakah masalah non-akademik Anda berdampak pada proses penulisan tesis Anda?
5. Then, what do you do to solve it?
Lalu, apa yang Anda lakukan untuk mengatasinya?
6. In solving the problem itself, are there any obstacles preventing you?
Dalam menyelesaikan masalah itu sendiri, apakah ada hambatan yang menghalangi Anda?

Interview Section I

Name : M. RIFQI ZAINUL AZKA

Date of interview : 25 July 2021

Site : Al Musyarokah Dormitory

Researcher : “Based on your experience writing the thesis, are you facing a problem?”

Azka : “Yes”

Researcher : “For the academic problem, what problems do you face when working on your thesis and what the reason?”

Azka : “Lack of vocabulary because Sometimes I didn't know what vocab I should use to write what I'm thinking about. Sometimes I forgot the English vocab of a word that I will use”

Researcher : “Is the lecture you got in the last few semesters less effective, so you still have problems with the vocabulary?”

Azka : “Maybe it happens because English is a broad language, has a lot of vocabs that we need to learn, whereas we don't use English every day, so mastering the vocab will be a little difficult because we are not used to it”

Researcher : “Does your problem have an impact on your thesis writing process?”

Azka : “Yes”

Researcher : “Then, what do you do to solve it?”

Azka : “Study Harder”

Researcher : “In solving the problem itself, are there any obstacles preventing you?”

Azka : “No”

Interview Section 2

Name : Fadli Zam Zami

Date of interview : 25 July 2021

Site : GP

Researcher : “Based on your experience writing the thesis, are you facing a problem? ”

Fadli : “Of course, ”

Researcher : “For the academic problem, what problems do you face when working on your thesis and what the reason?”

Fadli : “Messy grammar because I never understood while learning grammar”

Researcher : “Is the lecture you got in the last few semesters less effective, so you still have problems with the vocabulary?”

Fadli : “I thought it was effective, but because of my low comprehension it was difficult for me to understand grammar”

Researcher : “Does your problem have an impact on your thesis writing process?”

Fadli : “Yes they have big impact for me”

Researcher : “Then, what do you do to solve it?”

Fadli : “I often ask for an explanation from my friends”

Researcher : “In solving the problem itself, are there any obstacles preventing you?”

Fadli : “Yes, feeling lazy and sleepy are my main obstacles”

Interview Section 3

Name : Izza

Date of interview : 26 July 2021

Site : Al Irfan Library

Researcher : “Based on your experience writing the thesis, are you facing a problem?”

Izza : “Yes”

Researcher : “For the academic problem, what problems do you face when working on your thesis and what the reason?”

Izza : “Grammar because from school back then I was most lazy in learning grammar, so now I have difficulty”

Researcher : “Is the lecture you got in the last few semesters less effective, so you still have problems with the vocabulary?”

Izza : “No, because I lack the enthusiasm of learning grammar, so I still don't understand grammar”

Researcher : “Does your problem have an impact on your thesis writing process?”

Izza : “Yes of course”

Researcher : “Then, what do you do to solve it?”

Izza : “Sometimes my friend helps me to check my grammar on my thesis”

Researcher : “In solving the problem itself, are there any obstacles preventing you?”

Izza : “No”

Interview Section 4

Name : Syukron

Date of interview : 29 July 2021

Site : By Phone

Researcher : “Based on your experience writing the thesis, are you facing a problem?”

Syukron : “Yes”

Researcher : “For the academic problem, what problems do you face when working on your thesis and what the reason?”

Syukron : “Grammar because “I am very confused about 16 formula tenses in English, even the names of the formulas I do not know. Repeatedly reading books about grammar but still do not understand. I think it is my fault because I did not pay attention when I was in college. Even though I got a lecturer who I thought was very professional, I didn't even pay attention, so it happened like this.”

Researcher : “Is the lecture you got in the last few semesters less effective, so you still have problems with the vocabulary?”

Syukron : “My self made it ineffective”

Researcher : “Does your problem have an impact on your thesis writing process?”

Syukron : “Yes of course”

Researcher : “Then, what do you do to solve it?”

Syukron : “I asked my friend to explain each of the tenses and I asked him to correct my thesis grammar”

Researcher : “In solving the problem itself, are there any obstacles preventing you?”

Syukron : “Yes, because my friend is still doing his thesis also, I cannot ask him to help me every time I need”

Interview Section 5

Name : Mega

Date of interview : 25 July 2021

Site : By Phone

Researcher : “Based on your experience writing the thesis, are you facing a problem?”

Mega : “Yes”

Researcher : “For the academic problem, what problems do you face when working on your thesis and what the reason?”

Mega : “I don’t know well about research methodology because I am less able to accept and understand the explanation of the research methodology, because I did not focus when the learning process took place, so now when I have to use it in thesis writing, I'm confused.”

Researcher : “Does your problem have an impact on your thesis writing process?”

Mega : “Yes of course”

Researcher : “Then, what do you do to solve it?”

Mega : “Study harder ask help of friends”

Researcher : “In solving the problem itself, are there any obstacles preventing you?”

Mega : “Of course, I am very lazy to do my writing thesis”

DOCUMENTATITON

CURRICULUM VITAE

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Education

2005 – 2011 : SDN 2 Banjarmasin
2011 – 2014 : SMPN 1 Bulok
2014 – 2017 : SMK Darussalam Blokagung

Hobbies

- Use computer
- Networking
- Programing