

A THESIS
ANALYSIS OF STUDENT DIFFICULTIES IN WRITING THESIS
IN ENGLISH EDUCATION PROGRAM
AT IAIN PAREPARE



By

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REG NUMBER. 17.1300.125

PAREPARE

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

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Thesis

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of Sarjana Pendidikan (S.Pd.)**

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to

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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Muh.Riswan. *Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare* (Supervised by Ismail Latif and Kalsum)

Student Difficulties in Writing Thesis become one of the students mostly problems. Many students did not understand in academic writing for thesis. The purpose of this research is to describe difficulties and factors of students English Education Program in completing their thesis at IAIN Parepare.

This research used quantitative research with instrument of the research was questioner. The total sample were 25 students from seventh semester of English Education Program at IAIN Parepare. The data analysis used descriptive statistic, mean and percentration.

The result of the research showed that kinds of the difficulties in completing students' writing thesis of English Education Program in at IAIN Parepare referred to the academic difficulties fell by students in score 51,68% which indicator of Write Academically, Grammatical Rules, Paraphrasing and Limited Vocabulary while Nonacademic difficulties fell by students in score 48,32% which indicator of Lack Motivation and Do not get the Suitable Feedback. Factor may cause the students difficulties in completing their thesis at IAIN Parepare faced internal factor which 51,23% students fell difficulties caused by internal factor which indicator of intelligence aspect and external factor which 48,77% students fell difficulties caused by external factor which indicator of school and family environment.

Keyword: Student Difficulties; Writing Thesis; English Education Program

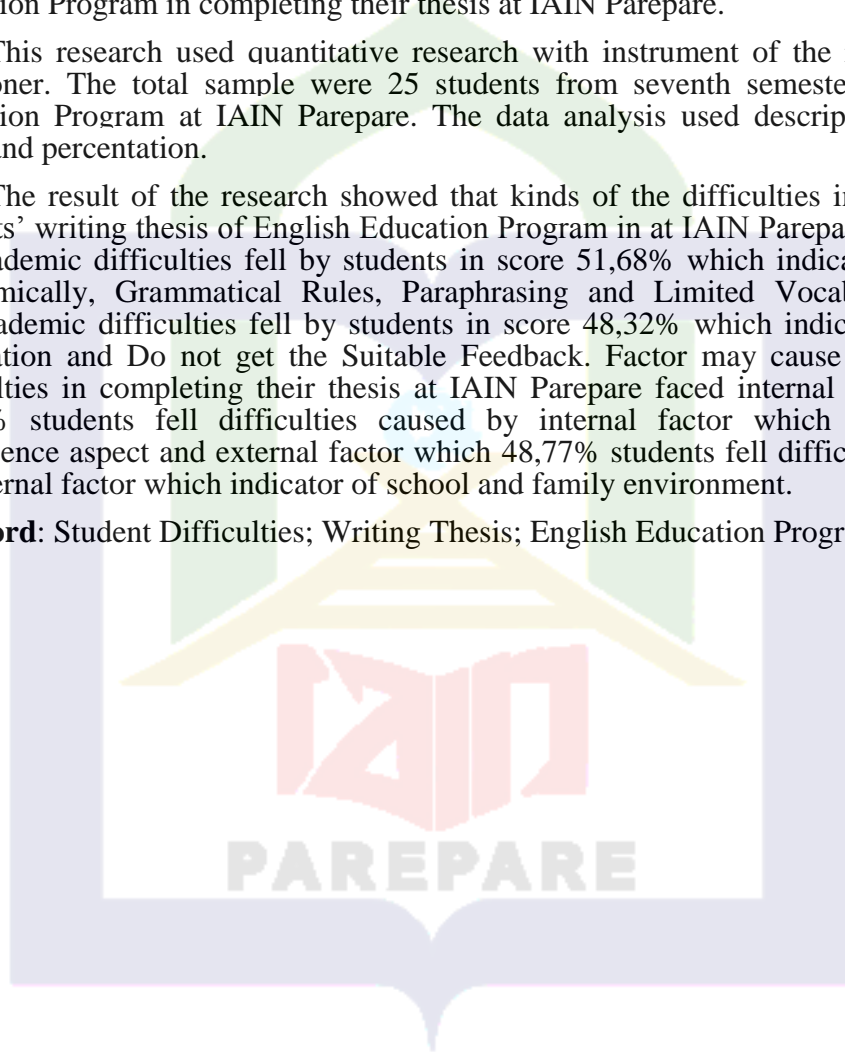
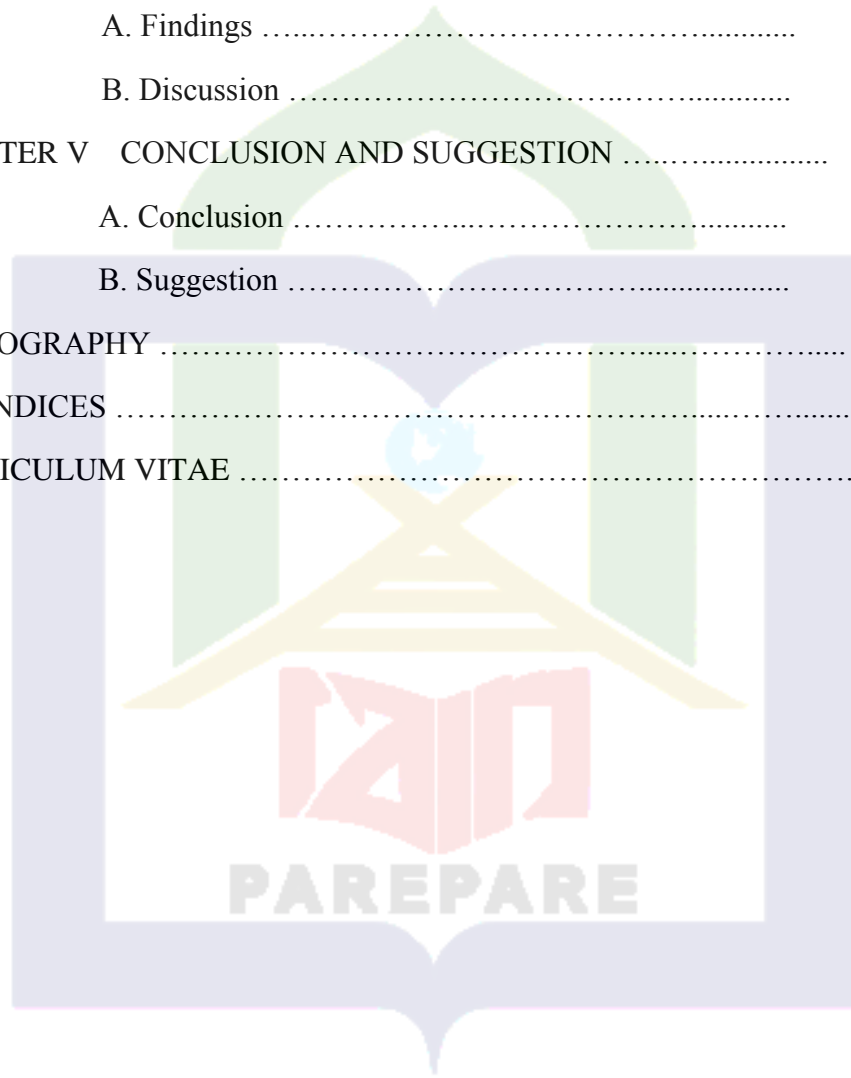


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CHAPTER I

INTRODUCTION

A. Background

Writing as a process of expressing our ideas or thoughts in words should be done at our leisure.¹ Writing good sentences requires the learners to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as command and other marks of punctuation. When writing something, the author must use the complete sentence in order to avoid making mistakes. In expressing something, the author needs components of writing that are complicated.

Writing is one of the challengeable task in English as a foreign language. At IAIN Parepare especially for the students of English Study Program, writing is separately taught as well as other skills in English. In the case of writing, most of student face a serious problem to develop their writing skill. Such as expressing their ide as, vocabulary, tenses, making good sentences and soon.

The students are not so interested in learning Writing, they thought that study writing just about Tenses and grammar. It showed when the researcher interviewed some students of English Study Program, most of them choose Writing as the last skill to be interested in learning English, it is relevant to Allenand Corder's statement said that writing is the most difficult language abilities to acquire.²

Generally, activity of writing needs special skills because the students not only learn about structure, but also know how they describe and share their opinion. It

¹ Leo Sutanto, English for Academic Purpose Essay Writing, (Yogyakarta: Andi Offest 2017), p.1.

² Nada Abi Samra, an analysis of Errors in Arabic Speakers' English writings, <http://samra.mywebvlog.com>.on december, 14.2020.

is hard for them to write coherently and simply. They sometimes use lots of sentences to make one point but the readers cannot understand it. Therefore, to be a good writer, the students must understand the rules and steps of writing, it is very important for them to make a strategy in order to express their ideas through writing.

In order to communicate effectively, people must constantly adjust their writing to tell their purpose to the audience. When writing for others, it is crucial to know both purpose for writing and the audience who will be reading the work. The ability to adjust this writing to suit your purpose and audience will help the writer well not only in the classroom, but also in the work place and beyond.³

In English department of IAIN Parepare, the classification of writing curriculum is: Writing 1, Writing 2, and Writing 3. After finishing all the materials of writing, one of the most important is students must be expert to write various types of scientific papers, such as, writing report, article, papers, thesis and others, however there are still many cases at which the English department's students have very low score in writing, it is shown in some students at the eighth semester of English department that have a good speaking, reading and listening but they cannot write well. There are many factors that influence this condition. It is probably from the internal of the writer itself which need more attention and language competence of the writer as requirement to make a good writing.

Based on pre-observation, the researcher found that in the class, many students at the last semesters of English department student 2023 of IAIN Parepare constrained where are they have good speaking skills, read and listen, but they cannot write well either in completing assignments or in the scientific work itself. Such as

³ John Langan, *College Writing Skill With Reading*, (Seventh Edition: New York: 2008), p. 15.

expressing idea, vocabulary, grammar.

From the explanation above, the researcher is interested in knowing the difficulties of the students in writing personal experience. Based on the reason above, the researcher comes to decision to do research entitled “Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare”.

B. Research Questions

Based on the background explanation above, the researcher formulates the research question as follow:

1. What kinds of the students difficulties in completing students writing thesis of English education program in at IAIN Parepare ?
2. What factor may cause the students difficulties in completing their thesis at IAIN Parepare ?

C. Objective of the Research

The objectives of the research are:

1. To describe the students difficulties of students English education program in completing their thesis at IAIN Parepare.
2. To describe factors that influence the students difficulties of students of English education program in completing their thesis at IAIN Parepare.

D. Research Significance

1. For students

Especially for researchers, they can find out the difficulties of students English education program in completing their thesis at IAIN Parepare.

2. For teachers

They are able to know the difficulties of students English education program in completing thesis and the factors that cause of students English education program in completing thesis at IAIN Parepare

3. For Campus

So that it can be used as a reference for the next generation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are :

Henricus Dimas Frandi Cahyo in her thesis under the title of Psychological pressure on thesis writing student of Sanata Darma University 2016. Concluded that, fine out information about the description of pressure on the subject of thesis writing students. The difference in the title of the research, namely the Psychological pressure on thesis writing student of Sanata Darma University 2016. and also the results of the research, namely knowing the description of the pressure on the subject of the thesis writing student, what negative stress symptoms experienced by thesis writing students and the factors that cause psychological pressure on the thesis writer.

Moh. Chairil Asmawan in her thesis under the title of Analysis of students difficulties in complete thesis at University Muhammadiyah Surakarta 2016. The research finding shows that, most student do not understand the research methodology, they only copy from the senior's thesis in the library. they do not understand how to write and spend data in written form.

I Made Afryan Susane L in her thesis under the title of students motivation in completing thesis at final year students at the Medical faculty of Lampung 2017. conclude that, find out information in kruskal-wallis trial, there was a significant relation between stress and motivation $P=0,0001$ ($p < 0,05$). The little of research is students motivation in completing thesis at final year students at the Medical faculty of Lampung 2017 and the results of the research are that there is a significant relationship between stress and students motivation.

From the three studies above, it can be concluded that there are similarities with this study, one of which is the same object, namely students and also of course there are significant differences according to the explanations that I describe in each study.

As for the location of the difference between “Henricus” research and the one I brought up, it’s his research focused more on the psychological pressure of students in writing theses, while the research that I carried out was more focused on the difficulties of students in the English study program in completing their thesis.

The difference between “cairil’s” and the research I brought up is that this research discusses where students do not understand the research methodology while the research that I carried out focuses on what are the difficulties for students to do their thesis or final project.

The difference lies in the subject of research where “Susane's” research aims to find out the motivation of students in completing the thesis while what I raised will discuss the things that become difficulties for students in working on their thesis.

1. Analysis Theory

Analysis theory refers to the process of critically examining and interpreting information, data, or concepts to gain a deeper understanding or make meaningful conclusions. It involves breaking down complex ideas or phenomena into their constituent parts, examining their relationships, and identifying patterns, trends, or underlying principles.

Analysis theory provides a framework for systematic investigation and evaluation. It helps researchers, scholars, and professionals to analyze and interpret data, texts, models, or systems, enabling them to draw meaningful insights, make

informed decisions, and generate new knowledge.⁴

The specific methodologies and approaches used in analysis theory vary across disciplines. For example, in social sciences, qualitative analysis theory often involves in-depth exploration of textual or interview data, while quantitative analysis theory employs statistical techniques to analyze numerical data. In literary analysis, theorists may examine narrative structures, themes, or symbolism to interpret a text's meaning and significance.

According to Kahar and Ismail that Discourse analysis is a research method and theoretical framework used to study language within its social context. It seeks to understand how language is used to create meaning, construct identities, and shape social interactions and power dynamics. At its core, discourse analysis examines both the structure of language, such as grammar and syntax, and the broader social, cultural, and historical factors that influence language use.⁵ One of the key concepts in discourse analysis is context. Recognizing that language cannot be separated from its social and cultural surroundings, discourse analysis emphasizes the importance of understanding the various contextual factors that shape language use. This includes considering the social and historical background, cultural norms and values, and the immediate situational context in which communication takes place.

Discourse analysis also acknowledges the role of power and ideology in language use. It examines how language can reflect and reproduce social hierarchies, ideologies, and inequalities. By examining the ways in which language is used in different contexts, discourse analysis uncovers the power dynamics and social

⁴ Kaharuddin, Andi, Burhanuddin Arafah, and Ismail Latif. *Discourse Analysis For English Language Teaching*. LAP LAMBERT Academic Publishing, 2018.

⁵ Kaharuddin, Andi, and Ismail Latif. "The Essential of Discourse Analysis for Teaching English as a Foreign Language." *Yogyakarta: Trust Media Publishing* 9 (2017): 35-47.

implications embedded within language.

Discourse analysis recognizes the role of language in the construction and negotiation of identities. It explores how language use contributes to the formation of individual and collective identities, and how social categories such as gender, ethnicity, or social class are reflected and shaped through language



B. Some Pertinent Ideas

1. The Definition of Writing

Writing is one form of realization linguistic competence that are expressed in the form of written language (written), except in the form of spoken language (oral). Writing is one form of manifestation of the use of language as a medium of communication. In writing activities, the author as a resource is not in a situation of dealing face to face with readers as the target information. Therefore, if there is misunderstanding because readers misinterpreting the text, then the consequences could be fatal.⁶ Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁷

Writing is one of linguistic competence form which is expressed in written, beside in oral.⁸

2. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, grammar, and mechanics.

a. Content

There are at least four things that can measured in connecting with content, the composition should contain one central proposed only should have unity should have coherence and continuity, and should be adequate develop. And so, content refers to topic and its explanation or elaboration,

⁶ Pardiono, 12 Writing Clues for Better Writing Competence (Penerbit Andi: 2006), p. 1

⁷ Leo Sutanto, essay writing English for academic purpose, ed. 1st; Yogyakarta: C. V. Andi Offest, 2007, p. 1.

⁸ Leo Sutanto, essay writing English for academic purpose, ed. 1st; Yogyakarta: C. V. Andi Offest, 2007, p. 36.

discussion, evaluation and conclusion.⁹ In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant:

1. Clear

The researcher must have a clear concept of what to convey to reader. The readers expect a clear picture of what the writer intends to describe them.

2 Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

The purpose of organizing material writing involves a coherence, order of important and general to specific, specific to general. Chronologically order of spatial orders pattern, when writing, the learners should arrange the writing chronologically. They should present their ideas based on the order of which happens from the beginning to the end.

c. Vocabulary

Vocabulary is one of component of writing to express ideas we always deal with vocabulary. The lack of the vocabulary makes some one fails to compose what they are going to say, because she/ he feels difficult to choose what appropriate will help the writers to compose that writing and also make readers easy to understand.

⁹ H.Agustian, *The Categories of Cultural Contents In An English Textbook Entitled Let's Learn English* : 2018, P.12.

d. Grammar

Grammar in writing description and other from writing involves correct language and point of grammar. A adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate function and also grammar can help students improve the use of formal language.

e. Mechanics

There are at last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarity meaning. In English writing capital letter have to participles. First they used to distinguish between particular and thing. Second, it use us first word in quotations, a formal statements and proper adjectives, etc.¹⁰

3. Concept of Students

According to Winkel, students are people who study at colleges, whether at a university or institute or academy, they are who are registered as students at the tertiary institution can be referred to as college student. Students are students who are registered at the level higher education institutions, where their most important task isrequired to have independence and responsibility for complete academic assignments that have been set, in order to achieve the graduation competencies expected by his alمامater. Among the students' academic assignments are course assignments which must be completed on time, the achievement of study load, practicum, and thesis. But in completing academic assignments students will be faced with a variety of obstacles. These constraints

¹⁰ J.B Heaton, *Writing English Language Test (new edition)*. (Longman Inc. New York, 1998), p. 148

will often increase with increasing the level of lectures he has achieved. So also on final year students, where at the student level it is faced with a final project, namely a thesis to complete recovery and obtained a bachelor's degree from the alma mater who oversees him.

Sarwono explained that higher education is an institution formal education above the senior high school which mainly delivers theoretical education of a science besides teaching certain skills. Based on the age limit, then students who are in the first year of study (18) years are at the stage late adolescent development and transition to young adulthood. Because of that, which is the mark and task of new student development is in transition leaving teenage life and heading towards lives of young adults, so that individuals are moving away from the development of adolescents towards the task of developing young adults.¹¹

4. Factors of Student Difficulties

The learning difficulties referred to in this study are academic learning difficulties, because of the failure to achieve academic achievement that is not as expected in the subject. This failure is due to factors that cause students' learning difficulties in learning English concepts. The learning difficulties experienced by students vary, which can be seen in terms of learning difficulties, in terms of the subjects studied, in terms of the nature of the difficulties, and in terms of the causative factors. Learning difficulties occur because students do not get the opportunity to learn English which comes from:

¹¹ Nana Ratna Dewi. Kesulitan mahasiswa semester terakhir dalam menyusun skripsi: Jambi, 2018. p.14

1. Difficulty reading sentences and vocabulary, namely Difficulty reading, especially if the sentence is a passive sentence, active sentences are easier for student to understand. The definition of a term according to the English dictionary is a word or combination of words that carefully expresses a concept, situation, or characteristic meaning in a particular field. Often students do not understand correctly the terms used. Some students just memorize it without understanding what it really means. For example, in terms of listening, grammar.
2. Difficulty understanding concepts, namely in English many concepts are found. Concepts are ideas about material that can be expressed in words or terms. While the understanding of theory according to the English dictionary is the principles and laws that form the basis of a science. For example in terms of aspects of Structure, reading. According to Muhibbin Syah the factors that cause learning difficulties include:
 - a) Students' Internal

According to Muhibbin Shah, in his book, states that internal factors is a factor from eithin the student, namely the physical condition or condition student spiritual.¹²

Factors Students' internal factors include students' psycho-physical disorders or disabilities, for example low intellectual capacity/intelligence of students, unstable emotions and attitudes and insured tools senses of sight and hearing.

¹² Muhibbin Syah, *Psikologi Belajar*, Depok : Rajawali Pers, 2017, p. 164

So it can be concluded that internal factors are factors that arise from within students that can affect learning outcomes, both these factors is to the physical condition (physiologi) and spiritual condition of students (psychological).

b) Student external

Hanafiah and Grandson define student external factors that affect effective learning, including: teacher competence, teacher qualifications, supporting facilities, quality of peers, learning atmosphere, and class leadership cost.¹³

Factors Student external factors include all situations and environmental conditions that do not support student learning activities.

- 1) Family environment, for example: disharmony in the relationship between father and mother, and the low economic life of the family.
- 2) Village/community environment, for example: slum area, and naughty playmates.
- 3) School environment, for example: poor condition and location of school buildings learning tools low-quality.

Based on the opinions of the experts above, it can be concluded that the external factors of students are factors that in the form of stimuli that can affect the students learning process. In other words, childrens education is everyones responsibility parties because all components around students can influence student learning.

¹³ Gagne, *The Conditions of Learning*, (2009) p. 41

The phenomenon of learning difficulties is one that has an impact on students' learning achievements to be low, both coming from themselves and the students' closest environment. The causes of learning difficulties experienced by students can be influenced by low learning motivation of students. The main factor that affects learning difficulties in children comes from within the child himself (internally).

Hasan argues that the test faced by students is that they do not understand learning English as in listening. On the other hand, Rahmawati argues that the problem faced in understanding a text is due to a lack of knowledge about references for the preparation of a sentence.¹⁴

The ability to write is difficult because it requires a complex and systematic thought process, but it needs to be mastered by English learners. Meanwhile, according to Megawati & Mandarani in their research, they state that the process of learning to speak is a difficulty that is often faced by students.¹⁵

So it can be concluded that the factors that can affect student learning difficulties can be influenced by two factors, namely internal factors and external factors where these internal factors are the most important factors influence from within the human itself and external factors are factors that are influenced by outside humans such as playmates, the environment and the surrounding community. Learning difficulties of students must be known and overcome early so that we can convey learning indicators that are easily understood by students. So it

¹⁴ Rahmawati, I. F. *Improving Eighth Graders' Reading Comprehension through Rukmini*.2011.p 149

¹⁵ Megawati, F., Mandarani, V, "Speaking Problems in English Communication Pada Fika Megawati, Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *Jurnal Pedagogia* ISSN 2089-3833.

is necessary to conduct research, this aims to find out the learning difficulties of students and how to solve them.

There are 2 factors that make it difficult for students to complete their final project or thesis, including:

a. Internal Factors

The factors that make it difficult for students to compose a thesis are internal factors.

1) Motivation

According to JJ. Siang, namely: the obstacles contained in the completion of the thesis consist of two, namely internal factors including lack of interest or motivation in students and low academic ability in expressing problems or ideas.

2) Perception

Basic knowledge of students and the process of guidance to supervisors.

b. Eksternal Factors

The difficulty factors for students in compiling the thesis from external factors are: According to Mujiyah et al's research, it was found that the obstacles commonly faced by students in writing the thesis thesis were from the thesis supervisor, the lack of guidance time, the lecturer was too busy, the lack of books. references that focus on research problems, limited data on funds with thesis material, obstacles in determining thesis titles, confusion in developing theories.¹⁶

¹⁶ Moh. Chairil. Asmawan (2016). Analysis of Student Difficulty Solving Thesis. Journal-UMS, 20(2), 3331-7222

5. Thesis

According to Hariwijaya and Djaelani, a thesis is a scientific writing made as a requirement for a student to complete his program. This thesis is a proof a student's academic ability in research. Thesis is a requirement for graduation in college, which is required for undergraduate students with the aim that students can express their thoughts systematically.¹⁷

Thesis is the pinnacle of the Bachelor program. Thesis is done in the form of a research project in a department. This is an opportunity to put the knowledge learned during the education process in higher education into practice. Thesis is used to assess student initiative and their ability to plan, report, and present projects.¹⁸

When writing a thesis, students have the opportunity to test innovation while formulating and solving practical problems. The studies that support the thesis process actually differ from one faculty to another.

Thesis refers to scientific papers in the form of written descriptions containing the results of undergraduate research regarding the discussion of a phenomenon or problem in a field of science based on applicable principles. These principles usually differ from one university to another, but in general the basic rules are the same.¹⁹

Thesis is a term used in Indonesia which refers to compulsory scientific work prepared by students used as a requirement for an academic degree or professional qualification which presents research and findings of the author

¹⁷ Hariwijaya, M, Djaelani (2008). *Metodologi dan Penulisan Skripsi Tesis dan Disertasi Untuk Ilmu Sosial dan Humaniora*, p. 12.

¹⁸ Kisyani Laksono, *A Guide Book For Undergraduate Thesis Writing* : Surabaya, 2014, p.8

¹⁹ Bryne, *Teaching Writing Skill* : Longman Group Limited. London,1998, p. 105.

which aims to train students to apply knowledge through problem solving related to their field of knowledge.²⁰

The similarities between theses (skripsi), theses, and dissertations are as follows :

1. All three of them are scientific writings so that their preparation must comply with the scientific method and human values, both editorial and substance.
2. Written by a student, not a group.
3. Everything must be done both offline and online according to a predetermined level.²¹

The differences among the theses (skripsi), theses and dissertation based on their fulfill level of study as follow :

1. Thesis (skripsi) for S1

It is only in the form of proof that students are able to complete an experience by implementing the knowledge and skills that have been learned during undergraduate studies. Through his thesis, students show that they are able to think logically, critically, and systematically.

2. Thesis (tesis) for S2

Master's student's are required to master and apply various aspects and skills of research methods applicable in their disciplines. Such as knowledge or art to produce innovative and tested works.

3. Dissertation for S3

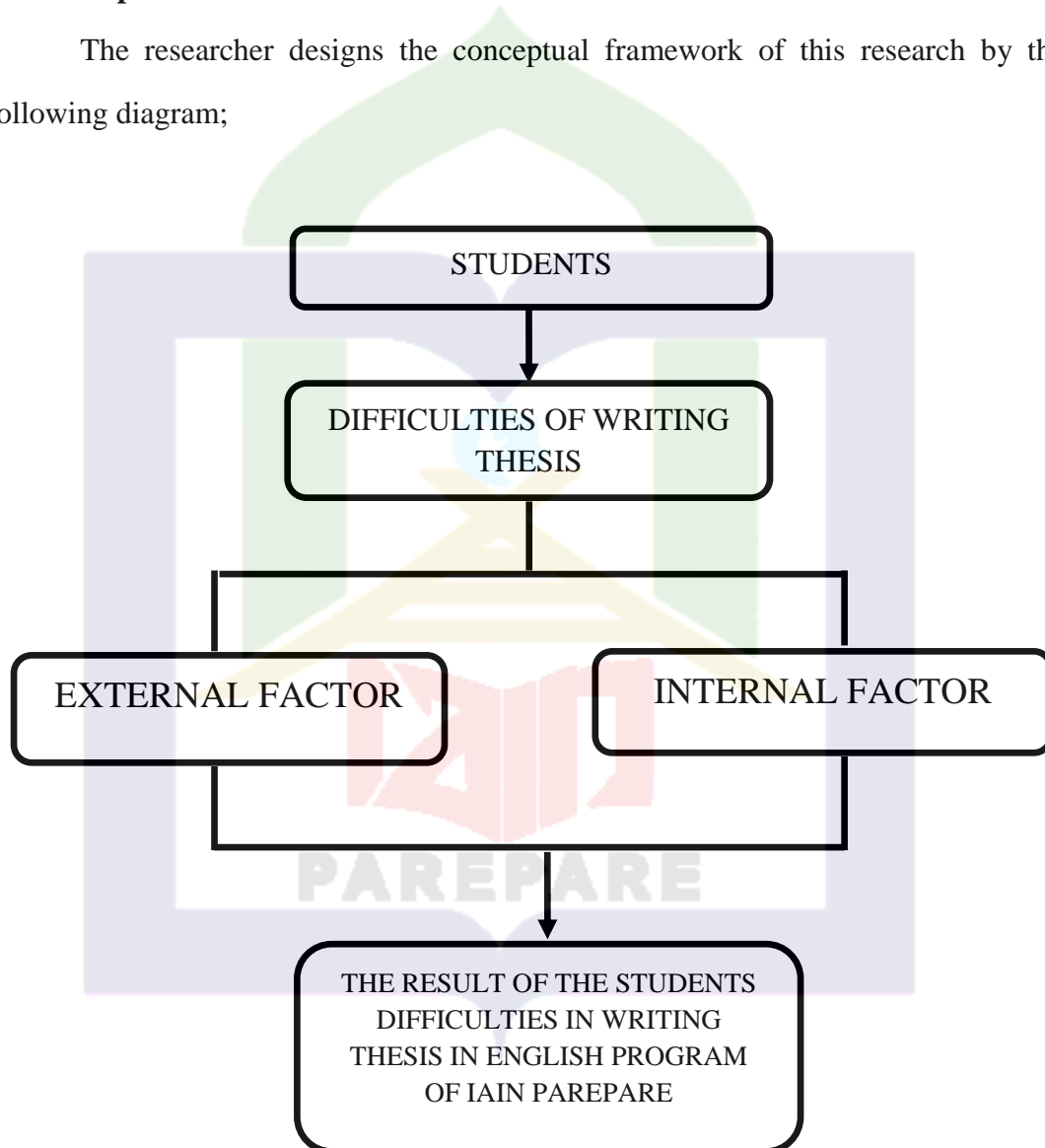
²⁰ Suharsini Arikunto, *Prosedur Penelitian*, Jakarta : RinekaCipta, 1998. P. 54

²¹ Wahyu djatmiko, Istanto, "Strategi Penulisan Skripsi, Tesis, Disertasi Bidang Pendidikan" : UNY Press, 2018, p.6

In the form of research/research so doctoral students are required to master and apply various aspects such as finding or developing new scientific theories/conceptions/ideas (creative, original, and tested).²²

C. Conceptual Framework

The researcher designs the conceptual framework of this research by the following diagram;



1.3 Picture Conceptual Framework

²² Wahyu djatmiko, Istanto, "Strategi Penulisan Skripsi, Tesis, Disertasi Bidang Pendidikan": UNY Press, 2018, p.7

Thesis is a scientific work made as a requirement for a person students in completing their undergraduate education program. Process doing thesis is done individually and required to learn independently. As a student, the demands for independent study are very big in writing thesis. Thesis is considered a difficult task. In writing the thesis students face obstacles or obstacles such as, difficult to determine title, determine the appropriate writing for the background of the problem, books inadequate references or supporting journals, afraid to accept feedback from the supervisor, the revision results that never finished, the lecturer a supervisor who is not clear about giving directions or has difficulty communicating making it difficult to find, short guidance time, poor physical condition not fit, afraid and anxious about the thesis, and lazy to do revisions. Student difficulties are influenced by several factors as follows: (1) internal factors, namely factors that come from within oneself; (2) factors external, namely factors that come from the environment outside of oneself.

D. Variable and Operational Definition

Definition The operational definition carried out in this study is :

1. Difficulties in Writing Thesis

The learning difficulties referred to in this study are academic learning difficulties, because of the failure to achieve academic achievement that is not as expected in the subject. This failure is due to factors that cause students' learning difficulties in learning English concepts. The learning difficulties experienced by students vary, which can be seen in terms of learning difficulties, in terms of the subjects studied, in terms of the nature of the difficulties, and in terms of the causative factors.

The Research divided the difficulties into two categories; academic and non-academic.

1. Academic

- a) Inability to Write Academically
- b) Grammatical Rules
- c) Paraphrasing
- d) Limited Vocabulary

2. Non-academic

- a) Lack of Motivation
- b) Do not get the Suitable Feedback.

2. Thesis

So it can be conclude that the definition of a thesis is a scientific work that must be made by a student as a condition to complete the study of the S1 program in order to get a bachelors degree. Thesis is used to assess student initiative and their ability to plan, report, and present projects. As is known, a thesis (skripsi) is a final project for a bachelor's degree. Meanwhile, the thesis refers to a written scientific work at the master or postgraduate level (S2). The Dissertation becomes who want to complete a doctoral (S3).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research approach used in this study is a quantitative approach. As for what is meant by quantitative research, namely research that intends to understand the phenomenon of what is experienced by the research subject holistically, and descriptively in the form of words and language, in a special natural context and by utilizing various methods²³. The type of this research approach was descriptive. Descriptive research was research that seeks to describe current problem solving based on data.

The type of descriptive quantitative research used in this study was intended to obtain information about students' Difficulties in Writing Thesis in English Education Program at IAIN Parepare.

B. Location and time of the Research

The location of this research took a place at IAIN PAREPARE with the duration of the research is one month.

C. Focus of The Research

The focus of the research on the analysis of student difficulties in writing thesis in English education program at IAIN Parepare in this study, the subjects used by the researcher is 25 students of the Seventh Semester. The object of this research is to Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare.

²³ A. Muri Yusuf. *Metodelogi Penelitian*.(Devisi kencana. 2019). P. 350

D. Type and Data Source

Types and data sources used in this research are:

1. The primary data is obtaining data information from people to be studied, namely students of IAIN Parepare.
2. Secondary data is data obtained from various existing sources such as books and elements related to this research.

E. Technique of Collecting Data

The process of collecting data, the researcher distributed the questionnaire to the students at the seventh semester of English Education face to face to find out the the difficulties in completing students writing thesis of English education program in at IAIN Parepare.

E. Instrument of Data

This research used questionnaire as a instrument. The questionnaire is a list of questions provided to others who the respond (respondent) as requested by the researcher.²⁰ This questioner was chosen from instrument refers to the indicator used. This questioner modified by the researcher to focus on students difficulties in writing thesis.

Table 3.2 Indicator Questioner

Variable	Indikator	Item Number
Kind of Difficulties	Academic Difficulties	1,2,3,4,5,6,7,8,9,10
	Non Academic Dificulties	11,12,13,14,15,16, 17,18,19,20
Factor Caused	Internal Factors	1,2,3,4,5

²⁰ Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

Difficulties	External Factors	6,7,8,9,10
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F. Technique of Data Analysis

Questionnaire is one of supporting techniques that researcher used to identify students' perspective, responses, opinion, and problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students. Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

Questionnaire of this research used likert scale with four options namely strongly agree, agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement as seen in the following table:

Table 3.3 Questioner Option

No.	POSITIVE STATEMENT	
	Category	Score
1	Always	4
2	Sometimes	3
3	Often	2
4	Never	1 ²⁴

²⁴ Creswell, John W, Research Design : Qualitative, Quantitative, and Mixed Methods Approaches. (Los Angeles : SAGE Publications, 2014)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research want to know about the students' difficulties in writing thesis of English Education Program at IAIN Parepare by observing 25 students' which 8 students for male and 17 student for female. The result of research present as follow:

1. Kinds of the students' difficulties in writing thesis of English education program at IAIN Parepare.

The focused research question answered by questioner which filled by the respondent, this questioner consisted by 20 item which divided into two indicator namely academic and non academic difficulties. Here the answered of students':

The first question about "Do you find it difficult to write a formal and academic style in thesis". This question answered by 15 students were strongly agree, 1 students agree, 9 students disagree and 0 students strongly disagree. It's sum that 15 students felt difficult to write a formal and academic style in thesis

The second question about "I feel not confident in expressing ideas effectively in an academic manner in thesis". This question answered by 13 students were strongly agree, 12 students agree, 0 students disagree and 0 students strongly disagree. It's sum that 13 students felt feel not confident in expressing ideas.

The third question about "I fell not comfortable with applying grammatical rules in thesis". This question answered by 11 students were strongly agree, 10 students agree, 4 students disagree and 0 students strongly

disagree. It's sum that 11 students felt not comfortable with applying grammatical.

The fourth question about "I did not Received feedback in thesis that highlights grammatical errors". This question answered by 14 students were strongly agree, 0 students angree, 11 students disagree and 0 students strongly disagree. It's sum that 14 students felt did not Received feedback in thesis.

The fifth question about "I fell not confident in my ability to accurately paraphrase information from external sources in my thesis". This question answered by 7 students were strongly agree, 14 students angree, 4 students disagree and 0 students strongly disagree. It's sum that 14 students fell not confident in my ability to accurately paraphrase.

The sixth question about "I did not received guidance on how to effectively paraphrase to avoid plagiarism in my thesis". This question answered by 16 students were strongly agree, 4 students angree, 5 students disagree and 0 students strongly disagree. It's sum that 16 students felt did not received guidance.

The seventh question about "have only limited range of vocabulary when expressing ideas in writing in thesis". This question answered by 16 students were strongly agree, 0 students angree, 9 students disagree and 0 students strongly disagree. It's sum that 16 students felt have only limited range of vocabulary .

The eighth question about "I difficult to actively seeking ways to expand vocabulary for better writing in thesis". This question answered by 15 students

were strongly agree, 0 students agree, 10 students disagree and 0 students strongly disagree. It's sum that 15 students felt difficult to actively seeking ways.

The ninth question about "I did not struggled to meet the academic writing standards in my thesis". This question answered by 16 students were strongly agree, 0 students agree, 5 students disagree and 4 students strongly disagree. It's sum that 16 students felt did not struggled to meet the academic writing .

The tenth question about "I often face challenges in using correct grammar and punctuation in thesis". This question answered by 14 students were strongly agree, 4 students agree, 5 students disagree and 2 students strongly disagree. It's sum that 14 students felt often face challenges in using correct grammar.

The eleventh question about "I difficult because I don't have experienced a lack of enthusiasm or interest when doing in thesis". This question answered by 12 students were strongly agree, 4 students agree, 4 students disagree and 5 students strongly disagree. It's sum that 12 students felt difficult because I don't have experienced .

The Twelfth question about "finding challenging to stay focused and motivated throughout in thesis". This question answered by 11 students were strongly agree, 0 students agree, 8 students disagree and 6 students strongly disagree. It's sum that 11 students felt finding challenging to stay focused.

Thirteenth question about "I fell difficult because I have lack of motivation". This question answered by 13 students were strongly agree, 10

students agree, 2 students disagree and 0 students strongly disagree. It's sum that 13 students felt difficult because I have lack of motivation .

The fourteenth question about "Do you feel that your lack of motivation affects your overall academic performance". This question answered by 16 students were strongly agree, 0 students agree, 6 students disagree and 3 students strongly disagree. It's sum that 16 students feel that your lack of motivation affects your overall academic performance.

The fifteenth question about "Does lack of motivation impact your ability to meet deadlines or complete the thesis". This question answered by 19 students were strongly agree, 0 students agree, 2 students disagree and 4 students strongly disagree. It's sum that 19 students felt lack of motivation.

The sixteenth question about "Do you believe that increased motivation would positively affect your academic success". This question answered by 11 students were strongly agree, 0 students agree, 5 students disagree and 9 students strongly disagree. It's sum that 11 students felt increased motivation would positively affect your academic success .

The seventeenth question about "I find difficulties in provided learning and improvement in writing thesis". This question answered by 16 students were strongly agree, 0 students agree, 5 students disagree and 4 students strongly disagree. It's sum that 16 students felt difficulties in provided learning and improvement.

The eighteenth question about "I don't get any feedback from my university". This question answered by 19 students were strongly agree, 3

students agree, 3 students disagree and 0 students strongly disagree. It's sum that 19 students felt don't get any feedback.

The nineteenth question about "I don't find easy communicate with consultant at campus". This question answered by 16 students were strongly agree, 0 students agree, 4 students disagree and 5 students strongly disagree. It's sum that 16 students felt don't find easy communicate with consultant at campus.

The twentieth question about "Do you feel unsupported in doing thesis". This question answered by 16 students were strongly agree, 0 students agree, 4 students disagree and 5 students strongly disagree. It's sum that 16 students felt unsupported in doing thesis.

According to the data, the specific result based on the difficulties can be explained table below:

Table 4.3 Acumulation of Students Difficulties

No	Description	Result (%)
1	Academic Difficulties	51,68
2	Non Academic Difficulties	48,32

Sources: Data SPSS 2023

Based on the data that Academic Difficulties (51.68%) which this description refers to challenges or difficulties faced by students in an academic context. The result percentage of 51.68 suggests that a significant proportion of the overall challenges experienced by students relates to academic difficulties.

Non-Academic Difficulties (48.32%) which description refers to challenges or difficulties faced by students that are not directly related to academics. These difficulties could encompass a range of non-academic factors

such as personal, social, or emotional challenges. The result percentage of 48.32 indicates that a significant proportion of the overall challenges experienced by students falls under the category of non-academic difficulties

According to the data, the academic difficulties encountered by which identified by some indicator namely write academically, grammatical rules, limited vocabulary and paraphrasing while the Non Academic Difficulties encountered by identified by some indicator Lack of Motivation and Do not get the Suitable Feedback.

2. Factors cause the students difficulties in completing their thesis at IAIN Parepare.

Second research question answered by questioner which filled by the respondent, this questioner consisted by 10 item which divided into two indicator namely internal factor and external factor. Here the answered of students' result:

The first question about "I felt difficult because my intellectual capacity low for thesis topic". This question answered by 19 students were strongly agree, 1 students agree, 5 students disagree and 0 students strongly disagree. It's sum that 19 students felt difficult because my intellectual capacity .

The second question about "I hard to write a thesis effectively because my capability in english". This question answered by 19 students were strongly agree, 1 students agree, 5 students disagree and 0 students strongly disagree. It's sum that 19 students felt hard to write a thesis effectively because my capability in english .

The third question about "I difficult because I can't focused in thesis writing". This question answered by 16 students were strongly agree, 7 students

agree, 2 students disagree and 0 students strongly disagree. It's sum that 16 students felt difficult because I can't focused in thesis writing.

The fourth question about "I fell hard because perceived intelligence and the quality of my thesis writing ability". This question answered by 15 students were strongly agree, 4 students agree, 6 students disagree and 0 students strongly disagree. It's sum that 15 students fell hard because perceived intelligence and the quality of my thesis writing ability.

The fifth question about "I fell difficult because my environment did not support me in writing". This question answered by 14 students were strongly agree, 7 students agree, 4 students disagree and 0 students strongly disagree. It's sum that 14 students felt difficult because my environment did not support me in writing .

The sixth question about "I felt difficult to finish my theiss because my family did not support me". This question answered by 16 students were strongly agree, 5 students agree, 4 students disagree and 0 students strongly disagree It's sum that 16 students felt difficult to finish my theiss because my family did not support me.

The Seventh question about "My family did not support me for my thesis acomodation". This question answered by 20 students were strongly agree, 1 students agree, 4 students disagree and 0 students strongly disagree. It's sum that 20 students felt family did not support me for my thesis acomodation.

The eight question about "I fell difficult because my university did not support me". This question answered by 13 students were strongly agree, 4

students agree, 8 students disagree and 0 students strongly disagree. It's sum that 13 students felt difficult because my university did not support me.

The ninth question about "The University did not give more time to finish the thesis". This question answered by 17 students were strongly agree, 0 students agree, 5 students disagree and 3 students strongly disagree. It's sum that 17 students felt The university did not give more time to finish the thesis .

The tenth question about "I fell difficul to finish my thesis because of the university and consultant problem". This question answered by 13 students were strongly agree, 5 students agree, 2 students disagree and 5 students strongly disagree. It's sum that 13 students felt difficul to finish my thesis because of the university and consultant problem.

According to the explanation above, the students' difficulties regarding from the indicator of internal and external, the students' total of 25 students.

Table 4.4 Acumulation of Factor caused difficulties

No	Description	Result (%)
1	Internal Factor	51,23
2	External Factor	48,77

Sources: Data SPSS 2023

The result percentage of 51.23 suggests that, based on the data or analysis conducted, internal factors account for approximately 51.23%, The result percentage of 48.77 indicates that, according to the data or analysis, external factors contribute to approximately 48.77% of the overall influence or impact on the context or situation.

According to the data, the factor difficulties encountered by which identified by some indicator namely internal and external factor. Both factor identifying based on the questioner.

B. Discussion

According to the data about Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare, the discussion can be explained below:

1. Kinds of the Students' difficulties in completing students writing thesis of English Education program in at IAIN Parepare

According to the findings showed above, the students' difficulties more for academic difficulties, academic difficulties related to many students face challenges in writing their thesis due to inadequate language proficiency, particularly in English. They may struggle with expressing their ideas effectively, using appropriate academic vocabulary, and maintaining grammatical accuracy. Students often encounter difficulties in applying academic writing vocabulary and structures. They may struggle with organizing their ideas, developing coherent arguments, and effectively citing and referencing sources.

The result of study also relevant with the research from Pratiwi (2018) that the writing difficulty related to the linguistics difficulty (language use and vocabulary aspects). Difficult one compare to the Cognitive Difficulty (organization and mechanics aspects) and Physiology Difficulty (content aspect) as well²⁵

²⁵ Kristy dwi pratiwi, Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program at University of Bengkulu) (Universitas bengkulu)

The students in the English Education program at IAIN Parepare face notable difficulties in various aspects related to writing their thesis. The primary focus of these difficulties lies within the academic realm. Firstly, many students find it difficult to adopt a formal and academic writing style, which is essential for a thesis. They struggle with using appropriate language, tone, and structure that align with the conventions of academic writing. As a result, they may struggle to convey their ideas effectively and meet the expected standards.

It also relevant to the statement of Linse (2005) stated writing is productive skills because the focus is on producing information. However when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct.²⁶

Students lack confidence in expressing their ideas in an academic manner within their thesis. This lack of confidence may stem from a limited understanding of how to articulate their thoughts or a lack of familiarity with academic writing norms. Consequently, they may struggle to present their arguments coherently and persuasively.

Students difficulty is related to grammar and language accuracy. Students often face challenges in applying grammatical rules correctly within their thesis. This can include issues with sentence structure, verb tense, subject-verb agreement, and other grammatical aspects. These challenges can

²⁶ T. Linse, Caroline. *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2015)

undermine the clarity and precision of their writing, hindering their ability to effectively communicate their research findings.

Students have expressed dissatisfaction with the feedback they receive on their thesis. Specifically, they note a lack of feedback that specifically highlights grammatical errors. This absence of feedback on grammar and language usage makes it difficult for students to identify and address their weaknesses in these areas, limiting their progress in improving their writing skills.

The difficulties that students face in completing their thesis can be largely attributed to academic challenges, specifically those related to the inability to write academically, grammatical rules, paraphrasing, and limited vocabulary. Among these difficulties, it appears that limited vocabulary is a significant hurdle for students.²⁷

Students exhibit a lack of confidence in their ability to accurately paraphrase information from external sources within their thesis. Paraphrasing requires the skill to rephrase ideas while maintaining the original meaning and citing sources appropriately. Students who struggle with paraphrasing may inadvertently run into issues of plagiarism or fail to effectively integrate external sources into their work.

It is crucial for the English Education program at IAIN Parepare to provide targeted support and resources. This could include offering writing workshops or courses focused on academic writing, providing comprehensive feedback that highlights grammatical errors, organizing peer review sessions

²⁷ Dumais, Wullur. *Writing in English*. (Jakarta : Departemen Pendidikan dan Kebudayaan, 2019)

to enhance students' paraphrasing skills, and offering additional guidance and practice opportunities to improve overall writing proficiency.

The statement that grammatical rules play a crucial role in academic writing. Students who face difficulties in understanding and applying these rules may encounter obstacles in constructing grammatically correct sentences and structuring their ideas logically. Such challenges can hinder the overall coherence and coherence of their thesis, affecting the readers' understanding and evaluation of their thesis.²⁸

The difficulties faced by students in completing their thesis at IAIN Parepare can be attributed to various factors, as discussed in the explanation above. One of the primary reasons is the presence of academic challenges that significantly impact students' progress.

The inability to write academically poses a major hurdle for students. Academic writing requires a specific set of skills and conventions that students need to master in order to effectively communicate their ideas and findings. Without proper guidance and support in developing academic writing skills, students may struggle to meet the expectations and standards of their thesis, leading to difficulties in completing the task. Grammatical rules play a crucial role in producing high-quality academic writing. Inadequate knowledge or understanding of these rules can result in grammatical errors and inconsistencies in the thesis.

Limited vocabulary poses a significant obstacle for students. A restricted range of vocabulary can impede students' ability to express

²⁸ Jordan, *English for Academic Purpose*. (Cambridge University Press, 2021)

complex ideas, provide nuanced explanations, and engage with academic literature. This limitation may result in repetitive language usage and a lack of precision in conveying their arguments, affecting the overall quality and depth of their thesis.

2. Factor may cause the students difficulties in completing their thesis at IAIN Parepare

Second findings which explained about Factor may cause the students difficulties in completing their thesis at IAIN Parepare, The factors that may cause difficulties for students in completing their thesis at IAIN Parepare are multifaceted and can stem from various aspects of their academic.

Based on the explanations provided above, several key factors can be identified, students may face difficulties in completing thesis. This can lead to feelings of inadequacy and a lack of confidence in approaching the research and writing process. When students believe that their intellectual capacity is insufficient, they may struggle to generate ideas, conduct thorough analysis, and produce a well-rounded thesis.

Language proficiency which particularly in English, can pose a significant challenge for students. Writing a thesis effectively requires a high level of language proficiency to articulate complex ideas and convey them in a scholarly manner. Students who have limitations in their English language capabilities may find it difficult to express their thoughts accurately and meet the expected standards of academic writing.²⁹

²⁹ Supriyono, W. *Psikologi Belajar*. (Jakarta: Rineka Cipta, 2018)

Difficulties in maintaining focus during the thesis writing process can impede progress. Lack of concentration can lead to procrastination, distractions, and an inability to dedicate sufficient time and effort to the research and writing tasks. This can result in delays and hinder the overall quality of the thesis.

Perceived intelligence and the quality of students when they do their thesis writing can influence the level of difficulty experienced. Students who hold negative perceptions about their intelligence or doubt their writing abilities may experience heightened challenges in completing their thesis. These self-perceptions can impact motivation, confidence, and overall engagement with the writing process.

These factors including family and university, can contribute to difficulties in thesis completion. If students do not receive adequate support or encouragement from their family, it can create additional stress and hinder their progress. Similarly, a lack of support from the university, such as limited resources or insufficient guidance from consultants, can pose significant obstacles to thesis completion. In some cases, time constraints imposed by the university can also be a contributing factor. If students feel that they have insufficient time to complete their thesis, they may experience increased pressure and difficulties in managing their workload effectively.

The family and the university can have a detrimental impact on students' ability to complete their thesis successfully. When students do not receive adequate support or encouragement from their family, it can create additional stress and hinder their progress.

Family support plays a crucial role in students' academic pursuits, including their thesis writing. Emotional support, understanding, and encouragement from family members can motivate students and provide a sense of confidence in their abilities. However, if students face a lack of support from their family, it can lead to feelings of isolation, self-doubt, and increased stress levels. This can negatively affect their motivation, focus, and overall well-being, making it more challenging to complete their thesis.³⁰

Similarly, the support provided by the university is vital in ensuring students' success in completing their thesis. Limited resources, such as access to research materials, databases, or specialized software, can hinder students' ability to conduct thorough research and produce high-quality work. Insufficient guidance from consultants or supervisors can leave students feeling lost or unsure about the direction of their thesis, making it difficult for them to progress effectively.

Furthermore, a lack of timely feedback from both the family and the university can impact students' growth and improvement in their thesis writing. Feedback serves as a valuable tool for students to identify areas of improvement, address weaknesses, and refine their work. Without proper feedback, students may struggle to identify and rectify any errors or shortcomings in their thesis, hindering their overall progress.

The school environment can have a significant impact on students' difficulties in writing their thesis. A supportive school environment can enhance students' learning experiences and facilitate their thesis writing

³⁰ Unamba, E. C. "Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics" (Supremum Journal of Mathematics Education, 2(2), 52- 59. 2018)

process. On the other hand, an unsupportive or challenging school environment can create additional obstacles and contribute to students' difficulties.³¹

The school environment can influence students' time management skills and the level of academic pressure they experience. A rigorous academic schedule, demanding coursework, and competing responsibilities can leave students with limited time and energy to dedicate to their thesis. Schools can support students by providing effective time management strategies, teaching research skills, and offering workshops or seminars on thesis writing. Creating a balanced workload and providing realistic expectations can help students better manage their time and reduce the pressure they feel.

External factors can significantly impact students' difficulties in finishing their thesis at IAIN Parepare. These external factors refer to influences outside of the students' control that can create challenges and hinder their progress in completing their thesis. Lack of familial support may manifest in various ways, such as limited time allocated for thesis work, conflicting responsibilities, or a lack of emotional support. These factors can negatively affect students' ability to focus, manage their time effectively, and seek the necessary guidance and resources for students' thesis.

Financial limitations can also impact students' difficulties in finishing their thesis. Students who face financial constraints may need to prioritize

³¹ Kangai, Mapolsa, Faktors That Students' Progress And The Completion Rate In The Research Project: A Case Study Of Research Students And Their Supervisors At The Zimbabwe Open University. Zimbabwe:2021)

earning an income to support their education or fulfill personal financial obligations. This can result in limited resources available for research materials, access to academic databases, or professional editing services. Financial stress can also cause distractions and affect students' ability to concentrate on their thesis work.³²

According to the research, Moh. Chairil Asmawan in her thesis under the title of Analysis of students' difficulties in complete thesis at University Muhammadiyah Surakarta 2016. The research finding shows that, most student do not understand the research methodology, they only copy from the senior's thesis in the library. They do not understand how to write and spend data in written form. The research findings from Moh. Chairil Asmawan's thesis on students' difficulties in completing their thesis at University Muhammadiyah Surakarta in 2016 provide insights into specific challenges faced by students during the thesis writing process.³³ Although the findings mentioned in the research may differ from the current context at IAIN Parepare, there are some potential connections and similarities that can be drawn.

First, the finding that most students in the mentioned research did not understand the research methodology and resorted to copying from senior's theses suggests a lack of knowledge and skills in conducting research and formulating their own ideas. This aligns with the indicator of "Inability to

³² Wang "Problems and Strategies in Learning to Write a Thesis Proposal: A Study of Six M.A. Students in a TEFL Program. 2021)

³³ Moh. Chairil Asmawan . "Analysis of students' difficulties in complete thesis at University Muhammadiyah Surakarta 2016". (Universitas Muhammadiyah Surakarta)

Write Academically" mentioned earlier, which implies a difficulty in writing academically and applying proper research methods.

Similarly, the mentioned finding that students did not understand how to write and present data in written form indicates a challenge in effectively communicating and structuring information in a thesis. This relates to the indicator of "*Grammatical Rules*" as well as "*Limited Vocabulary*," which can impact the clarity and coherence of the written work.³⁴

While the specific research findings may not directly address factors related to the external environment, such as family and institutional support, it is essential to recognize that these external factors can contribute to students' difficulties in completing their thesis, as explained earlier. The lack of understanding of research methodology and inadequate knowledge in presenting data may further be exacerbated by external factors, such as a lack of guidance from supervisors, limited access to resources, or a lack of support from the family environment.

The mentioned research findings may directly correspond to the current context at IAIN Parepare, they highlight some common challenges that students face in completing their theses. The difficulties in understanding research methodology, writing academically, and presenting data align with the academic difficulties mentioned earlier. Additionally, external factors, such as a lack of support and resources, can further impact students' ability to overcome these challenges and successfully complete their thesis.

³⁴ Yenny. *The Structure of The Paragraphs Written*. (Universitas Bengkulu, 2019)

CHAPTER V

CLOSING

A. Conclusion

According to the research about Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare, the conclusion can be explained that:

1. Kinds of the difficulties in completing students' writing thesis of English Education Program in at IAIN Parepare referred to the academic difficulties fell by students in score 51,68% which indicator of Write Academically, Grammatical Rules, Paraphrasing and Limited Vocabulary while Nonacademic difficulties fell by students in score 48,32% which indicator of Lack Motivation and Do not get the Suitable Feedback.
2. Factor may cause the students difficulties in completing their thesis at IAIN Parepare faced internal factor which 51,23% students fell difficulties caused by internal factor which indicator of intelligence aspect and external factor which 48,77% students fell difficulties caused by external factor which indicator of school and family environment.

B. Suggestion

1. For Students, it suggest to develop your academic writing skills by seeking guidance from faculty members, attending workshops or courses on academic writing, and utilizing online resources or writing center.
2. For Next Researcher, it suggest to conduct further research to explore the specific challenges faced by students in writing academically, applying

grammatical rules, paraphrasing effectively, and developing a sufficient vocabulary.



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- Penulisan Karya Ilmiah Berbasis Teknologi Informasi IAIN Parepare Tahun 2020



Appendix 01 : Instrument

	KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Faksmile (0421) 24404
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : Muh Riswan
NIM/PRODI : 17.1300.125
FAKULTAS : TARBIYAH
JUDUL : Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare

ANGKET UNTUK PENELITIAN

1. PETUNJUK

1. Bacalah pernyataan berikut dengan teliti.
2. Tulislah nama dan kelas pada lembar yang disediakan.
3. Pilihlah salah satu dari alternatif jawaban yang disediakan dengan memberikan tanda (√), dengan keterangan berikut ini.
SS = Sangat Setuju
S = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Jawaban yang Anda berikan tidak boleh ngasal (bukan sebenarnya) sebab akan mempengaruhi penelitian.

4. Jawaban yang Anda berikan tidak akan mempengaruhi nilai Anda.
5. Selamat mengerjakan dan Saya ucapkan terima kasih atas partisipasinya.

II. IDENTITAS

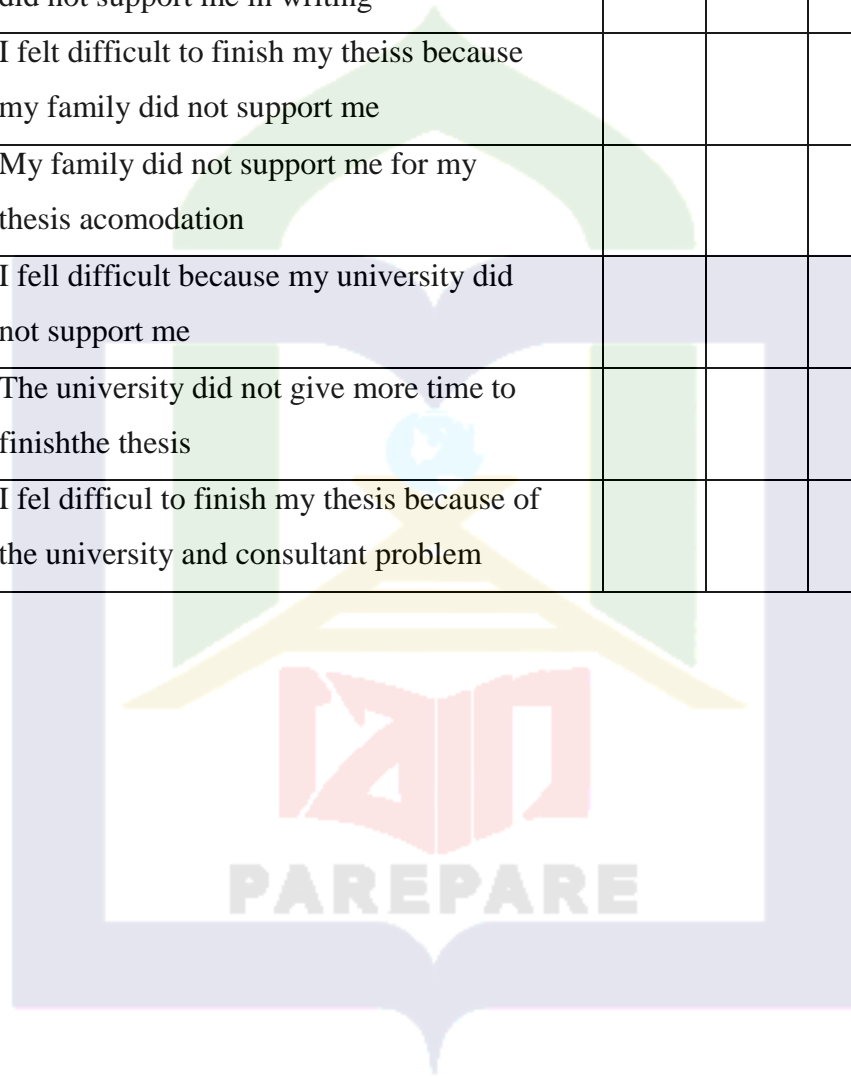
1. Nama :
2. Semester :
3. Jenis Kelamin : Laki-Laki Perempuan
5. Waktu :

III. Questioner Item

No	Pernyataan	SS	S	TS	STD
Students Difficulties					
1	Do you find it difficult to write a formal and academic style in thesis				
2	I feel not confident in expressing ideas effectively in an academic manner in thesis				
3	I fell not comfortable with applying grammatical rules in thesis				
4	I did not Received feedback in thesis that highlights grammatical errors				
5	I fell not confident in my ability to accurately paraphrase information from external sources in my thesis				
6	I did not received guidance on how to effectively paraphrase to avoid plagiarism in my thesis				
7	Iu have only limited range of vocabulary when expressing ideas in writing in thesis				
8	I difficult to actively seeking ways to expand vocabulary for better writing in thesis				
9	I did not struggled to meet the academic writing standards in my thesis				
10	I often face challenges in using correct grammar and punctuation in thesis				
11	I difficult because I don't have experienced a lack of enthusiasm or				

	interest when doing in thesis				
12	I finding challenging to stay focused and motivated throughout in thesis				
13	I fell difficult because I have lack of motivation				
14	Do you feel that your lack of motivation affects your overall academic performance				
15	Does lack of motivation impact your ability to meet deadlines or complete the thesis				
16	Do you believe that increased motivation would positively affect your academic success				
17	I find difficulties in provided learning and improvement in writing thesis				
18	I don't get any feedback from my university				
19	I don't find easy communicate with consultant at campus				
20	Do you feel unsupported in doing thesis				
Factor Caused					
1	I fell difficult because my intellectual capacity low for thesis topic				
2	I hard to write a thesis effectively because my capability in english				
3	Idifficult because I cant focused in thesis writing				

4	I fell hardf because perceived intelligence and the quality of my thesis writing ability				
5	I fell difficult because my enviorentment did not support me in writing				
6	I felt difficult to finish my theiss because my family did not support me				
7	My family did not support me for my thesis acomodation				
8	I fell difficult because my university did not support me				
9	The university did not give more time to finishthe thesis				
10	I fel difficul to finish my thesis because of the university and consultant problem				



No	Item Number	Options (F)				Total
		SA	A	D	SD	
Academic Difficulties						
1	Item Number 1	15	1	9	0	25 Students
2	Item Number 2	13	12	0	0	25 Students
3	Item Number 3	11	10	4	0	25 Students
4	Item Number 4	14	0	11	0	25 Students
5	Item Number 5	7	14	4	0	25 Students
6	Item Number 6	16	4	5	0	25 Students
7	Item Number 7	16	0	9	0	25 Students
8	Item Number 8	15	0	10	0	25 Students
9	Item Number 9	16	0	5	4	25 Students
10	Item Number 10	14	4	5	2	25 Students
Non Academic						
11	Item Number 11	12	4	4	5	25 Students

12	Item Number 12	11	0	8	6	25 Students
13	Item Number 13	13	0	2	10	25 Students
14	Item Number 14	16	0	6	3	25 Students
15	Item Number 15	19	0	2	4	25 Students
16	Item Number 16	11	0	5	9	25 Students
17	Item Number 17	16	0	5	4	25 Students
18	Item Number 18	19	3	3	0	25 Students
19	Item Number 19	16	5	0	4	25 Students
20	Item Number 20	16	0	4	5	25 Students

PAREPARE

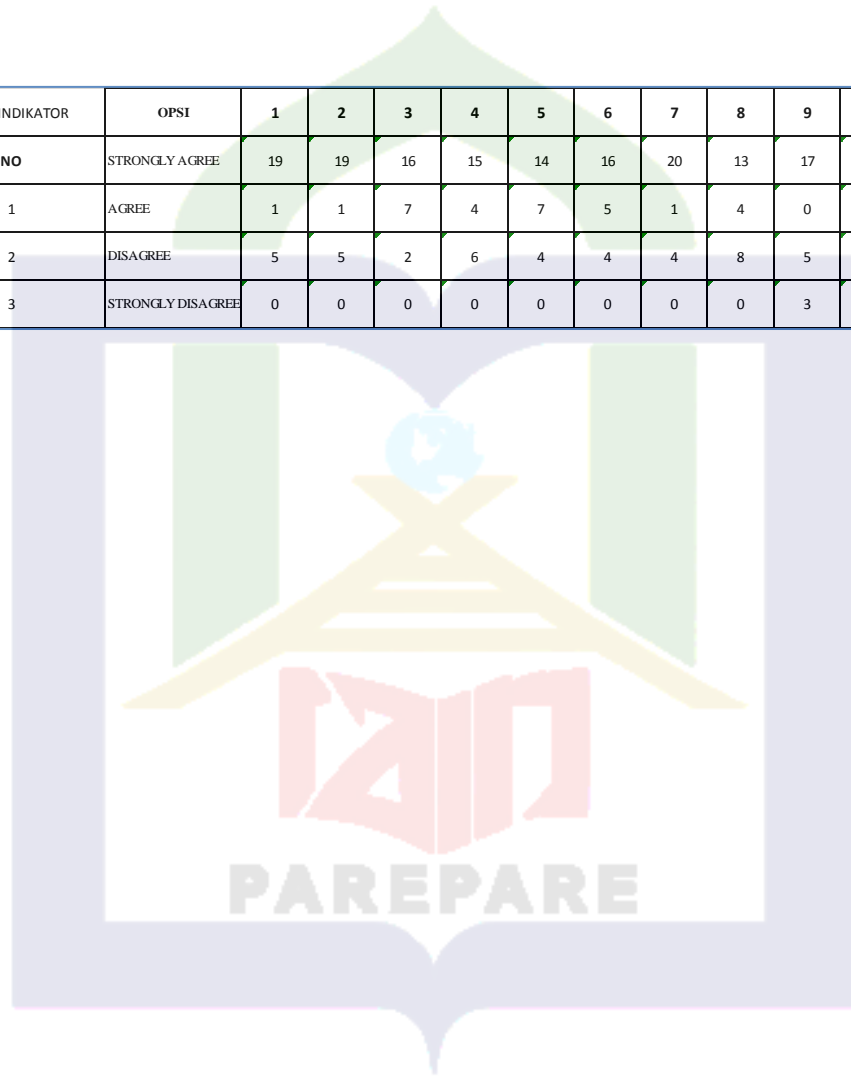
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		SA	A	D	SD	
Internal Factor						
1	Item Number 1	19	1	5	0	25 Students
2	Item Number 2	19	1	5	0	25 Students
3	Item Number 3	16	7	2	0	25 Students
4	Item Number 4	15	4	6	0	25 Students
5	Item Number 5	14	7	4	0	25 Students
External Factor						
6	Item Number 6	16	5	4	0	25 Students
7	Item Number 7	20	1	4	0	25 Students
8	Item Number 8	13	4	8	0	25 Students
9	Item Number 9	17	0	5	3	25 Students
10	Item Number 10	13	5	2	5	25 Students

No	INFORMAN	MASTER TABEL																			TOTAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	Informan 1	4	3	4	2	4	4	4	4	1	4	4	2	4	2	4	2	4	4	4	68	
2	Informan 2	4	4	4	4	2	4	2	4	3	3	1	1	1	1	1	2	4	4	4	52	
3	Informan 3	4	4	3	4	3	4	2	4	2	4	1	4	1	4	4	4	4	4	1	85	
4	Informan 4	3	3	4	2	4	4	4	2	4	4	1	4	4	4	1	1	4	1	4	63	
5	Informan 5	4	3	4	4	4	4	4	4	1	4	4	2	4	2	4	4	4	4	4	72	
6	Informan 6	4	4	4	4	2	2	4	2	1	3	3	1	1	4	1	1	2	3	4	54	
7	Informan 7	4	4	3	2	3	4	2	4	2	4	1	4	1	4	4	4	4	4	1	63	
8	Informan 8	2	4	4	2	4	4	2	4	4	4	1	4	4	4	1	1	4	1	4	63	
9	Informan 9	4	4	3	4	3	4	4	4	4	4	2	4	4	4	2	4	4	4	2	72	
10	Informan 10	2	4	2	4	3	3	2	4	4	2	2	4	4	2	4	4	4	4	4	66	
11	Informan 11	4	4	3	2	3	4	2	4	2	4	1	4	1	4	4	4	4	4	1	63	
12	Informan 12	2	3	4	2	4	4	4	2	4	4	4	4	4	4	1	1	4	4	4	67	
13	Informan 13	4	3	3	4	3	4	4	4	4	4	2	4	4	4	2	2	2	3	2	66	
14	Informan 14	2	3	2	4	3	3	2	4	4	2	2	2	4	2	4	4	4	3	4	63	
15	Informan 15	4	4	4	4	2	2	4	2	1	3	3	4	1	1	1	1	4	3	4	56	
16	Informan 16	4	4	3	2	3	4	2	4	2	4	1	2	1	4	4	4	4	4	1	61	
17	Informan 17	2	3	4	2	4	4	4	2	4	4	4	4	4	4	1	1	4	1	4	64	
18	Informan 18	4	3	3	4	3	4	4	4	4	4	2	4	2	4	2	4	2	4	2	67	
19	Informan 19	2	3	2	4	3	3	2	4	4	2	2	4	4	2	4	4	4	3	4	64	
20	Informan 20	4	4	4	4	2	2	4	2	1	3	3	1	1	1	1	1	2	3	4	51	
21	Informan 21	4	4	3	2	3	4	2	4	2	4	1	2	1	4	4	4	4	4	1	61	
22	Informan 22	2	3	4	2	4	4	4	2	4	4	4	4	4	4	1	4	4	4	4	70	
23	Informan 23	4	3	3	4	3	4	4	4	4	4	2	4	2	4	2	4	2	3	2	66	
24	Informan 24	2	3	2	4	3	3	2	4	4	2	2	2	4	2	4	4	4	4	3	62	
25	Informan 20	2	4	3	2	3	2	4	2	4	1	1	4	4	2	4	4	1	4	4	57	
TOTAL		81	88	82	78	78	86	82	80	78	80	73	66	66	79	84	63	78	91	83	77	1573
TOTAL		813										760										
DOMINANT		51,68										48,32										

No	INFORMAN	MASTER TABEL										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Informan 1	4	4	4	4	4	4	4	4	4	1	37
2	Informan 2	4	4	3	4	4	3	4	3	4	3	36
3	Informan 3	3	3	4	2	3	4	3	4	2	4	32
4	Informan 4	4	4	4	4	4	4	4	4	4	4	40
5	Informan 5	4	4	4	4	4	4	4	4	4	1	37
6	Informan 6	4	4	4	3	4	3	4	3	2	3	34
7	Informan 7	2	2	3	4	2	4	2	4	2	4	29
8	Informan 8	4	4	4	4	4	4	3	4	3	4	38
9	Informan 9	4	4	4	4	4	3	4	3	4	4	38
10	Informan 10	4	4	4	3	2	4	4	4	4	4	37
11	Informan 11	4	4	2	4	2	2	4	4	4	1	31
12	Informan 12	4	4	4	3	4	4	4	2	1	3	33
13	Informan 13	4	4	4	3	4	4	4	2	4	4	37
14	Informan 14	4	4	4	4	4	2	4	4	4	1	35
15	Informan 15	4	4	3	2	3	4	4	2	1	3	30
16	Informan 16	2	2	4	2	4	4	2	4	2	4	30
17	Informan 17	4	4	4	4	4	4	4	2	4	4	38
18	Informan 18	4	4	4	4	4	4	4	2	4	4	38
19	Informan 19	4	4	4	4	4	2	2	4	4	1	33
20	Informan 20	4	4	3	2	3	4	4	2	1	3	30
21	Informan 21	2	2	4	2	4	4	2	4	2	4	30
22	Informan 22	4	4	3	4	3	4	4	2	4	4	36
23	Informan 23	4	4	3	4	3	4	4	4	4	4	38
24	Informan 24	2	2	2	4	3	3	2	4	4	2	28
25	Informan 20	2	2	3	2	3	2	4	2	4	2	26
TOTAL		89	89	89	84	85	87	91	80	81	76	851
TOTAL		436					415					
DOMINANT		51,23					48,77					

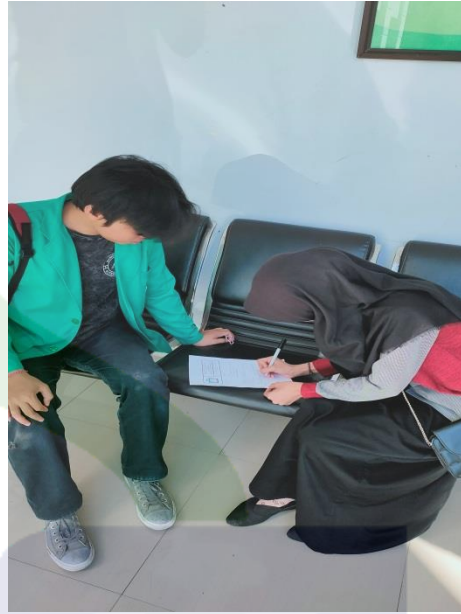
DATA / INDIKATOR	OPSI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
NO	STRONGLY AGREE	15	13	11	14	7	16	16	15	16	14	12	11	13	16	19	11	16	19	16	16	286
1	AGREE	1	12	10	0	14	4	0	0	0	4	4	0	0	0	0	0	0	3	5	0	57
2	DISAGREE	9	0	4	11	4	5	9	10	5	5	4	8	2	6	2	5	5	3	0	4	101
3	STRONGLY DISAGREE	0	0	0	0	0	0	0	0	4	2	5	6	10	3	4	9	4	0	4	5	56

DATA / INDIKATOR	OPSI	1	2	3	4	5	6	7	8	9	10	TOTAL
NO	STRONGLY AGREE	19	19	16	15	14	16	20	13	17	13	162
1	AGREE	1	1	7	4	7	5	1	4	0	5	35
2	DISAGREE	5	5	2	6	4	4	4	8	5	2	45
3	STRONGLY DISAGREE	0	0	0	0	0	0	0	0	3	5	8




Appendix 02 : Documentation





Appendix 03 : Administration


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3411 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional,
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi,
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025 04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Kesatu : Menunjuk saudara; 1. Drs. Ismail Latif, M.M
2. Kalsum, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :


Nama : Muh. Riswan
NIM : 17.1300.125
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Student Difficulties in Writing Thesis In English Education Program at IAIN Parepare During The COVID-19 Pandemic

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi.

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini dibenarkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 17 November 2021



CS Dipindai dengan CamScanner



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARIQYAH

Jl. Jendral Sudirman, Jl. Sekeloa Timur, 71111 Parepare, Sulawesi Selatan
Parepare, Sulawesi Selatan, 71111, Indonesia, Telp. 0412-3610000

Nomor : B.2205/In.28/FAR.01/PP.00.9/06/2023

05 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

M a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C. q. Kepala Dinas Perencanaan, Modal dan Pelayanan Terpadu Satu Pintu

di-

Kota Parepare

Assalamu Alaikum Wt. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Rowan
Tempat/Tgl. Lahir : Malimpung, 20 Juni 1999
NIM : 17.1300.129
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : Malimpung, Kec. Palamparna, Kab. Pinrang

Bersama ini akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "Analysis Of Student Difficulties In Writing Theses In English Education Program At IAIN Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wt. Wb.



Tembusan:

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP000606

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bander Madani No. 1 Telp (0421) 21394 Faksimili (0421) 27719 Kode Pos 91731, Email : dpparep@pareparikota.go.id

REKOMENDASI PENELITIAN
Nomor : 507/IP/DPM-PTSP/6/2023

Dasar : 1. Undang-Undang Nomor 38 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan, dan Penerimaan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **MUH. RISWAN**

UNIVERSITAS/LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **PALITA, KEC. PATAMPANUA, KAB. PINRANG**
 UNTUK : melaksanakan Penelitian/suwarnas dalam Kota Parepare dengan ketentuan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS OF STUDENT DIFFICULTIES IN WRITING THESIS IN ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **08 Juni 2023 s.d 08 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dibuatkan di: **Parepare**
 Pada Tanggal : **09 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
 Pangkat : Pembina Tk. 1 (IV/b)
 NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3095/In.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Muh. Riswan
NIM : 17.1300.125
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Palita, Kec. Patampanua, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2023 sampai dengan bulan Juli 2023, dengan judul penelitian "Analysis Of Student Difficulties In Writing Thesis In English Education Program At IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 10 Juli 2023

Dekan



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Appendix 04 : Curriculum Vitae

CURRICULUM VITAE

My name is Muh. Riswan. I was born on June 20, 1999, in the village of Malimpung, Patampanua sub-district, on the Pinrang-Enrekang axis road, Pinrang district. I have four siblings, and I am the fourth child among them. I have one younger sister. I enrolled in SD Negeri 121 Pinrang for my primary education and graduated in 2011. After completing my elementary education, I continued my studies at SMP Negeri 4 Pinrang and graduated in 2014. Then, I pursued my education at SMA Negeri 5 Pinrang and graduated in 2017 and continued to study at IAIN Parepare Tarbiyah Faculty and finish study with the title of “Analysis of Student Difficulties in Writing Thesis in English Education Program at IAIN Parepare”