

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presented the research finding and discussion. The objective of this research was to find out students' difficulties in writing the undergraduate thesis at the English education program of tarbiyah faculty of IAIN Parepare. To achieve the objective of this research, the researcher did some steps to collect the data. The first step was a questionnaire and the second step was an interview.

#### **A. Findings**

##### **1. The Result of the Questionnaire**

Researcher calculating the data to describe the score of the students based on their answers, 22 items questionnaire. The questionnaire consists of 11 positive statements and 13 negative statements and the researcher gave four alternative answers for students there were strongly agree, agree, disagree, and strongly disagree. After the researcher got questionnaire data, the first step found the number of percentages in table form, with use percentage technique a follow:

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

We can saw the result descriptive analysis of students' difficulties in writing the undergraduate thesis at English education program of tarbiyah faculty of IAIN Parepare as follows:

Table 4.1 Positive Statement (Item 1: Saya merasa memilih topik penelitian yang bagus)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	6%
2	Agree	29	91%
3	Disagree	1	3%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 1*

The table above (item 1) shows that 6% of students select strongly agree, 91% of students select agree, and 3% of students select disagree. It explained that, most of students agree with the positive statement about “Saya merasa memilih topik penelitian yang bagus”.

Table 4.2 Negative Statement (Item 2: Saya merasa tidak mampu menyelesaikan skripsi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	-	-
2	Agree	1	3%
3	Disagree	23	72%
4	Strongly disagree	8	25%

Total	32	100%
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*Score: Questionnaire Item 2*

The table above (item 2) shows that 3% of students select agree, 72% of students select disagree and 25% students select strongly disagree. It explained that, most of students disagree with negative statement about “Saya merasa tidak mampu menyelesaikan skripsi”.

Table 4.3 Positive Statement (Item 3: Saya mudah mendapat ide saat mengerjakan skripsi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	1	3%
2	Agree	17	53%
3	Disagree	14	44%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 3*

The table above (item 3) shows that 3% of students select strongly agree, 53% of students select agree, and 44% of students select disagree. It explained that, most of students agree with positive statement about “Saya mudah mendapat ide saat mengerjakan skripsi”.

Table 4.4 Negative Statement (Item 4: Saya memiliki kesulitan mencari referensi saat mengerjakan skripsi karna keterbatasan suber informasi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	3	9%
2	Agree	15	47%
3	Disagree	14	44%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 4*

The table above (item 4) shows that 9% of students select strongly agree, 47% of students select agree, and 44% of students select disagree. It explained that, most of students agree with negative statement about “Saya memiliki kesulitan mencari referensi saat mengerjakan skripsi karna keterbatasan suber informasi”.

Table 4.5 Negative Statement (Item 5: Saya kesulitan menyelesaikan skripsi karena khawatir tidak dapat mempertanggung jawabkan hadil penelitian)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	3	9%
2	Agree	9	28%
3	Disagree	18	56%
4	Strongly disagree	2	6%

Total	32	100%
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*Score: Questionnaire Item 5*

The table above (item 5) shows that 9% of students select strongly agree, 28% of students select agree, 56% of students select disagree and 6% students select strongly disagree. It explained that, most of students disagree with negative statement about “Saya kesulitan menyelesaikan skripsi karena khawatir tidak dapat mempertanggung jawabkan hasil penelitian”.

Table 4.6 Positive Statement (Item 6: Saya dapat memilih sumber referensi yang tepat saat mengerjakan skripsi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	6%
2	Agree	22	69%
3	Disagree	8	25%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 6*

The table above (item 6) shows that 6% of students select strongly agree, 69% of students select agree, and 25% of students select disagree. It explained that, most of students agree with positive statement about “Saya dapat memilih sumber referensi yang tepat saat mengerjakan skripsi”.

Table 4.7 Positive Statement (Item 7: Saya tidak merasa khawatir ketika mengerjakan skripsi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	1	3%
2	Agree	14	44%
3	Disagree	17	53%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 7*

The table above (item 7) shows that 1% of students select strongly agree, 44% of students select agree, and 53% of students select disagree. It explained that, most of students disagree with positive statement about “Saya tidak merasa khawatir ketika mengerjakan skripsi”.

Table 4.8 Negative Statement (Item 8: Pikiran saya tiba-tiba kosong ketika mulai mengerjakan skripsi)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	6%
2	Agree	8	25%
3	Disagree	22	69%
4	Strongly disagree	-	-

Total	32	100%
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*Score: Questionnaire Item 8*

The table above (item 8) shows that 6% of students select strongly agree, 25% of students select agree, and 69% of students select disagree. It explained that, most of students disagree with negative statement about "Pikiran saya tiba-tiba kosong ketika mulai mengerjakan skripsi".

Table 4.9 Positive Statement (Item 9: Saya mudah mengerjakan skripsi karena judul yang saya pilih sesuai dengan isu terkini)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	3	9%
2	Agree	20	63%
3	Disagree	9	28%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 9*

The table above (item 9) shows that 3% of students select strongly agree, 63% of students select agree and 28% of students select disagree. It explained that, most of students agree with positive statement about "Saya mudah mengerjakan skripsi karena judul yang saya pilih sesuai dengan isu terkini".

Table 4.10 Negative Statement (Item 10: Saya merasa khawatir karena penelitian yang saya pilih belum pernah diteliti sebelumnya)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	1	3%
2	Agree	5	16%
3	Disagree	22	69%
4	Strongly disagree	4	13%
Total		32	100%

*Score: Questionnaire Item 10*

The table above (item 10) shows that 3% of students select strongly agree, 16% of students select agree 69% of students select disagree and 13% of students select strongly disagree. It explained that, most of students disagree with negative statement about “Saya merasa khawatir karena penelitian yang saya pilih belum pernah diteliti sebelumnya”.

Table 4.11 Positive Statement (Item 11: Saya memahami penelitian saya dengan sangat baik)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	3	9%
2	Agree	23	72%
3	Disagree	5	16%



4	Strongly disagree	1	3%
Total		32	100%

*Score: Questionnaire Item 11*

The table above (item 11) shows that 9% of students select strongly agree, 72% of students select agree, 16% of students select disagree and 3 of students select strongly disagree. It explained that, most of students agree with positive statement about “Saya memahami penelitian saya dengan sangat baik”.

Table 4.12 Negative Statement (Item 12: Saya kurang memahami mengenai metodologi penelitian)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	2	6%
2	Agree	15	47%
3	Disagree	15	47%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 12*

The table above (item 12) shows that 6% of students select strongly agree, 47% of students select agree, and 47% of students select disagree. It explained that, most of students agree and disagree with negative statement about “kurang memahami mengenai metodologi penelitian”.

Table 4.13 Positive Statement (Item 13: Saya ingin menyelesaikan skripsi secepat mungkin agar dapat mengurangi pengeluaran keluarga)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	25	78%
2	Agree	6	19%
3	Disagree	1	3%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 13*

The table above (item 13) shows that 78% of students select strongly agree, 19% of students select agree, and 3% of students select disagree. It explained that, most of students strongly agree with positive statement about “Saya ingin menyelesaikan skripsi secepat mungkin agar dapat mengurangi pengeluaran keluarga”.

Table 4.14 Negative Statement (Item 14: Saya sering menghabiskan waktu bermain social median hingga lupa mengerjakan skripsi)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	4	13%
2	Agree	19	59%
3	Disagree	8	25%
4	Strongly disagree	1	3%

Total	32	100%
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*Score: Questionnaire Item 14*

The table above (item 14) shows that 13% of students select strongly agree, 59% of students select agree, 25% of students select disagree, and 3% students select strongly disagree. It explained that, most of students agree with negative statement about “Saya sering menghabiskan waktu bermain social median hingga lupa mengerjakan skripsi”.

Table 4.15 Positive Statement (Item 15: Saya merasa yakin bahwa penelitian saya lebih baik dari penelitian teman saya)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	1	3%
2	Agree	6	19%
3	Disagree	19	59%
4	Strongly disagree	6	19%
Total		32	100%

*Score: Questionnaire Item 15*

The table above (item 15) shows that 3% of students select strongly agree, 19% of students select agree, 59% of students select disagree, and 19% students select strongly disagree. It explained that, most of students disagree with positive statement about “Saya merasa yakin bahwa penelitian saya lebih baik dari penelitian teman saya”.

Table 4.16 Negative Statement (Item 16: Saya tidak memiliki teman yang bisa membantu saya dalam mengerjakan skripsi)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	2	6%
2	Agree	3	9%
3	Disagree	17	53%
4	Strongly disagree	10	31%
Total		32	100%

*Score: Questionnaire Item 16*

The table above (item 16) shows that 6% of students select strongly agree, 9% of students select agree, 53% of students select disagree, and 31% students select strongly disagree. It explained that, most of students disagree with negative statement about “Saya tidak memiliki teman yang bisa membantu saya dalam mengerjakan skripsi”.

Table 4.17 Positive Statement (Item 17: Saya merasa bahwa penelitian yang saya pilih akan bermamfaat bagi banyak orang)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	10	31%
2	Agree	21	66%

3	Disagree	1	3%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 17*

The table above (item 17) shows that 31% of students select strongly agree, 66% of students select agree, and 3% of students select disagree. It explained that, most of students agree with positive statement about “Saya merasa bahwa penelitian yang saya pilih akan bermamfaat bagi banyak orang”.

Table 4.18 Negative Statement (Item 18: Saya khawatir mengenai format penulisan yang saya pilih tidak sesuai)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	4	13%
2	Agree	15	47%
3	Disagree	13	41%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 18*

The table above (item 18) shows that 13% of students select strongly agree, 47% of students select agree, and 41% of students select disagree. It explained that, most

of students agree with negative statement about “: Saya khawatir mengenai format penulisan yang saya pilih tidak sesuai”.

Table 4.19 Positive Statement (Item 19: Saya mudah memahami perbaikan yang diberikan dosen pembimbing saat konsultasi)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	1	3%
2	Agree	24	75%
3	Disagree	5	16%
4	Strongly disagree	2	6%
Total		32	100%

*Score: Questionnaire Item 19*

The table above (item 19) shows that 3% of students select strongly agree, 75% of students select agree, 16% of students select disagree, and 6% students select strongly disagree. It explained that, most of students agree with positive statement about “Saya mudah memahami perbaikan yang diberikan dosen pembimbing saat konsultasi”.

Table 4.20 Negative Statement (Item 20: Saya merasa khawatir mengenai gramatikal yang tidak sesuai)

No	Question Alternative	Frequency	Sum of score
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1	Strongly agree	6	19%
2	Agree	20	63%
3	Disagree	6	19%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 20*

The table above (item 20) shows that 19% of students select strongly agree, 63% of students select agree, and 19% of students select disagree. It explained that, most of students agree with negative statement about “Saya merasa khawatir mengenai gramatikal yang tidak sesuai”.

Table 4.21 Negative Statement (Item 21: Saya takut menemui dosen pembimbing)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	5	16%
2	Agree	8	25%
3	Disagree	14	44%
4	Strongly disagree	5	16%
Total		32	100%

*Score: Questionnaire Item 21*

The table above (item 21) shows that 16% of students select strongly agree, 25% of students select agree, 44% of students select disagree, and 16% students select

strongly disagree. It explained that most students disagree with a negative statement about “Saya takut menemui dosen pembimbing”.

Table 4.22 Positive Statement (Item 22: Saya pikir telah memilih sumber penelitian yang baik)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	4	13%
2	Agree	25	78%
3	Disagree	3	9%
4	Strongly disagree	-	-
Total		32	100%

*Score: Questionnaire Item 22*

The table above (item 22) shows that 13% of students select strongly agree, 78% of students select agree, and 9% of students select disagree. It explained that, most of students agree with positive statement about “Saya pikir telah memilih sumber penelitian yang baik”.

Determination of the category of student perception scores on the assignment is done by using the criteria in the form of percentages as follows:

Table 4.23 the interpretation of questionnaire classification

81-100%	Very strong
61-80%	Strong



41-60%	Enough
21-40%	Low
0-20%	Very low

Table 4.24 Questionnaire Tabulation we can see in this table below:

No	Name	Nilai																				S			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21	22	
1	RA	4	3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	2	2	2	2	3	60	
2	DA	3	2	2	1	1	2	2	2	2	2	2	3	4	3	2	1	3	1	3	1	1	2	45	
3	R	4	3	3	3	4	3	3	3	3	4	3	3	4	2	3	2	3	3	3	3	4	3	69	
4	N	3	4	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	2	3	2	3	3	63	
5	R SN	4	4	3	3	3	3	3	3	3	3	4	2	4	2	2	3	3	1	3	1	4	3	64	
6	ER	3	4	3	2	3	3	2	3	2	3	3	2	4	2	1	4	4	3	2	2	3	3	61	
7	I	3	3	4	1	3	3	2	3	4	3	4	3	4	2	3	1	4	2	3	1	4	3	63	
8	IK	3	3	2	2	2	3	3	3	3	3	3	3	4	2	2	2	3	2	3	1	3	3	58	
9	WH	3	3	2	2	3	2	2	2	3	3	3	3	3	2	2	3	3	3	3	3	2	3	58	
10	NSRR	4	4	3	3	3	4	2	3	4	4	3	1	4	2	1	4	3	1	4	1	4	4	66	
11	FMA	3	3	2	3	3	3	2	2	3	3	2	3	4	1	2	4	3	3	2	2	2	4	59	
12	FA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66	
13	SN	3	3	3	3	3	3	3	3	3	3	3	3	3	4	2	4	4	4	3	3	2	3	4	69
14	W	3	4	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	3	63	

15	HD	3	3	2	1	2	2	3	2	2	2	3	2	4	2	2	4	3	2	3	2	4	2	55
16	D	3	3	3	3	2	4	3	3	3	4	2	2	4	2	1	4	3	3	3	2	3	3	63
17	SWL	4	4	2	2	2	2	2	2	3	3	4	2	4	2	1	3	4	2	3	2	3	4	60
18	E	3	3	2	2	1	3	2	1	3	3	2	3	4	1	2	3	4	3	2	2	1	3	53
19	AH	3	3	2	3	2	2	2	2	2	3	3	3	2	2	2	2	3	2	3	2	3	3	54
20	NS	3	3	3	2	3	3	3	3	3	3	3	2	4	2	3	3	3	2	3	2	2	3	61
21	AM	3	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	65
22	KA	3	3	3	2	2	3	2	2	3	3	3	2	4	2	2	3	3	2	3	2	2	3	57
23	IM	3	3	2	2	3	2	2	3	3	3	3	3	4	4	2	3	3	3	3	2	3	3	62
24	YN	3	3	3	3	2	3	2	2	3	3	3	2	4	3	2	4	3	2	3	2	3	3	61
25	NA	3	3	2	2	2	3	2	3	2	2	2	2	4	2	2	3	4	2	2	2	3	3	55
26	MDR	3	3	2	2	3	2	2	3	3	3	3	2	4	3	3	4	4	3	1	2	1	3	59
27	HM	2	3	2	2	1	2	4	1	2	1	1	1	4	1	1	4	2	1	1	1	1	2	40
28	FP	3	3	2	2	3	3	3	3	2	2	3	2	3	3	2	3	3	3	3	3	3	3	60
29	DIF	4	4	3	3	4	3	3	3	4	3	3	2	4	2	2	3	4	2	3	2	3	3	67
30	UTP	3	4	3	3	3	3	2	3	3	3	3	3	4	2	1	3	4	2	3	3	2	3	63
31	FT	4	3	3	2	2	3	2	3	2	3	3	2	4	2	2	3	4	2	3	2	1	3	58
32	RA	3	3	2	3	3	3	2	3	2	4	3	2	4	1	2	4	3	2	3	2	3	3	60
Jumlah		1	1	8	7	8	9	8	8	9	93	92	77	12	70	66	99	10	73	88	64	83	97	19
		0	0	3	5	3	0	0	4	0				0			5							17
		2	3																					

The data above shows that students' students' difficulties are categorized as strong. That can be seen from the total score of the student difficulties variable obtained from the research results is 1917, the highest theoretical score for this variable is that each respondent  $4 \times 20 = 80$  had 32 respondents, then the criterion

score is  $80 \times 32 = 2560$ , then the assignment of English is  $1917: 2560 = 0,74883$  or 75% of the criteria set. Therefore it can be concluded that the students' difficulties are a strong category.

## 2. The Result of the Interview

This chapter show interview to answer the research question. The researcher show result of the interview to answer the research question about the effects of students' difficulty in writing their undergraduate thesis on students' study and to find out the efforts or strategies to overcome the students' difficulties. Data from the interview was analyzed into the present as follows:

Based on the result of interview for question: *Apakah anda mempunyai masalah dalam menyelesaikan skripsi?* Almost all students had a problem in writing the undergraduate thesis because in writing the students had many problems faced them when they start to write the undergraduate thesis.

One of participants said *“setiap orang pasti punya kendalanya masing-masing dalam menyelesaikan skripsi”*<sup>1</sup>

The second question the researcher gave to students' *Apa saja efek dari permasalahan yang anda hadapi dalam menyelesaikan skripsi?* 10 to 16 students take a long time in writing the undergraduate thesis, 6 to 16 students stress in process of writing the undergraduate thesis.

Representative Statements:

*“Jadi beban pikiran, bingung memulai untuk mengerjakan, menimbulkan rasa malas dan terlalu sibuk memecahkan permasalahan tersebut hingga mengabaikan hal lain yang bisa kerjakan terlebih dahulu”*<sup>2</sup>

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<sup>1</sup> Student 1, Student, Interviewed on June 17, 2021.

<sup>2</sup> Students 2, Student, Interviewed on June 17, 2021.

*“Efeknya sampai pada keadaan psikis yakni mengganggu pikiran.”<sup>3</sup>*

*“Tidur kurang dan kadang pusing sendiri”<sup>4</sup>*

*“Efeknya membuat kesehatan agak kurang baik karena faktor kepala yang pusing.”<sup>5</sup>*

The students become to have a difficult time because they didn't have sufficient rest time and causes increased disease also stress levels. Every student had different levels in completing the undergraduate thesis caused by personal, sociolinguistic, and linguistic factors that faced the students. Almost all students have a major problem with personal factors. This statement comes for the reasons or the major factors that college students in writing the undergraduate thesis, as follow:

Representative Statement:

*“-Kurangnya referensi membuat sulit mengerjakan skripsi.*

*-Kesulitan dalam penulisan aturan academies yg selalu berubah.*

*-Sulit mengikuti intruksi dosen pembimbing krn sulit memahami apa yang di jelaskan dp.”<sup>6</sup>*

*“-Referensi: saya sangat sulit mencari referensi yang sesuai dengan skripsi saya, karena kurangnya pemahaman mengenai metodologi penelitian*

*-Kepercayaan diri dalam menyelesaikan sripsi: karena kurangnya pemahaman mengenai metodologi penelitian”<sup>7</sup>*

*“-Mencari referensi: sulit menemukan buku dan jurnal yang sesuai karena fasilitas yang terbatas.*

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<sup>3</sup> Students 3, Students, Interviewed on June 18, 2021

<sup>4</sup> Students 4, Students, Interviewed on June 17, 2021

<sup>5</sup> Students 5, Students, Interviewed on June 17, 2021

<sup>6</sup> Students 9, Students, Interviewed on June 17, 2021.

<sup>7</sup> Students 10, Students, Interviewed on June 24, 2021.

*-Kepercayaan diri dalam menulis skripsi: sering bertanya-tanya apakah bisa menyelesaikan dan mampukah menjalankan penelitian tersebut.”<sup>8</sup>*

The next question that researcher gave in interviewed is students’ strategies or efforts to overcome students’ difficulties, the participant had many ways to overcome their difficulties in writing the undergraduate thesis, as follow:

Representative Statement:

*“Mencari seseorang yang bisa membimbing saya”<sup>9</sup>*

*“Usaha yang saya lakukan adalah bertanya kepada teman-teman saya yang telah menyelesaikan skripsi mereka serta lebih meningkatkan motivasi saya”<sup>10</sup>*

*“-Menyelesaikan revisi proposal setelah konsul dengan cepat.*

*-Tidak menunda-nunda dalam mengerjakan proposal maupun revisi.*

*-Memberi motivasi untuk menyelesaikan proposal/skripsi secepat mungkin.”<sup>11</sup>*

*“Mengingat orang tua yg banting tulang bayar spp dan mulihat tman2 selesai menjadi penyemangat utk mengerjakan skripsi.”<sup>12</sup>*

There are 4 items of questionnaires, from that can be concluded the results of this research were found that the students’ difficulties in writing thesis were related to 1) Personality factors; 2) Sociocultural factors; 3) Linguistic factors. And one of the participants adds the major problem of students’ difficulties in writing the undergraduate thesis as error analysis.

## **B. Discussion**

<sup>8</sup> Students 2, Students, Interviewed on June 17, 2021

<sup>9</sup> Student 6, Student, Interviewed on June 17, 2021.

<sup>10</sup> Student 7, Student, Interviewed on June 17, 2021.

<sup>11</sup> Student 8, Student, Interviewed on June 17, 2021.

<sup>12</sup> Student 9, Student, Interviewed on June 17, 2021.

Based on data analysis from the research result that researcher did, with collected data step, tabulating then interpret, about students' difficulties in writing the undergraduate thesis, obtained research as follows:

1. The result of factors that cause of students' difficulties in writing their undergraduate thesis. The undergraduate thesis is the major problem that students overcome in finishing of bachelor's degree (S1) in Indonesia. In the process of it, there are many problems faced by students in writing the undergraduate. According to Brown, three detailed factors were Personal factors, sociocultural factors, and linguistic factors.

Based on the result of the questionnaire, it can be said the most difficult factor that was found in the students' difficulties in writing the undergraduate thesis is linguistic factors, it explained on item 20 *Saya merasa khawatir mengenai gramatikal yang tidak sesuai* this item got many was chosen by students in alternative answer (A) about 63% on the negative statement, it explained most students worry about their ability in grammatical in construct the correct sentence. According to Dwihandini et.al (2013) some major factors to influence students' difficulties in writing the undergraduate thesis are psychological factors, sociocultural factors, and linguistic factors.<sup>13</sup>

Item 1 *Saya merasa telah memilih topik penelitian yang bagus*, most of the students select the alternative answer (Agree) about 91%, it explained almost students' think that they select the good research but in the process in writing the undergraduate thesis they get many problems.

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<sup>13</sup> Dwihandini, et al., eds., The analysis of the Factors affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahadaraswati University , *e-Journal Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahada* ,2, 2013.

Item 2 *Saya merasa tidak mampu menyelesaikan skripsi*, most of the students select the alternative answer (disagree) about 72% it explained partly students stated that they had been finishing the undergraduate, but they have a different time to finish it. This item had 3% select alternative answer (Agree) it explained they had been a difficult problem, who consist that they cannot finish his the undergraduate thesis which impacts delayed of their bachelor degree.

Item 3 *Saya mudah mendapat ide saat mengerjakan skripsi*, in this item had 53% select the alternative answer (Agree) and 44% select the alternative answer (Disagree), it explained most of the student difficult to get idea when they writing the undergraduate thesis it accordance with item 8 *Pikiran saya tiba-tiba kosong ketika mengerjakan skripsi*, who had 69% students' select the alternative answer (Disagree) and had 25% students' select the alternative answer (Agree), it explained 8 students' difficult cannot get an idea when writing the undergraduate students because of blank when they start to writing the undergraduate thesis.

Item 4 *Saya memiliki kesulitan mencari referensi saat mengerjakan skripsi karna keterbatasan sumber informasi*, 47% students' select the alternative answer (Agree) and 44% students select the alternative answer (Disagree), it explained part of students' agree or had condition difficult to search the reference because of they have limitations in information about appropriate reference sources and unfamiliar with how to search for appropriate reference sources.

Item 4 accordance with item 6 *Saya dapat memilih sumber referensi yang tepat saat mengerjakan skripsi*, who had 69% students' select the alternative answer (Agree) and had 25% students' select the alternative answer (Disagree), it explained

most of the students part of students difficult to find out the reference and part of students can solve that problem.

Item 5 *Saya kesulitan menyelesaikan skripsi karena khawatir tidak dapat mempertanggung jawabkan hasil penelitian*, 56% students' select the alternative answer (Disagree) and had 28% students' select the alternative answer (Agree) on the negative statement, it explained most of the students thought they can solve the problem to complete the undergraduate thesis and held accountable for the result of their research.

Item 5 accordance with item 7 *Saya tidak merasa khawatir ketika mengerjakan skripsi*, 53% of students' select the alternative answer (Disagree) and 44 students' select the alternative answer (Agree) on the positive statement, it explained the students' get anxious while writing the undergraduate thesis, accordance with the item 5 is one of the reasons the students feel anxious to writing the undergraduate thesis.

The factors that cause of students' difficulties in writing their undergraduate thesis by the result of the interview, as follow:

- a. Find the reference (Mencari referensi), on the interviewed 8 to 16 students' had the same problems to find the reference, but on the process to find the reference because the students' thought that they can solve the problem to find reference because they don't know how to find the reference that suitable with their research, and some student' cannot find the reference of the literature books or journal on the library because not every literature books or journal always available on the library college and it is uncommon for them to be actively



finding the literature books on the other library, this was explained by result interview that researcher did it stated:

Representative Statement

*“Sulit menemukan buku dan jurnal yang sesuai karena fasilitas yang terbatas”<sup>14</sup>*

- b. Write the background (Menuliskan alasan/latar belakang masalah), on the interviewed fourth students’ select point b in process of interviewed and the consultant found the same problem, the students said they difficult to write the background because of they difficult to find the reference to issues in English that could be lined to the variable of the research or the students low in academic writing.
- c. Determine the methodology of the research (Menentukan metodologi penelitian), on the interviewed 2 students’ select c point in question three, it explained the students’ attendant lacked in the process of data analysis and not knowing how to select the appropriate research methodology and the consultant said the student’ difficult to picking up methodology of the research that matches with research question.
- d. Self-confidence (Kepercayaan diri), on the interviewed 7 students’ had the same problem about the self-confidence in writing the undergraduate thesis, it explained the students’ felt ensure of being able to complete the undergraduate thesis and hesitated to be able to account for the result of the research.
- e. Motivation (Motivasi), on the interviewed 6 students’ had the same problem about the motivation, it explained the students had low motivation to writing the

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<sup>14</sup> Students 2, Student, Interviewed on June 17, 2021.

undergraduate thesis and some students felt unsure of many reasons some of that is about the research that they thought cannot be finished.

- f. Follow the academic rules (Mengikuti aturan akademis), on the interviewed 4 students' select the difficult to follow academic rules, it explained the students' had difficulty completing the undergraduate thesis that used the grammatical structure but also used the language that was sometimes different from the language they often used in their daily lives and the consultant found the students writing format is not accordance with the of writing in IAIN Parepare.
- g. Follow the instruction of the consultant (Mengikuti intruksi dosen pembimbing), on the interviewed 3 students' had the same problem in following the interaction of the consultant, it explained students' had difficulty reading the correction given by the consultant and some students difficult to understand the meaning of the flow given by consultant thus that students need the longer time to revised the revisions.
- h. Examine the grammatical error (Menimalisir kesalahan struktur gramatikal), on interviewed 3 students' had the same problem to an anxious grammatical error, it explained the grammatical error is the common problem who studied English, students' are anxious about grammatical misconduct because even though the students' have learned their structure they still do not understand their pending on it and if they are uncertain of their skill
- i. Data analysis error (Kesalahan analisis data), on the interviewed one of the participants, add one the major problem that they faced in writing the undergraduate thesis about error data analysis, it explained the difficulties in writing the undergraduate thesis is there is error data in analysis that support

should be repeated and do more data analysis to correct previous problematic data.

Based on the result of the questionnaire and the interviewed we can conclude in English education of tarbiyah faculty of IAIN Parepare the major problem in writing the undergraduate thesis in on the linguistic problem that we can see in the result and discussion about the factor of students' difficulties.

2. The result of the effects of students' difficulty in writing their undergraduate thesis on students' study, based on the result of interviewing the effects of students' difficulty in writing their undergraduate thesis on students study there are 10 effect students' difficulty as follow:

- a. Delay on completing the undergraduate thesis, most of students' 6 to 16 students' delayed to completing the undergraduate thesis, it explained the student difficulties made them difficult to completing the undergraduate thesis because of major problem low of motivation, difficulty to find the reference, difficult to follow academic rules, determine grammatical error, error analysis, follow the instruction of the consultant, and self-confidence in writing the undergraduate thesis.

Representative statement

*"Efek yang terjadi adalah penundaan penyelesaian skripsi."*<sup>15</sup>

*"Menghambat pembuatan proposal/skripsi."*<sup>16</sup>

*"Efek dari permasalahan yg saya hadapi dalam menyelesaikan skripsi adalah pengerjaannya yg memakan banyak waktu."*<sup>17</sup>

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<sup>15</sup> Students 7, Student, Interviewed on June 17, 2021.

<sup>16</sup> Students 15, Student, Interviewed on June 18, 2021.

<sup>17</sup> Students 16, Student, Interviewed on June 19, 2021.

- b. Stress, Based on the result of the interview the second effect that students get in students' difficulties in writing the undergraduate thesis is stress. According to Amir Stress is a widespread phenomenon in the world over which any human with entire age could have.<sup>18</sup> In writing the undergraduate the students' find difficulty the students' becomes felt the pressure caused by both the environment and within them that they feel difficulty in completing the thesis.

Representative Statement

*"Efeknya sampai pada keadaan psikis yakni mengganggu pikiran."<sup>19</sup>  
"saya menjadi bigung dan stress"<sup>20</sup>*

- c. Confused to start writing the undergraduate thesis, based on the result of interviewed part of students' difficulty in writing the undergraduate thesis after they get affected by factors students' difficulty. The result of interview 3 students' said the effect they had on the difficulty were facing was that they had become difficult beginning their thesis.
- d. Gives rise to laziness, based on the result of interviewed part of students In writing the undergraduate the students' find difficulty the students' becomes rise their laziness it made them delayed to writing the undergraduate thesis.
- e. Students become ill, based on the result of interviewed part of students in writing the undergraduate the students' find difficulty the students' becomes ill is caused by stress and students deprived of sufficient rest.

Representative Statement

*"Efeknya membuat kesehatan agak kurang baik krn faktor kepala yg pusing."*

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<sup>18</sup> Amir Mohammad Shamsavarani, et al., eds., Stress: Facts and Theories through Literature Reviews, *International Journal of Medical Reviews*, 2, No.2, 2015.

<sup>19</sup> Students 13, Student, Interviewed on June 18, 2021.

<sup>20</sup> Students 10, Student, Interviewed on June 24, 2021.

*“Tidur kurang dan kadang pusing sendiri.”*

- f. Difficult to meet the consultant, based on the result of interviewed part of students in writing the undergraduate the students’ find difficulty to meet the consultant because of the consultant sick, have work on the outside the city, hard to reach, busy with other things, etc

Representative Statement

*“Susah ketemu dengan pembimbing.”<sup>21</sup>*

- g. Feeling of inadequacy, based on the result of interviewed part of students in writing the undergraduate, the students’ felt of inadequacy, based on the result of interviewed it explained caused of difficulty to find the reference, difficulty to the determining methodology of the research, low self-confidence and examine the grammatical error.
- h. Finding family pressure, based on the result of interviewed part of students in writing the undergraduate had family pressure caused of the students’ take a long time to finish the undergraduate thesis thus family gave the pressure to make them finishing the undergraduate thesis. The effect of students’ difficulty in writing their undergraduate thesis on students’ study part 9 and 10 from the same participant.

Representative Statement

*“Kurang percaya diri dalam menulis proposal/skripsi dan adanya tekanan dari*

*pihak keluarga dalam menyelesaikan proposal/ skripsi.”<sup>22</sup>*

3. As a result of students’ efforts to overcome the students’ difficulties in writing the undergraduate thesis, the students must solve the problem of

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<sup>21</sup> Students 6, Student, Interviewed on June 17, 2021.

<sup>22</sup> Students 8, Student, Interviewed on June 17, 2021.

difficulties in writing the undergraduate thesis because the undergraduate thesis is the requirement to

4. Finish the bachelor degree (S1) in Indonesian. The students had many problems in writing the undergraduate but the students' have been obligated to solve it because we cannot take the bachelor's degree before finish it the undergraduate thesis.

Students' were responsible for completing their undergraduate thesis and must prepare for problem-solving or the strategies that their effort to face in writing the undergraduate thesis, as for some of the strategies that students can implement, as follow:

- a. A lot praying to Allah Swt and mending the will, in writing the graduate thesis we must to mending the will, while writing the undergraduate thesis is an obligation for each students' as a prerequisite for a bachelor degree we still have to intend that we writing the undergraduate thesis with the intent to learn.
- b. Writing the undergraduate thesis or proposal with friends who in writing the undergraduate thesis because that way we can brainstorm and support each other in writing the undergraduate thesis.
- c. Fight against the laziness, try to get over the lazy, and get out of your comfort zone
- d. Removing negative thinking, in writing the undergraduate thesis always brings up a lot of negative thinking about a lot of things so keep working.
- e. Continue to motivate yourself of many things or remind yourself of your struggle or your parents so that you never give up easily

- f. Looking for friends or seniors who have already done with their undergraduate thesis and ask for advice or direction on the issues ahead, so never be embarrassed to ask because it will make it difficult for you to writing the undergraduate thesis.
- g. To search references easier on variables, search more books on research and use as best you can and find official reference links to make it easier for you to select the correct reference.
- h. Read many books or journals to have more adequate reference.
- i. Consult with the consultant as often as possible.
- j. Finish the revision from the consultant as soon as possible because by procrastination your revision would be delayed of writing the undergraduate thesis.
- k. For students' who have problems consulting to the consultant because it difficult to meet, we must understand that the consultant is a human who have different mental or physical strength and different workloads, although we have difficulty meeting them we must understand the situation, understand the consultant condition and know mental analysis therefore we can be understand how to facing the consultant.