

**THE DIFFICULTIES OF THE ENGLISH EDUCATION
DEPARTMENT STUDENTS OF UIN SYAHADA
PADANGSIDIMPUAN IN WRITING THESIS**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written by:

**YOLANDA IZMI AZIZAH
Reg. Number 21 203 00018**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

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**ENGLISH EDUCATION STUDY PROGRAM
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STATE ISLAMIC UNIVERSITY
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PADANGSIDIMPUAN
2025**

LETTER OF AGREEMENT

Term: Thesis

a.n Yolanda Izmi Azizah

Padangsidempuan,
November 2025

To:
**Dean Tarbiyah and
Teacher Training
Faculty**

In-
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Yolanda Izmi Azizah**, entitled "**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by my self, without asking illegal help from others, expect the guidance from advisors, and without plagiarism along with the ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsection .

I do this declaration truthfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' academic degree disrespectfully, and other punishment regarding norms ang legal law.

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ABSTRACT

Name : Yolanda Izmi Azizah
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Title of The Thesis : **The Difficulties of The English Education
Department Students of UIN Syahada
Padangsidempuan in Writing Thesis**

This study aims to explore the types of difficulties encountered by students in writing their theses and the strategies they used to overcome them. This research was conducted using a qualitative case study design involving interviews and document thesis from several English education students. The findings revealed that students faced various difficulties categorized into four main aspects: linguistic, cognitive, sociocultural, and technical-related difficulties. Sociocultural difficulties were mostly related to academic norms, such as limited supervision time, unreadable supervisors' revisions, and administrative letters, which appeared as the most dominant aspect. Cognitive difficulties involved constructing arguments and determining research titles, while linguistic difficulties included problems with grammar in tenses and sentence structure. In addition, other difficulties were found related to data and technical problems, such as analyzing data, organizing files, and learning apps from zero. To overcome these difficulties, students applied several strategies, including self-learning, emotional regulation, motivation, and practical academic. Overall, thesis writing requires not only linguistic and cognitive competence but also persistence, adaptability, and sufficient academic support.

Keywords: *Thesis Writing, Students' Difficulties, Linguistic, Cognitive, Sociocultural.*

ABSTRAK

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Bahasa Inggris di UIN Syahada Padangsidempuan
dalam Menulis Skripsi

Penelitian ini bertujuan untuk mengeksplorasi berbagai jenis kesulitan yang dialami mahasiswa dalam menulis skripsi serta strategi yang digunakan untuk mengatasinya. Penelitian ini menggunakan metode kualitatif studi kasus dengan melibatkan wawancara, dan dokumen skripsi dari beberapa mahasiswa pendidikan bahasa Inggris. Hasil penelitian menunjukkan bahwa mahasiswa menghadapi berbagai tantangan yang dapat dikategorikan ke dalam empat aspek utama, yaitu kesulitan linguistik, kognitif, sosiokultural, dan masalah teknis. Kesulitan sosiokultural berkaitan dengan norma akademik, seperti keterbatasan waktu bimbingan, revisi yang sulit dipahami, serta kendala administratif yang menjadi aspek paling dominan. Kesulitan kognitif meliputi kesulitan dalam membangun argumen dan menentukan judul penelitian, sedangkan kesulitan linguistik mencakup permasalahan tata bahasa dan penggunaan tenses. Selain itu, ditemukan pula kesulitan lain yang berkaitan dengan pengelolaan data dan keterampilan teknis, seperti menganalisis data, mengatur berkas, dan mempelajari aplikasi baru dari awal. Untuk mengatasi berbagai kesulitan tersebut, mahasiswa menerapkan beberapa strategi, termasuk belajar mandiri, berdiskusi dengan teman dan dosen pembimbing, serta meningkatkan manajemen waktu. Secara keseluruhan, penulisan skripsi tidak hanya membutuhkan kemampuan linguistik dan kognitif, tetapi juga ketekunan, kemampuan beradaptasi, dan dukungan akademik yang memadai.

Kata Kunci: Menulis Skripsi, Kesulitan Mahasiswa, Linguistik, Kognitif, Sosiokultural.

خلاصة

الاسم	: يولاندا اسمي عزيزة
رقم التسجيل	: ٨١٠٠٣٠٢١٢
عنوان البحث	: صعوبات طلاب قسم تدريس اللغة الإنجليزية بجامعة شيخ علي حسن أحمد الداري بادانج سيدميوان الإسلامية الحكومية في كتابة البحث العلمي.

يهدف هذا البحث إلى استكشاف الأنواع المختلفة من الصعوبات التي يواجهها الطلاب في كتابة البحث العلمي، بالإضافة إلى الاستراتيجيات المستخدمة للتغلب عليها. يستخدم هذا البحث منهجية دراسة الحالة النوعية من خلال إجراء مقابلة، ووثائق البحوث العلمية لعدد من طلاب قسم تدريس اللغة الإنجليزية. وأظهرت نتائج البحث إلى أن الطلاب يواجهون التحديات المختلفة يمكن تصنيفها إلى أربعة جوانب رئيسية، وهي الصعوبات اللغوية والمعرفية والاجتماعية والثقافية والمشكلات التقنية. وترتبط الصعوبات الاجتماعية الثقافية بالأعراف الأكاديمية، مثل محدودية وقت الإشراف، والتعديلات التي يصعب فهمها، بالإضافة إلى العقبات الإدارية التي تُعد الجانب الأكثر هيمنة. وتشمل الصعوبات المعرفية صعوبة في بناء الحجج وتحديد عنوان البحث، بينما تشمل الصعوبات اللغوية مشكلات في القواعد واستخدام الأزمنة. بالإضافة إلى ذلك، تم اكتشاف صعوبات أخرى تتعلق بإدارة البيانات والمهارات التقنية، مثل تحليل البيانات، وتنظيم الملفات، وتعلم تطبيقات جديدة من الصفر. ولتجاوز هذه الصعوبات، يطبق الطلاب عدة استراتيجيات، منها الدراسة المستقلة، والنقاشات مع الأصدقاء والمشرفين، وتحسين إدارة الوقت. بشكل عام، تتطلب كتابة البحث العلمي ليس فقط المهارات اللغوية والمعرفية، بل أيضا المثابرة، والقدرة على التكيف، والدعم الأكاديمي الكافي.

الكلمات المفتاحية: كتابة البحث العلمي، صعوبات الطلاب، اللغوية، المعرفية، الاجتماعية والثقافية.



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I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better. I hope that Allah SWT will reciprocate all of their kindness and health.

Padangsidempuan, November 2025
Researcher

Yolanda Izmi Azizah
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing a thesis in English is a complex challenge for students, especially for those who do not use English as their first language. This academic writing process requires not only good mastery of grammar and vocabulary, but also a deep understanding of the structure and style of appropriate academic writing. Difficulties in writing a thesis in English can affect students' academic development, slow down the completion of their studies and even reduce their confidence in academic writing.

Various studies have identified several main factors that cause difficulties in writing a thesis, including lack of academic writing skills, limited grammar and vocabulary, and lack of understanding of the correct structure and style of academic writing.¹ Thus, overcoming difficulties in writing a thesis in English requires students to enhance their academic writing skills, strengthen their grammar and vocabulary, and develop a deeper understanding of proper structure and style to ensure academic success. However, the difficulties in writing an English thesis can be addressed by improving students' academic writing abilities, as well as strengthening their grammar and vocabulary. Moreover, a clear understanding of the appropriate academic structure and style is essential to support the successful completion of their thesis.

¹Ejona Demneri, "Students' Difficulties in Writing in English Language," *Proceedings of the International Conference on Modern Research in Education, Teaching and Learning* 3, no. 1 (2024): 35–41, <https://doi.org/https://doi.org/10.33422/icmetl.v3i1.290>.

The generally difficulties in writing a thesis in English are the limitation in grammar and vocabulary. Students often have difficulty in using correct grammar and choosing the right words to convey their ideas clearly and review because they are not used to do a critical analyzing and synthesizing information from various sources.¹ Most of them tend to only summarize research findings without providing in-depth analysis, which results in their writing being descriptive and less argumentative.

In addition, mother tongue inference is also a factor that affects the quality of students' academic writing. Several studies have shown that students tend to translate their thoughts directly from their mother tongue into English without adjusting the language structure used. This causes errors in sentence structure, word choice, and poor writing cohesion and coherence.² For example, in some languages, sentence structure may be more flexible than in English, making it difficult for students to construct sentences that comply with English grammar rules.

Another well-known difficulty is the lack of understanding of proper academic structure. Many students struggle to structure paragraphs systematically and logically, and to develop strong arguments in their writing. They often have difficulty organizing their ideas into cohesive paragraphs, using references appropriately, and following academic writing styles such as

¹ Zahra Shahsavari and Haniyeh Kourepaz, "Postgraduate Students' Difficulties in Writing Their Theses Literature Review," *Cogent Education* 7, no. 1 (2020): 1–11, <https://doi.org/10.1080/2331186X.2020.1784620>.

² Seprianus A. Nanotek, Zuvyati A. Tlonaen, and Herry A. Manubulu, "Exploring University Students' Difficulties in Writing English Academic Essay," *Al-Ishlah: Jurnal Pendidikan* 14, no. 1 (2022): 909–20, <https://doi.org/10.35445/alishlah.v14i1.1352>.

APA or MLA. It is possible that a lack of training and guidance in academic writing may be a contributing factor to this difficulty.

Although some of the difficulties in writing English theses have been widely studied, there are still some aspects that are not fully understood. One of them is the effectiveness of certain strategies or methods in helping students overcome their difficulties. For example, there is a need for more research exploring the use of technology such as grammar correction applications (e.g. Grammarly) or artificial intelligence based writing aids in helping students improve their academic writing skills.

In addition, the role of cultural factors in academic writing is also a topic that is rarely studied in depth. Each culture has a different approach to conveying ideas and constructing arguments, and this can affect the way students write their theses in English. Some students may be accustomed to a more narrative and personal writing style in their native language, so they have difficulty adapting to a more formal and objective academic writing style in English.³ So, different cultural backgrounds affect how students write, some may find it hard to adjust to the formal style of academic writing in English.

The lack of evaluation of the effectiveness of academic writing training programs at universities is also an aspect that has not been widely researched. Although many institutions have offered academic writing workshops or courses, there is little research evaluating the degree to which these programs

³ Shahsavari and Kourepaz, "Postgraduate Students' Difficulties in Writing Their Theses Literature Review."

actually help students improve their writing skills. Some students may still find it difficult even after taking the training, which suggests that the approach used in these programs may need to be adjusted to be more effective and appropriate to students' needs.⁴ So, the limited evaluation of academic writing training programs indicates a significant gap in understanding their actual impact, highlighting the need for more systematic assessment and program adjustments to better address students' learning needs.

Based on the assumption above, the researcher conducted a research about “The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis”.

B. The Focus of the Research

In this case, this research focused on investigating the difficulties that English department students face in writing English thesis in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher concerned about students' difficulties in linguistic, cognitive, and sociocultural difficulties

C. The Definitions of the Key Terms

To reduce misunderstanding between researcher and reader about terms used in this study, some explanations are put forward:

1. Students' Difficulties

Students' difficulties are defined here as the challenges encountered by students in the process of writing a thesis includes any factor that

⁴ Yanto and Urip Sulistiyo, “Students' Difficulties in Writing Their Thesis in English at English Education Study Program Jambi University” 1, no. 1 (2019): 763–65, <https://doi.org/https://conference.unsri.ac.id/index.php/semirata/article/download/1023/573>.

increases the probability of students taking an extended period time to complete their thesis, which is not uncommon.

2. Writing English Thesis

Writing English thesis defined here as a structured process of exploring, analyzing, and presenting complex ideas in written form as the final task of the English students for requirement the graduate degree.

3. English Education Department

English Education Department is one of the Department in Tarbiyah and Teacher Training Faculty of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, it is English Education Department.

So, the difficulties of the students English education department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in writing thesis means the difficulties faced by the English students at Tarbiyah and Teacher Training Faculty in arranging or composing at a formal writing for requirement the graduate degree.

D. The Formulations of the Problem

As mentioned on the background of the problem, the formulations of this research are:

1. What are the difficulties faced by students of English Department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in writing their English thesis?

2. What are the dominant aspect of the difficulties that the students faced in writing English thesis?
3. What are the students' strategies to overcome their difficulties in writing English thesis?

E. The Objectives of the Research

Based on the formulation of the problem above, the researcher determined the objectives of the research are:

1. To identify the students' difficulties in writing English thesis of English Department students UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in writing their English thesis.
2. To determine the dominant aspect of the difficulties that the students faced in writing English thesis.
3. To find out the students' strategies to overcome their difficulties in writing English thesis.

F. The Significances of the Research

This study aimed to provide some beneficial for lecturer, students and researcher. Practically, the research intended to be useful for:

1. The Lecturer

The result of this thesis is to informed the lectures, especially the advisors of thesis to help the students being better in writing their theses and to avoid students' problems in writing their final academic projects.

2. The Students

The result of this theses informed the students, especially for whom that are doing the theses writing in order not to have difficulties or problems similarly to this result.

3. Readers and Futher Researchers

The result of this research can be a source of reference for the readers or further researchers in conducting research in the same topic in the future.

G. The Outline of the Thesis

The research was divided in five chapters, which every chapter contains several subtopics eith detail as follow:

Chapter 1 consists of background of the problem, identification of the problem, problem, formulation of the problem, the purpose of the research, significances of the research, and the systematic of the research. Chapter 2 consists of theoretical description which contains about some sub theories such as definition of writing, writing undergraduate thesis and the problem of writing thesis. It also reviews the related finding of the research. Chapter 3 consists about methodology of the research which contain of place and time, population and sample, instrument of the research, technique of collecting data and technique of analysis data. Chapter 4 is the result of the research that consists of analysis data. This chapter contain about description of this data, discussion and the threats of the research. Finally, Chapter 5 contains about

giving conclusion in the result of the research and suggestion which given to the students and lecturer by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concepts of Academic Writing

Academic writing is a fundamental skill in higher education, requiring students and researchers to express ideas clearly, consisely, and formally. Academic writing contributes crucial roles for students' academic purposes; papers, assignments, exercises, and thesis for meeting their academic needs. Academic writing is difficult because it requires a complex combination of generating ideas, selecting the idea that are appropriate to the writing tasks, translating these into a text to produce a reasonable and presentable documents.¹ However, academic writing is an important but challenging skill because students and researchers must organize and present ideas clearly and formally to meet academic requirements.

Academic writing tasks in higher studies might be more accurately called literacy tasks because they require much more than just the ability to construct correct sentences or compose neatly organize paragraphs with topic sentences. Projects that ask students to do well in college usually require them to know how to do research to be able to read complicated

¹Abdulaziz Ahmed and Mohammed Ahmed, "Academic Writing : Types , Elements , and Strategies," *IJLHE: International Journal of Language, Humanities, and Education* 5, no. 2 (2022): 60–70, <https://doi.org/https://doi.org/10.52217/ijlhe.v5i2.989>.

texts, to understand the main ideas of each subject, and to be able to synthesize, analyze and respond to new information, usually within a limited time frame. So, academic writing in higher education is better described as a literacy task, as it demands not only grammatical accuracy and structured writing but also research skills, critical reading, synthesis, analysis, and timely responses to complex information.

Several key characteristics define academic writing. First, it maintains a formal tone and objective approach, avoiding colloquial language, contractions, and personal opinions while emphasizing evidence-based arguments.¹ Second, academic texts follow a structured format, typically consisting of an introduction, literature review, methodology, findings, discussion, and conclusion.² Additionally, clarity and precision are essential, as ideas must be presented in a logical and coherent manner. Critical thinking is another fundamental aspect, requiring writers to analyze, synthesize, and evaluate information rather than merely describing it.³ Furthermore, proper citation and referencing are crucial to maintaining academic integrity and avoiding plagiarism, with citation styles such as APA, MLA, and Chicago being widely used.

Therefore, academic writing is a formal and structured style of writing used in academic contexts to present ideas, arguments, or

¹ James Hartley, *Academic Writing and Publishing: A Practical Handbook*, Routledge Taylor & Francis Group (London, 2008), <https://doi.org/10.4324/9780203927984>.

² John M Swales and Christine B Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, Third (Ann Arbor: University of Michigan Press, 2012). <https://eli.johogo.com/Class/AWFGS.pdf>

³ Ken Hyland, *Second Language Writing*, Cambridge University Press (Cambridge, 2019), <https://doi.org/10.1016/b0-08-044854-2/00631-3>.

research findings objectively and based on credible evidence. Academic writing plays a crucial role, particularly in supporting students' academic goals by enabling them to produce writing that is accurate, well-organized, and academically appropriate.

2. The Difficulties in Academic Writing

Writing a thesis is the final stage in higher education which is often a big challenge for students. Students often face numerous difficulties when developing academic writing proficiency. One of the most common difficulties is language barriers, as non-native English speakers struggle with grammar, vocabulary, and idiomatic expressions. Students find difficulties in academic writing because they are not get the necessary skills in their previous academic writing course and also difficult to expressing ideas correctly and choosing the appropriate academic language.⁴ However, many students find thesis writing challenging due to language barriers and a lack of sufficient academic writing skills, which obstruct their ability to express ideas clearly and use appropriate academic language.

Additionally, many students enter university with limited experience in formal writing, making it difficult for them to construct well-organized arguments.⁵ The complexity of structuring arguments further adds to their struggles, as writing a persuasive and coherent academic piece requires

⁴ Ratnawati et al., "Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students," *Arab World English Journal* 9, no. 4 (2018): 420–32, <https://doi.org/https://dx.doi.org/10.24093/awej/vol9no4.31>.

⁵ Hyland, *Second Language Writing*, 2019.

logical progression and strong critical thinking skills.⁶ Another major challenge is referencing, as students often find it difficult to master citation styles, leading to unintentional plagiarism.⁷ Moreover, time management becomes a significant issue, as academic writing is a time-intensive process that requires extensive research, drafting, and revision.

According to a research done by Royani, she found that students' difficulties in academic writing are divided into discursive and non-discursive difficulties. In discursive difficulties such as paragraph structure; incoherent, rare logical order, inappropriate transitional signal, and rare extended expales in statistic. In non-discursive difficulties such as plagiarism; using plague word, 'copy paste' text, no paraphrase, no quotations, and irrelevant text type.⁸ So, based on Royani's research, students' difficulties in academic writing can be categorized into discursive difficulties such as poor paragraph structure and lack of coherence and non discursive difficulties, including plagiarism and improver use of sources.

Many studies have revealed various difficulties faced by students in writing a thesis. Hyland identified multiple aspects contributing to writing difficulties. The explanation focuses on language-related challenges, cognitive demands in writing, and the influence of

⁶ Swales and Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 2012.

⁷ Hartley, *Academic Writing and Publishing: A Practical Handbook*.

⁸ Ida Royani, "Difficulties in Academic Writing: Perspective of Graduate Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan," *English Journal for Teaching and Learning* 11, no. 1 (2023): 72–83, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>.

sociocultural contexts.⁹ Based on Hyland's explanation, academic writing difficulties can be grouped into three categories: linguistic difficulties, cognitive difficulties, and sociocultural difficulties.

a. Linguistic Difficulties

Linguistic difficulties refer to difficulties related to the use of English in academic writing. These include grammar, sentence structure, vocabulary, spelling, punctuation, and appropriate use of cohesive devices. Common issues involve confusion over tenses, misuse of prepositions, or incomplete sentences, all of which can reduce clarity and accuracy.

1) Grammar

Grammar is essential in academic writing as it helps convey ideas clearly and professionally. However, many students face difficulties with grammar when writing a thesis in English, particularly non-native speakers. One common issue is tense inconsistency, where students mix presents and past tenses inappropriately, which confuses the reader and disrupts the flow of ideas.¹⁰ However, grammar is important for clear and professional academic writing but many students, especially non-native English speakers still face problems like using tenses inconsistently which makes their writing harder to understand.

⁹ Ken Hyland, *Second Language Writing*, First Edit (Cambridge: Cambridge University Press, 2003), <https://library.unmas.ac.id/repository/EBK-00051.pdf>.

¹⁰ Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course*, Second Edi, vol. 3 (Boston: Heinle & Heinle, 1999), <https://doi.org/10.2307/3587964>.

Another frequent problem is subject-verb agreement, especially in complex sentences. Students also struggle with passive voice, which is often used in academic texts but may be misused or avoided due to lack of confidence. Incorrect structure in passive sentences can lead to poorly structured sentences.

Additionally, many students find it hard to construct complex sentences needed for academic clarity. This results in either overly simple or confusing sentences that make the thesis harder to understand. These grammar problems are often influenced by first language interference and insufficient academic writing training.

According to Harida, the ability to understand and use grammar accurately is an essential component of successful language learning, particularly in academic writing.¹¹ However, many students struggle to apply grammatical rules when writing their thesis, especially when constructing complex and academically appropriate sentences. These difficulties arise not only from limited mastery of basic structures but also from the lack of ability to evaluate and correct their own grammatical errors. As a result, their writing becomes unclear, less cohesive, and difficult to follow, which ultimately reduces the overall quality of their arguments and the presentation of ideas in the thesis.

¹¹ Eka Sustris Harida, "Assessing English Language Teaching," *English Journal for Teaching and Learning* 4, no.2 (2016): 77-88, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

This point supported by research conducted by Oktaviani which states, students need to do during the editing process is to edit the content starting from writing the correct words and in editing this grammar student must have sufficient knowledge of grammar in English and have good grammar books, and find 77.5% students having difficulty in writing or paragraphs according to English grammar correctly.¹² Oktaviani's study shows that most students still struggle with using correct English grammar when writing and editing their work.

In conclusion, grammar difficulties are one of the main challenges for students when writing their thesis. Many students make mistakes in sentence structure, word forms, and punctuation, which can make their writing unclear or hard to understand. These problems not only affect how easy it is to read their work but also weaken their arguments because ideas are not expressed clearly. Students with limited grammar skills often use simple sentences and repeat the same words, which makes their writing less interesting and less precise. As a result, grammar difficulties can reduce the overall quality of the thesis and make it harder for students to present their research in a clear and academic way.

¹² Ayu Oktaviani, Citra Raflesia, and Yulfi, "Efl Students ' Difficulties in Writing Thesis," *Linguistic, English Education and Art (LEEA) Journal* 7, no. 2 (2024): 349–61, <https://doi.org/https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/8324>.

2) Vocabulary

Vocabulary plays a vital role in academic writing, especially in writing, especially in writing a thesis. However, many students struggle to choose and use the correct English vocabulary, which becomes a major language barrier. This issue limits their ability to express ideas clearly, accurately, and in an academic tone.

One common problem is a lack of academic vocabulary. Many students are familiar only with everyday or general English words but not with formal or discipline-specific vocabulary often used in academic writing. As a result, their writing may sound casual or simple for academic purposes. For example, instead of writing “get better”, academic writing prefers words like “improve” or “enhance”.¹³ So, students who lack academic vocabulary may write in a way that sounds too casual. Using more formal and subject-specific words is important to make their writing suitable for academic purposes.

Students also tend to repeat the same words because they do not know appropriate synonyms. This repetition makes their writing sound flat and unrefined. For instance, over using the word “important” could be improved by using alternatives like “significant”, “essential”, or “crucial”.

¹³ Nation. I.S.P, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), <https://id.scribd.com/document/631837818/Learning-Vocabulary-in-Another-Language-pdf>

Another challenge is understanding contextual meaning. Many English words have different meanings depending on how they are used in a sentences. Students who are not familiar with academic texts might misuse words, leading to unclear or incorrect expressions. This is known as semantic misuse. These problems are often worsened by limited exposure to academic reading materials, such as journal articles or research papers. Reading academic texts regularly is one of the best ways to improve vocabulary knowledge and understand how words are used in context.¹⁴ However, regular reading is important to build vocabulary and proper word use.

Another difficulty related to vocabulary is that many students are unsure how to select words that are appropriate for academic writing. They may use informal or everyday expressions that do not fit the formal style required in a thesis. In some cases, students also struggle to choose precise words that clearly represent their ideas, which makes their explanations sound vague or unclear. This problem becomes more serious when they repeat the same basic words because they lack alternatives that carry the right meaning. Without a strong academic vocabulary, students may find it difficult to build

¹⁴ Averil Coxhead, "A New Academic Word List," *TESOL Quarterly* 34, no. 2 (2000): 213, <https://doi.org/10.2307/3587951>.

convincing arguments, interpret sources accurately, or express complex concepts in their writing.

Ultimately, limited vocabulary makes it difficult for students to explain arguments accurately, build strong paragraphs, and write effectively in academic settings. This issue not only affects the clarity and depth of their arguments but also weakens the overall quality of their thesis. Without a strong foundation in vocabulary, students may struggle to meet the expectations of formal academic writing.

It can be concluded that limited vocabulary presents a significant language barrier in academic writing because it makes it harder for students to choose precise words, construct clear arguments, and convey their ideas effectively, which often leads to confusion and lack of clarity in their academic work.

3) English Proficiency Level

A low level of English proficiency is one of the major difficulties students face when writing a thesis. This includes limited ability in grammar, vocabulary, sentence structure, and overall fluency. Students who are still developing their English skills may struggle to express complex ideas clearly and accurately, which can affect the quality of their academic writing.

Writing a thesis requires more than just basic communication skills, it demands the ability to write in a formal, coherent, and academic style. According to Richards and Schmidt, English proficiency refers to a learner's ability to use the language accurately and fluently across different skills, including speaking, listening, reading, and writing.¹⁵ When this proficiency is low, students may find it difficult to organize their arguments, explain their research findings, or follow the conventions of academic writing.

Moreover, low proficiency often causes students to rely on simple sentence structures and repetitive vocabulary. This limits the depth and richness of their writing. It can also lead to errors that make their arguments less persuasive or harder to understand. In many cases, students become overly dependent on translation tools, which may result in unclear phrasing and incorrect word choices.

In addition, low proficiency also makes students avoid using more complex grammar or academic expressions, even when their ideas actually require them. As a result, their writing may sound simple and less clear because they cannot fully explain their thoughts. This situation can also lower their

¹⁵ Jack C Richards and Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistics*, Fourth Edition (Great Britain: Pearson Education Limited, 2010).
https://bayanebartar.org/filedl/library/IELTS3/Longman_Dictionary4th_Edition.pdf

confidence, causing them to feel unsure about revising or improving their work. Without enough practice and proper guidance, they may keep producing writing that is unclear, less organized, and not yet suitable for academic standards.

This point supported by research conducted by Lestari which find the students difficulty especially in the variables of their English proficiencies and time management. In the variable of their English proficiency, they found difficulties because their English is still low and limited so that they cannot write a thesis well. It also caused them not to understand what the theory presents, while they must read many sources to support their thesis in writing. This phenomenon could be happening because English is different from Indonesian, they may find difficulties in form of understanding the language, arrange good writing.¹⁶ However, good English proficiencies and time management is essential in academic writing purposes.

In the context of Indonesian university students, linguistic difficulties are frequently reported on a study. Toba et.al, found recurring grammatical errors and avoidance of complex structures due to fear of making mistakes. Their study confirms that language proficiency directly affects the quality of

¹⁶ Dwi Monica Lestari, "An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu," *Journal of English Education and Applied Linguistics* 9, no. 1 (2020): 17–29, <https://doi.org/http://dx.doi.org/10.24127/pj.v9i1.2588>.

academic writing, particularly in tasks such as essay and thesis composition.¹⁷ So, many Indonesian university students face language problems like grammar mistakes and avoiding difficult sentences. This shows that good language skills are important for writing essays and theses well.

However, linguistic difficulties are related to students' ability to use language accurately and appropriately during the thesis writing process. These difficulties commonly appear in grammar, vocabulary, and overall English proficiency, which influence how clearly and correctly ideas are expressed. From the reviewed theories, it can be concluded that linguistic competence plays a crucial role in helping students develop clarity, coherence, and accuracy in their thesis writing.

b. Cognitive Difficulties

The second difficulty is about cognitive difficulties. Cognitive difficulties involve the mental processes necessary for organizing, planning, and constructing academic texts. These difficulties often arise when developing logical arguments, outlining ideas, presenting thoughts clearly in structured formats, methodology used, or time management.

¹⁷ Rostanti Toba, Widya Noviana Noor, and La Ode Sanu, "The Current Issues of Indonesian EFL Students' Writing Skills : Ability, Problem, and Reason in Writing Comparison and Contrast Essay," *Dinamika Ilmu* 19, no. 1 (2019): 57–73, <https://doi.org/http://doi.org/10.21093/di.v19i1.1506>.

1) Difficulties in Constructing Arguments

One major difficulty is the ability to construct strong and coherent arguments. Academic writing, especially in a thesis, requires logical reasoning supported by evidence. However, students often struggle to develop arguments that are clear, well-structured, and relevant to their research questions. According to Graff and Birkenstein, affective academic writing involves “entering the conversation” by responding to existing ideas while contributing one’s own perspective.¹⁸ Without this skill, students may produce repetitive arguments that weaken the overall impact of their thesis.

Another difficulty in constructing arguments is the challenge of organizing ideas in a logical and connected manner. Many students present points that do not clearly relate to their main argument or that lack smooth transitions between sentences and paragraphs. This weakens the coherence of their writing and makes it harder for readers to follow their line of reasoning. To construct effective arguments, students need to develop clear topic sentences, provide relevant supporting explanations, and ensure that each idea flows logically to the next. Without these elements, the overall argument becomes less persuasive and lacks clarity.

¹⁸ Cathy Birkenstein and Gerald Graff, *They Say / I Say: The Moves That Matter in Academic Writing*, Fourth Edition (New York: W. W. Norton & Company, 2018).

Another difficulty related to arranging arguments is the challenge of deciding the most logical order for presenting ideas. Many students are unsure whether to begin with general explanations, specific evidence, or counter arguments, which often results in a paragraph structure that feels unclear or inconsistent. When ideas are placed in an inappropriate order, the argument becomes harder for readers to follow, even if the content itself is correct. To arrange arguments effectively, students need to understand the progression of logical thinking from introducing the main point, to supporting it with evidence, and finally explaining its significance. Developing this skill helps students build paragraphs that are more coherent, persuasive, and aligned with the overall purpose of their thesis.

Ultimately, many students struggle to build clear and logical arguments in their thesis, which weakens its overall quality. Without the ability to engage with existing ideas and add their own perspective, their writing becomes repetitive and less affective.

2) Methodology Used in Research

The second major difficulties lies in choosing and applying the appropriate research methodology. The methodology section must clearly explain the reserach design, data collection techniques, and analysis procedures. However, students often

struggle to justify their methodological choices or align them with their research objectives. As noted by Creswell, understanding the philosophical foundations and practical steps of both qualitative and quantitative methods is essential.¹⁹ If the methodology is poorly explained or mismatched, the validity of the research may be questioned.

In addition to selecting the appropriate approach, students also encounter difficulties in implementing the chosen methodology consistently throughout their research. Many students are uncertain about how to follow each procedural step correctly, such as conducting interviews, distributing questionnaires, or analyzing data according to established guidelines. This inconsistency often leads to incomplete or inaccurate data, which can weaken the overall findings of the study. To ensure a clear and consistent methodology, students must not only understand the theoretical framework behind their chosen method but also apply it systematically in practice. When the implementation is unclear or inconsistent, the credibility and reliability of the research outcomes become significantly weakened.

This point is supported by research conducted by Lestari, which found that students face difficulties because they are

¹⁹ John. W Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth Edit (Los Angeles: Sage Publications, 2018).

confused about choosing the most appropriate research design. They also struggle to determine the right instruments, do not know how to analyze their data properly, and sometimes are unsure where to start or what to write after collecting their data.²⁰ These findings highlight the importance of providing students with clear guidance and structured support throughout the research process.

3) Difficulty in Choosing a Thesis Title

Choosing a suitable title is the one of the first and most critical steps in the thesis writing process. A good title should reflect the scope, focus, and purpose of the research. However, many students struggle to narrow down their research interests into a specific, manageable topic. They may find it difficult to formulate a title that is neither too broad nor too narrow.

Another difficulty in choosing a title is making sure that the title matches the actual content of the research. Many students create a title that does not fully represent their research objectives, methods, or findings. As they continue working on the thesis, their study may change direction, but the title is not updated to reflect those changes. This can make the thesis unclear and confusing for readers. Therefore, students need to regularly review and revise their title so that it accurately

²⁰ Lestari, "An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu."

describes what their research is about. A clear and appropriate title helps guide the writing process and makes it easier for readers to understand the main focus of the study.

Moreover, choosing a thesis title should ideally be based on the student's personal interests and academic strengths. When students select a topic they genuinely care about, they are more motivated, more consistent, and more willing to explore the subject deeply. This interest also helps them stay focused during the long research process and reduces the likelihood of losing motivation. A title that reflects the student's interests not only supports a smoother writing process but also contributes to producing a more thoughtful and meaningful thesis.

According to Swales and Feak, selecting a research topic requires a balance between personal interest, relevance to the field, and the availability of sources.²¹ Without clear thinking and guidance, students may waste time exploring topics that are unclear, irrelevant, or unfeasible. Therefore, choosing a clear and manageable topic is essential for helping students begin their research with confidence and direction.

In conclusion, selecting an appropriate thesis title is a crucial step that requires careful consideration and clear judgment. Students must balance their interests with the

²¹ John. M Swales and Christine B Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, Second Edi (Ann Arbor: The University of Michigan Press, 2004).

relevance and feasibility of the topic, ensuring that the title accurately reflects the focus of their research. A well-chosen title not only helps guide the direction of the study but also prevents confusion and inefficiency throughout the writing process. By thoughtfully defining a topic that is clear, manageable, and aligned with their academic goals, students are better prepared to develop a coherent and meaningful thesis.

4) Difficulty in Expressing Ideas

Another major thinking difficulty is the difficulties or transforming thoughts into written language. Many students have ideas in mind but struggle to organize or articulate them in logical and coherent way. That issue often arises from limited experience in academic writing and a lack of confidence in critical thinking skills. As stated by Hamp-Lyons and Heasley , academic writing demands clarity of thought, the ability argue logically, and skill to support ideas with evidence.²² When students cannot express their ideas properly, their writing becomes weird, disorganized, or repetitive, reducing the affectiveness of their argumentation.

In addition to these challenges, students also struggle to revise and refine their ideas once they have been written. Many

²² Liz Hamp-lyons and Ben Heasley, “Study Writing: A Course in Writing Skills for Academic and Professional Purposes,” Second Edi (Cambridge: Cambridge University Press, 2006), 15–24, https://doi.org/https://assets.cambridge.org/97805215/34963/excerpt/9780521534963_excerpt.pdf.

tend to write without reviewing the clarity, accuracy, or logical flow of their arguments, which results in paragraphs that lack cohesion and fail to convey the intended meaning. Effective academic writing requires ongoing reflection, where students evaluate whether their ideas are clearly stated, well-supported, and logically connected to the overall purpose of the thesis. Without this process of revision, even strong ideas may appear unclear or poorly developed. Therefore, developing the habit of reviewing and restructuring written work is essential for producing clear, consistent, and academically sound arguments.

Many students often struggle to express their ideas clearly in academic writing. Even when they have good ideas, they may find it difficult to organize them logically in sentences and paragraphs. Limited vocabulary, low grammar proficiency, and lack of experience in academic writing can make their arguments unclear, repetitive, or underdeveloped. This challenge reduces the clarity and persuasiveness of their writing and can lower their confidence in revising or expanding their work. As a result, difficulty in expressing ideas directly affects the overall quality and effectiveness of their thesis.

Overall, writing a thesis is not just about language or technical skills, it also needs strong thinking skills. Many students find it hard to choose a good title and to explain their

ideas clearly in writing. Without clear thinking and support, they may waste time on topics that are too broad or unclear, and their writing may become confusing or hard to follow. Helping students improve their thinking and writing skills is important so they can finish their thesis more easily and effectively.

5) Time Management

Effective time management is also a critical technical factor in completing a thesis. Students frequently underestimate the time needed for research, writing, and revision. Poor planning can lead to last-minute writing, reduced quality, and increased stress. According to Murray, successful thesis writing requires setting clear goals, breaking tasks in to manageable parts, and maintaining regular writing routines.²³ Without good time management, even capable students may struggle to finish their thesis.

This point is supported by research conducted by Lestari, which found that this phenomenon may occur because students often feel stuck when their writing is criticized by their supervisor. As a result, they struggle to revise their thesis effectively. This condition can ultimately lead to missed deadlines in completing their thesis.²⁴ Therefore, lack of

²³ Rowena Murray, *How to Write a Thesis*, Third Edit (London: Open University Press, 2011).

²⁴ Lestari, "An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu."

confidence and difficulty in responding to feedback can significantly hinder students' progress and delay the completion of their thesis.

However, good time management is an important factor in successfully completing a thesis. Without proper planning, students can become overwhelmed by deadlines, have trouble revising their work, and struggle to keep a regular writing routine. Both theories and research show that setting clear goals, breaking tasks into smaller parts, and being able to accept and respond to feedback are very helpful. If students lack these skills or feel unsure of themselves, delays and difficulties in finishing the thesis can happen, even if they have strong academic abilities.

Hyland emphasizes that these difficulties often originate from limited exposure to academic writing conventions and genres. Without adequate familiarity, academic texts may appear disorganized, overly general, or incoherent.²⁵ Ningrum et.al, identified coherence, cohesion, paraphrasing, and academic voice as prominent challenges for Indonesian postgraduate students abroad.²⁶ Similarly, Muflihun and Tohamba noted problems with reasoning and academic literacy among

²⁵ Hyland, *Second Language Writing*, 2003.

²⁶ Rosidah Wulan Ningrum et al., "Academic Writing Difficulties For Indonesian Students in Pursuing Postgraduate Students Abroad," *Journal of English Education and Applied Linguistics* 12, no. 1 (2023): 93–109, <https://doi.org/10.24127/pj.v12i1.5271>.

Indonesian students in overseas programs, indicating the need for improved support in cognitive writing development.²⁷ These studies collectively show that Indonesian students often face challenges in academic writing due to limited familiarity with academic conventions and insufficient development of coherence, reasoning, and academic literacy skills.

However, cognitive difficulties involve the mental processes required to understand, organize, and produce academic writing. These include difficulties in constructing arguments, expressing ideas, choosing a thesis title, time management, and applying appropriate research methods. Based on the theoretical review, cognitive difficulties are closely related to students' critical thinking and reasoning abilities, which are essential for achieving logical and well-structured academic writing. When these cognitive skills are weak, students may struggle to connect ideas, evaluate information, or make sound academic judgments. Therefore, strengthening cognitive skills becomes an important foundation for improving overall writing performance.

c. Sociocultural Difficulties

Sociocultural difficulties refer to difficulties in academic writing that are influenced by students' cultural background, previous

²⁷ Muflihun and Citra Pransiska Puspita Tohamba, "The Challenges That Indonesian Students Faced in Academic Writing: A Cross-Disciplinary Study of Academic Literacies," *Advances in Social Science, Education and Humanities Research* 540 (2021): 12–18, https://www.researchgate.net/publication/350971484_The_Challenges_That_Indonesian_Students_Faced_in_Academic_Writing_A_Cross-Disciplinary_Study_of_Academic_Literacies.

educational experience, and understanding of academic norms. These often include unclear understanding of plagiarism and citation styles.

Referencing is a crucial component of academic integrity, it remains a common technical barrier. Students are expected to cite all sources accurately using specific citation styles such as APA, MLA, or Chicago. Many students face confusion about how and when to cite, leading to either unintentional plagiarism or inconsistent formatting. As describes by Bailey, proper referencing helps the reader verify the source of ideas and avoids the misrepresentation of others' work.²⁸ Therefore, a lack of understanding in referencing guidelines can greatly affect the credibility of the thesis.

Another difficulty is related to finding and using appropriate references for academic writing. Many students struggle to locate credible and relevant sources, especially when they are not familiar with academic databases or libraries. This problem is often worsened by limited guidance from the university on how to search for references effectively. As a result, students may rely on easily accessible but less reliable sources, or use references that do not fully support their arguments. The difficulty in finding suitable references not only slows down the research process but also affects the quality and credibility of the thesis.

²⁸ Stephen Bailey, *Academic Writing: A Handbook for International Students*, Fifth Edit (London: Routledge, 2018).

However, referencing is important for academic honesty, but many students still find it difficult. Confusion about when and how to cite often leads to unintentional plagiarism and inconsistent formatting, which can reduce the credibility and quality of their thesis.

Hyland notes that writing is a socially situated activity influenced by academic culture, power relations, and institutional expectations.²⁹ Wardani and Mahardi found that many Indonesian undergraduate students struggled with understanding plagiarism, despite being aware of its implications.³⁰ This gap between awareness and practice reflects broader sociocultural influences on writing behavior and expectations.

Another problem is that many students do not receive enough guidance from the campus about the academic norms they are expected to follow. Some universities do not clearly explain how to write academically, how to use sources correctly, or how to structure ideas in a formal way. Without proper workshops, clear instructions, or regular supervision, students may feel unsure about what is required in thesis writing. This lack of support makes it harder for them to understand and apply academic rules, which then affects the clarity and quality of their thesis.

²⁹ Hyland, *Second Language Writing*, 2003.

³⁰ Umi Sismia Wardani and Ista Maharsi, "Indonesian Undergraduate Students' Perceptions of Plagiarism: A Survey Study," *Journal of English Language Teaching in Indonesia* 11, no. 1 (2022): 47–56, <https://dspace.uui.ac.id/handle/123456789/43429>.

However, sociocultural difficulties are related with the external and social factors that influence students during the thesis writing process. These challenges often arise from differences in academic culture, communication patterns with supervisors, and institutional norms such as referencing styles, guidance procedures, and administrative requirements. Based on the reviewed theories, it can be concluded that sociocultural aspects greatly affect student's motivation, interaction, and overall progress in thesis writing, making academic support and understanding of institutional norms essential for success.

Therefore, based on the reviewed theories, the present study focuses on analyzing three main aspects of students' thesis writing difficulties, namely linguistic difficulties, cognitive difficulties, and sociocultural difficulties. These aspects are expected to provide a comprehensive understanding of the difficulties that students face in the process of writing their thesis.

B. Related Studies

In this research, the researcher takes review of related studies from the previous researchers as follows:

First, Fitria in 2022 conducted the research who found several internal factors of EFL students' difficulties in writing and finishing a thesis. Internal factors are difficulty in choosing the title of the thesis, feel not sure (pessimistic), fears of worries, having a health problem or down while working on and completing the thesis. External factors are having

communication problem with supervisors, having difficulty in finding references on the internet, no complete access references and no free access to digital libraries campus, having cost or financial problems, and students' surrounding environment.³¹ So, addressing both these internal and external obstacles is crucial to successfully completing the thesis.

Second, Fauzan et al. in 2022 conducted the research which purposes to find out the students' difficulties in developing a paragraph and to understand the students' difficulties in implementing the writing elements in writing their undergraduated proposals. The study found issues such as overly broad or narrow topic sentences, weak supporting ideas, lack of concluding sentences, and inconsistent paragraph flow. Problems with writing elements included poor organization, informal or unclear vocabulary, grammatical errors, and issues with mechanics like punctuation and spelling. The causes of these problems were the interference of students' native language and the lack of knowledge about the rules of the development of paragraph and writing element.³² So, the researcher concluded that students faced significant difficulties in developing paragraphs and applying writing elements in their undergraduate proposals.

Third, Farizal in 2023 also conducted the research that aim to describe the students' problems in writing undergraduate thesis and to explain the factor causes students problems in writing thesis. The result of respondents

³¹ Fitria, "Analysis Of EFL Students' Difficulties In Writing And Completing English Thesis." <https://doi.org/10.24071/ilt.v25il.3607>.

³² Umar Fauzan, Nur Hasanah, and Siti Hadijah, "The Undergraduate Students' Difficulties in Writing Thesis Proposal," *Indonesian Journal of EFL and Linguistics* 7, no. 1 (2022): 175–92, <https://doi.org/10.21462/ijefl.v7i1.515>.

showed that student lacks of several aspects that include in internal and external factors such self-esteem, lack of motivations, had anxiety, and had difficulty in job and career.³³ So, these psychological and situational challenges significantly affect students' ability to complete their thesis writing successfully.

Fourth, Syahaq in 2023 conducted the research that was aimed to analyze the students' difficulties in writing undergraduate thesis and to analyze the causes of the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019. Based on the data analysis, it was found that there are several problems, difficulties of learning to write undergraduate thesis, difficulties of criticism of quality, difficulties about complicated requirement, difficulties in time and money, difficulties caused by psychological, difficulties caused by socio-cultural, and also difficulties caused by cognitive.³⁴ So, by this research found that English Education students at Raden Intan Lampung (2017-2019) struggled with thesis writing due to difficulties in learning, giving quality criticism, meeting complex requirements, managing time and finances, and facing psychological, social, and cognitive challenges.

Then, lastly Thahirah et al. in 2023 also conducted research to find out the students' difficulties, the most common difficulties faced by students and how the students overcome the difficulties in writing thesis background. The

³³ Benny Farizal, "The Analysis of Student's Difficulties in Writing Undergraduate Thesis," 2023, <https://doi.org/https://repository.unja.ac.id/>.

³⁴ Ananda Muhammad Revaldo Syahaq, "An Analysis Of Students' Difficulties In Writing Theses In English Education Study Program Of Raden Intan State Islamic University," 2023, <https://doi.org/https://repository.radenintan.ac.id/id/eprint/32625>.

method of this research was descriptive qualitative design with interview and document as the instrument of collecting data. The result of this research showed three points as follows: 1) The difficulties encountered by the students of English education study program at Universitas Negeri Makassar are: a) writing and organizing ideas, b) novelty, c) importance, d) lack of vocabulary, and e) grammar. 2) The most common difficulties encountered by the students is writing and organizing idea. 3) Their way to solve the difficulties they faced when writing a thesis background was three events namely: a) work independently, b) developing or joining a community of practice, and c) working with the supervisor.³⁵ So, based on these findings, it can be concluded that addressing the difficulties students face in writing thesis backgrounds requires targeted strategies.

Based on the related studies reviewed, previous studies have explored various factors influencing students' difficulties in thesis writing, including internal challenges such as anxiety, lack of motivation, and self-esteem, as well as external issues like supervisor communication, access to references, and writing mechanics. However, most of these studies focus either on general writing challenges or only one or two aspects of the difficulties. Not many studies have given a complete explanation that combines language barriers, technical issues, thinking difficulties, and psychological factors in one research. Therefore, this study aims to fill that gap by examining the

³⁵ Thahirah, Maemuna Muhayyang, and Amra Ariyani, "Students' Difficulties in Writing Thesis Background," *Journal of Excellence in English Language Education* 2, no. 1 (2023): 82–89, <https://ojs.unm.ac.id/JoELEE/article/view/43588>.

multiple dimensions of thesis writing difficulties faced by English department students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

This research was conducted in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. It is located at T. Rizal Nurdin Street Km 4,5, Sub-District of Sihitang, Padangsidempuan City and Province of North Sumatera. The time of research was from July 2024 until November 2025.

B. The Method of the Research

The method in this research is qualitative method. This research employed a qualitative case study design, as it aimed to explore the real-life difficulties experienced by students in writing their thesis. According to Creswell, a case study focuses on a bounded system or specific group¹, which in this research refers to students of the English Department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher conducted this research to analyze the difficulties that English department students faced in writing English thesis and the factors to have difficulties in writing the thesis.

C. The Participants of the Research

The participants of this study are 8 students in academic year 2021 who have completed their thesis and have a fast duration in writing the thesis, graduate in UIN Syahada 2025, cumulative achievement index record from 3.50 – 4.00, have grade A in their thesis examination.

¹ John. W Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edi (California: Sage Publications, 2013), <https://doi.org/10.1111/1467-9299.00177>.

D. The Data Source

There are two kinds of data source here; they are the alumnus of the English Education Study Program at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan and documentary evidence from participants. The data of this study obtained through interviews with 8 selected alumnus, as the participants are considered capable of providing in-depth insights into their thesis writing experience.

Then, the data source was collected from documentary evidence from participants who was been interviewed in this research. These documents served as supporting material to help identify the common difficulties students encounter during the thesis writing process. By combining both data sources, the researcher aims to provide a comprehensive understanding of the challenges faced by high-achieving students in writing their undergraduate thesis.

E. The Instruments of Collecting Data

The instruments of this study are Semi-Structured Interview and Documentary Evidence from Participants. The technique of data collection in this study was carried out in the following stages:

1. Interview (Semi-Structured Interview)

The primary data of this study was collected through semi-structured interviews. This type of interview was selected because it allowed the researcher to prepare guiding open-ended questions while remaining flexible to explore emerging themes during the conversation. Creswell

explains that interviews are a common method in qualitative research, particularly effective for capturing participants' personal experiences, thoughts, and reflections in rich detail.¹ In this study, the interviews will be conducted with students who have completed their thesis writing. The questions focused on the difficulties they experienced throughout the process, including linguistic issues such as grammar and vocabulary, academic challenges like argument development and structural organization, as well as personal and contextual factors that may have influenced their writing experience. All interviews were conducted individually and recorded with the participants' consent.

2. Documentary Evidence from Participants

In addition to the interviews, this study was also used academic documents as supporting data. These document included related documents, such as thesis drafts, supervisors' feedback, revision notes, and other documents. These documents served as additional evidence that supported the interview. As stated by Creswell, documents in qualitative research serve as a valuable secondary data source that can corroborate and enhance the trustworthiness of findings gathered from interviews.² In this research, the documents were used to validate students' statements and to strengthen the data interpretation through source triangulation.

¹ John. W Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edi (Boston: Pearson, 2012), <https://id.scribd.com/document/713796239/Creswell-2012-educational-research>

² Creswell.

F. The Technique of Data Analysis

In order to ensure the validity of the research findings, the researcher employed triangulation of data, which is the process of observing an object from multiple perspectives in order to establish its true location. According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data condensation, data display, and conclusion drawing/verification.³ It means that in analyzing the data in the type of qualitative data research, they were data condensation, data display, and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

1. Data Condensation

Data condensation referred to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we made the data stronger.

2. Data Display

The second major flow of analysis activity was data display. Generically, a display was an organized, compressed assembly of information that allows conclusion drawing and action. As with data condensation, the creation and use of displays were not separated from analysis—it is a part of analysis.

³ Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, Third (Arizona: Sage Publications, 2014).

3. Conclusion Drawing

The third stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analysis interpreted what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher held these conclusions lightly, maintaining openness and skepticism, but the conclusions were still there, vague at first, then increasingly explicit and grounded.

G. The Technique of Data Trustworthiness

To make the research findings of this research valid, the researcher did trustworthiness by using a triangulation data. Triangulation was the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been lead into content data analysis. Triangulation was supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradicted it. It means that triangulation aimed to asses the result of research in order to validate the data of the research itself.

In this research, the researcher choosed credibility for the technique of trustworthiness. One method of promoting credibility was through the various processes of triangulation.⁴ Ahmed state that researchers develop credibility by engaging over extended periods, observing persistently, and using

⁴ Norman A Stahl and James R King, "Understanding and Using Trustworthiness in Qualitative Research," *Journal of Developmental Education* 44, no. 1 (2020): 26–28, <https://doi.org/10.4135/9781483329574>.

triangulation.⁵ Extended involvement entailed dedicating sample time in the field, engaging with participants, and closely studying their activities, enabling researchers to acquire comprehensive insights. Persistent observation involved keeping an open-minded attitude, recognizing personal biases, and practicing self-reflection throughout the entire study process. Moreover, the utilization of triangulation, which involved the integration of many data sources or approaches, helped to validate findings, enhanced their credibility.

To ensure the trustworthiness of the data, this research applied triangulation by combining information from interviews, observations, and documents. The use of triangulation helped the researcher confirm the accuracy and consistency of the findings. The steps were explained as follows:

1. Interview Data

The first step was collecting interview data from students to find out their difficulties in writing a thesis, such as linguistic, cognitive, and sociocultural difficulties. The interviews were recorded and then transcribed carefully so that all participants' responses were clearly documented.

2. Students' Consent and Validation

After the transcriptions were completed, each student was asked to review

⁵ Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research," *Journal of Medicine, Surgery, and Public Health* 2 (2024), <https://doi.org/10.1016/j.glmedi.2024.100051>.

and confirm the interview transcript to ensure that the content truly represented what they said. Students were then asked to sign a validation statement as proof that the interview was conducted genuinely and the data were accurate. This step strengthened the credibility of the interview results.

3. Document Analysis

The researcher also analyzed related documents, such as thesis drafts, supervisors' feedback, revision notes, and other documents. These documents served as additional evidence that supported the interview.

4. Data Comparison

After collecting all the sources, the researcher compared and cross-checked them to identify similar patterns. If the data were consistent across sources, the findings were considered reliable.

5. Drawing Triangulation Conclusion

Finally, the researcher concluded the triangulation data results. By combining interviews, students' validation, and document analysis, the research findings became more valid, credible, and trustworthy.

Overall, all these procedures were conducted to ensure that the data collected were accurate, consistent, and credible. The use of students' validation through signed confirmation strengthened the reliability of the interview data, while triangulation among interviews and documents enhanced the overall trustworthiness of the findings. Therefore, the results

can be considered dependable and valid representations of the students' real experiences.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which have been collected in interview. Here will be explained the result from the process of recording and data condensation. It describes the result from what the researcher saw, heard, and thought while doing an interview. The data presented and described here were based on the interview started on Thursday, 18th September 2025 until Wednesday, 24th September 2025. This chapter consists of two parts such as Findings and Discussion.

A. Research Findings

The inquiries in this study knew what the students' difficulties in writing thesis, the dominant aspect difficulties faced by students, and how to overcome their difficulties in writing thesis of the English Education Department Students of UIN Syahada Padangsidempuan. To answer the first, the second, and the third research questions, the researcher used the students' answer in a semi-structured interview.

In this study, the researcher used the technique of data analysis by Miles and Huberman.¹ There were three activities in analyzing the qualitative data, such as the stage data condensation, data display, and conclusion.

1. The Dominant Aspect of Students' Difficulties in Writing Thesis

Respondents in this study involved 8 students of the English Education Department of UIN Syahada Padangsidempuan who had recently completed

¹ Miles, Huberman, and Saldana, *Qualitative Data Analysis*, 2014.

their theses in the 2024/2025. All participants had successfully completed their studies within a period of 3.5 to 4 years and managed to write and defend their theses, enabling them to graduate on time.

Based on the interview data, students faced several difficulties in writing their thesis in English. Student 1 found it difficult in determining and finding the theories, finding data source, analyzing the data, limited access resources, limited slots in guidance, revisions with examiners. The student said:

“Susah di cari teori sih. Sebenarnya banyak, Cuma karna kita kan engga perna ke ranah situ jadi harus ekstra nyari nya kesitu. Waktu nyari data juga susah karna bukunya tidak available di Indonesia, jadi harus dari Malaysia. Selain itu di bab empat ngerjain analisisnya juga lumayanlah, lumayan memeras otak. Dan revisi dengan penguji lama karena bapak itu ngeceknnya satu satu gitu loh. Iya...dari kayak cover daftar isi dan lainnya.”¹

Student 2 found it difficult in arranging the theories, meeting with supervisors, organizing files and page number, learning apps from zero, and in administration letter. Student 3 found it difficult in expressing ideas, choosing a thesis title, finding suitable references, meeting with supervisors, creating page and make table of content, and also in administration letter. Student 4 encountered the difficulties in analyzing the data, meeting with supervisors, finding relevant theories, and also in administration letter. The student stated that:

¹ Nurun Najiah, Interview, on September 18, 2025, 14.54 WIB, in Padangsidempuan

“ Kalau kesulitannya itu, itu tadi kan pertama kayak nyari teori yang tepat gitu kan, yang relevan. Terus yang kedua itu di bagian ngolah datanya kan, apalagi kalau siap siap ngolah datanya itu. Kemudian dibagian administrasi, misalnya kayak buat surat pengesahan atau skripsi.. nunggunya lama kadang juga formatnya tiba-tiba berubah jadi harus tukar lagi dan ngulang lagi ngurusnya.”²

Then, student 5 found it difficult in tenses, choosing a thesis title, finding books for references, don't know how to read number in SPSS, non face to face guidance, unreadable supervisors' revisions, and meeting with supervisors. Student 6 also encountered the difficulties in constructing arguments, finding suitable references, and also finding books and journal for references. Student 7 found it difficult in tenses, finding journal and book for references, meeting with supervisors, and repeated guidance. The student said:

“..di bagian penulisan grammar, apalagi sebelum sempro kan, itu di cek grammar nya sama pembimbing banyak yang salah. Karena kan pertama itu kalau sebelum sempro masih pake present tense sementara uda terbuatku dalam bentuk past karna belum tau, nah jadi disitu juga salahnya kalau grammar”³

Lastly, student 8 also found it difficult in sentence structure, meeting with supervisor, finding latest journal, non face to face guidance, and unreadable supervisors' revisions. As stated by the student:

² Laila Tul Husna, Interview, on September 19, 2025, 20.21 WIB, in Padangsidempuan

³ Nina Sakinah, Interview, on September 23, 2025, 14.11 WIB, in Padangsidempuan

“...pas lagi nulis, referensi lah yang susah, cari-cari jurnal yang terbaru kan. Pas awal proposalan juga sulit lah kan karna kita gatau, terus juga ternyata tidak boleh pemakaian pronoun, dan juga susunan paragrafnya, marginnya. Terus waktu revisi sama pembimbing dua agak lama kadang sampe tiga atau dua minggu baru diperiksa karna ada kendala dan bimbingannya tidak langsung. Kadang juga ada beberapa revisian yang ga terbaca kita kan, tapi bisa ditanya kalau emang gatau atau gapaham apa yang direvisi.”⁴

These difficulties were categorized into four groups: (1) linguistic difficulties, (2) cognitive difficulties, (3) sociocultural difficulties, and (4) another difficulties that emerged during the research.

Table IV. 1
Linguistic Difficulties in Writing English Thesis

Difficulties	Sub-Difficulties	Code	Notes
Linguistic	Grammar	L1	Sentence Structure Tenses
	Vocabulary	L2	-
	English Proficiency Level	L3	-

Based on the table above, the findings revealed that linguistic difficulties were primarily related to grammatical. Although vocabulary and English proficiency were initially considered, the participants mainly faced difficulties in grammar, particularly in constructing correct sentence structures and using appropriate tenses.

⁴ Anggi Zahra Rani , Interview, on September 24, 2025, 12.03 WIB, in Padangsidimpuan

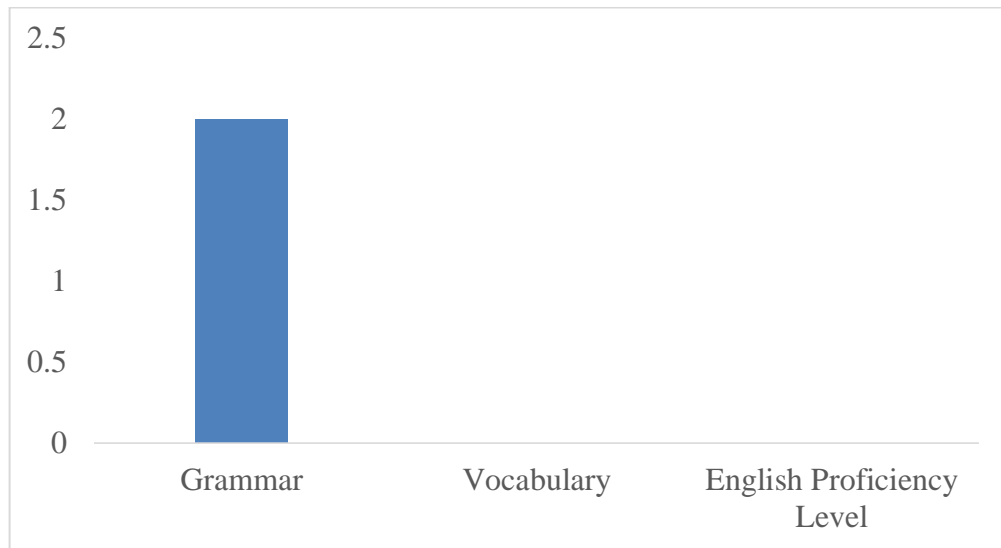


Figure IV. 1
Linguistic Difficulties in Writing English Thesis

The diagram above, presents the linguistic difficulties encountered by the students, which found 2 kinds of difficulties in grammar, no difficulties found in vocabulary, and no difficulties found in English proficiency level.

Table IV. 2
Cognitive Difficulties in Writing English Thesis

Difficulties	Sub-Difficulties	Code	Notes
Cognitive	Constructing Arguments	C1	Arranging the theories
			Determining the theories
			Organizing writing stages
	Expressing Ideas	C2	-
	Choosing Thesis Title	C3	Determining research title
	Methodology Used	C4	-
	Time Management	C5	-

Based on the table above, the findings indicated that cognitive difficulties were mainly observed in constructing arguments and choosing

thesis title. Specifically, students struggled with arranging, determining, and organizing the theories to support their argument. This shows that they faced difficulties in developing logical connections between theoretical frameworks and their research topics. In addition, some participants found it difficult to determine an appropriate research title. Other aspects such as expressing ideas, methodology used, and time management were not significantly identified during the research.

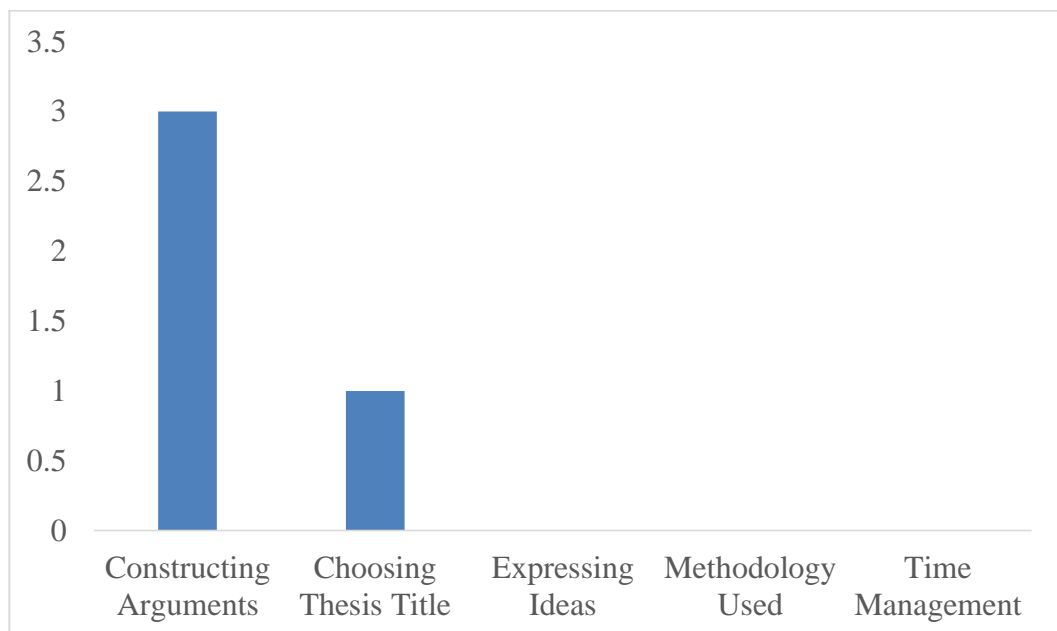


Figure IV. 2
Cognitive Difficulties in Writing English Thesis

The diagram above, presents the cognitive difficulties encountered by the students, which found 3 kinds of difficulties in constructing arguments, 1 kinds of difficulties in choosing thesis title, no difficulties found in expressing ideas, no difficulties found in methodology used, and no difficulties found in time management.

Table IV. 3
Sociocultural Difficulties in Writing English Thesis

Difficulties	Sub-Difficulties	Code	Notes
Sociocultural	Referencing	S1	Limited access to resources
			Finding books for references
			Finding suitable references
			Finding latest journal
			Finding related theories for references
	Academic Norms	S2	Meeting with supervisors
			Repeated guidance
			Limited slots for guidance
			Non face to face guidance
			Revision with examiners
			Unreadable supervisor's revision
			Administration letters

Based on the table above, showed that sociocultural difficulties mainly involved referencing and academic norms. Students experienced limited access to resources, difficulties in finding suitable and updated references, and difficulties in identifying related theories. They also faced difficulties such as limited guidance slots, non face-to-face supervision, unreadable revisions, and administrative letter problems. These obstacles reflected how institutional and social factors affected their thesis writing process.

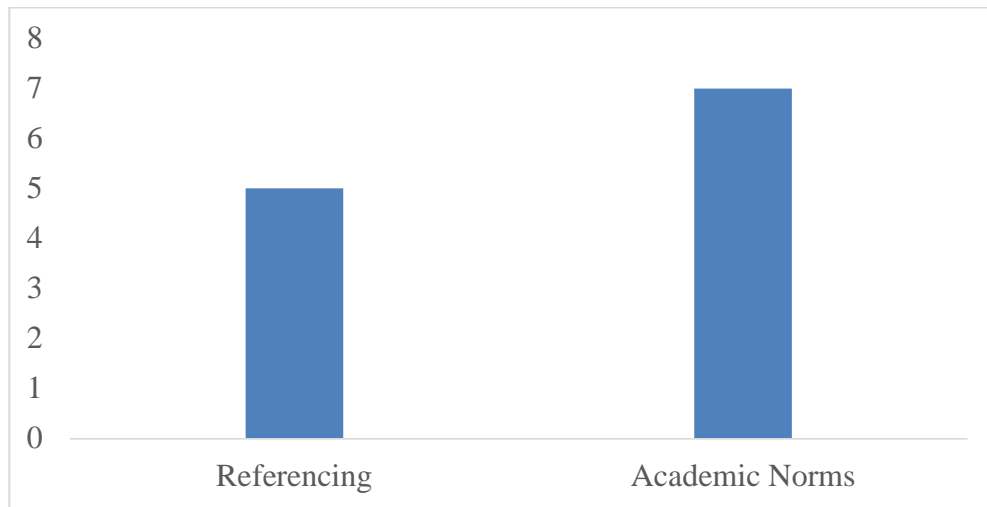


Figure IV. 3
Sociocultural Difficulties in Writing English Thesis

The diagram above, presents the sociocultural difficulties encountered by the students, which found 5 kinds of difficulties in referencing, 7 kinds of difficulties in academic norms.

Apart from those main categories, the study also revealed another finding related to technical problems and working with data.

Table IV. 4
Another Findings Difficulties in Writing English Thesis

Difficulties	Notes
Related to Data	Finding data source
	Analyzing the data
	Don't know how to read number in SPSS
Technical Problems	Organizing files and page number
	Creating page and make table of content
	Learning apps from zero

As shown based on the table above, additional difficulties emerged outside the theoretical framework. These include academic difficulties such as related to the data and technical problems. In the terms of data, students encountered difficulties in finding data sources, analyzing data, and interpreting numerical results in SPSS. Meanwhile, the technical problems involved organizing files and page numbers, creating pages and tables of contents, and learning to use applications from the beginning. Although these difficulties were not as dominant as the others, it still affected students' performance and efficiency during the thesis writing process.

Overall, the study showed that students encountered various difficulties during the thesis writing process, categorized into linguistic, cognitive, sociocultural, and other technical aspects. Linguistic difficulties mainly involved grammatical, particularly in sentence structure and use of tenses, while vocabulary and English proficiency were less problematic. Cognitive difficulties appeared in constructing arguments, including arranging, determining, and organizing theories, as well as determining the research title. Sociocultural difficulties covered referencing and academic norms, such as limited access to resources, difficulty in finding suitable and updated references, and difficulties related to supervision, including limited slots for guidance, non face-to-face supervision, unreadable revisions, and administrative constrains. Additionally, other findings revealed difficulties related to data and technical problems, such as finding and analyzing data,

interpreting SPSS results, organizing files and page numbers, creating tables of contents, and learning apps from zero.

In conclusion, students faced several difficulties in the thesis writing process. These difficulties included linguistic, cognitive, sociocultural, and difficulties related to data and technical problems. These findings emphasize the importance of linguistic skills, critical thinking, and adaptability to technical and academic norms.

2. The Dominant Aspect of Students' Difficulties in Writing Thesis

From the overall findings, it can be seen that the most dominant difficulty aspect of difficulties faced by students was sociocultural difficulties, particularly related to academic norms. While linguistic problems such as grammar and tenses, and cognitive difficulties like constructing arguments and determining thesis title, were present, they appeared less frequently in nature. In contrast, sociocultural difficulties were experienced by almost all participants, especially those involving limited guidance sessions, unreadable supervisor revisions, administrative letter, and guidance that was not always conducted face-to-face.

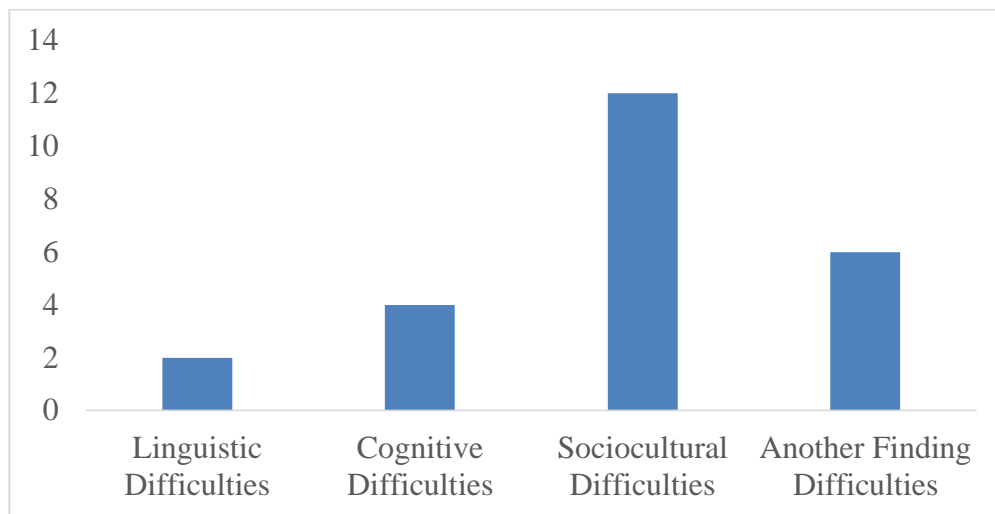


Figure IV. 4
Dominant Aspect Difficulties in Writing English Thesis

As shown in the diagram, sociocultural difficulties were most frequently reported by participants in total, 12 kinds of difficulties found, particularly in relation to academic norms such as supervision and administrative processes. The figure highlights that, compared to 2 kinds of difficulties in linguistic, 4 kinds of difficulties in cognitive, and 6 kinds of difficulties in another findings difficulties, sociocultural difficulties had the greatest impact on students' thesis writing.

3. Students' Strategies to Overcome Their Difficulties

The interview data revealed that each participant applied different strategies to overcome the challenges they faced during the thesis writing process. The strategies were not only academic in nature but also psychological and emotional. The analysis produced four major themes: self-learning strategies, emotional strategies, motivational and mindset strategies, and practical academic strategies.

In linguistic, many students tried to improve their writing by rechecking grammatical structures, using grammar checking tools, and seeking help from friends or supervisors to revise unclear sentences. In terms of cognitive difficulties, students managed to improve their ability to construct arguments and organize ideas through continuous practice and revision. For sociocultural difficulties, particularly those related to supervision and academic norms, students learned to adapt and communicate more effectively with their supervisors. Lastly, in dealing with technical-related problems, students relied on self learning and peer support. They practiced using applications like Excel or SPSS through tutorials on Youtube or guidance from peers. Some of students stated:

“Karena cara masukkan datanya atau kadang datanya bener atau enggak gitu ya. Kita kan perlu nanya, tapi kita bingung mau nanya ke mana gitu kan. Makanya aku sering nanya ke ChatGPT sih. Terus abis itu di apa, di apa.. di confirm pas bimbingan.”⁵

“..belajar dari nol beberapa aplikasi yang kita perlukan untuk skripsian ini contohnya itu olah data. Jadi harus pakai aplikasi lain kayak Excel, SPSS. Itu kan gak ada kita diajarin di mata kuliah, jadi kita cari ke youtube atau tidak dari kawan atau otodidak.”⁶

“Kalau biar rajin, maksudnya kayak biar mulai ngerjain skripsinya lagi tuh, nengok orang yang udah siap sempro, semha, sidang kayak

⁵ Nurun Najiah, Interview, on September 18, 2025, 14.54 WIB, in Padangsidempuan

⁶ Fitri Wahyuni, Interview, on September 18, 2025, 15.52 WIB, in Padangsidempuan

gitu jadi kita tambah semangat ngerjainnya gitu, kalo dia bisa aku pun harus bisa kayak gitu..”⁷

“ Kalau itu ada kan biar semangat ngerjain itu kayak pas mau ngerjain kan walaupun udah kayak malas kayak mau ngerjakan itu. Nyediain kayak cemilan gitu, makanan-makanan yang disukai yang favorit gitu kan sambil kayak di mutar-mutar musik gitu”⁸

Table IV. 5
Students’ Strategies to Overcome the Difficulties

Strategies	How to Overcome
Self-Learning	Asking ChatGPT
	Asking friends
	Looking Youtube tutorials to learn Excel and SPSS
	Read journals frequently
Emotional	Eat snacks while writing
	Listening to the music while writing thesis
	Go out for some refresh air
	Work in a quiet place
Motivational and Mindset	Seeing people in sempro, semha, or thesis defense
	Remember principle
Practical Academic	Diligent in guidance and revisions
	Making a title within capabilities

⁷ Tapi Rumondang Bulan, Interview, on September 18, 2025, 15.52 WIB, in Padangsidimpuan

⁸ Laila Tul Husna, Interview, on September 19, 2025, 20.21 WIB, in Padangsidimpuan

This shown that students recognized the importance of practically and realistic making desicions in overcoming academic obstacles.

In conclusions, students overcame their difficulties through a combination of self-learning, emotional regulation, motivation, and practical approaches. Their strategies demonstrate a balance between cognitive effort and emotional resilience, which are both essential in completion of academic writing.

B. Discussions

The results of this study reveal that students encountered several difficulties during the process of writing their English thesis. These difficulties include linguistic, cognitive, and sociocultural difficulties that influenced their ability to produce academic writing effectively. The findings also indicate that **academic norms** became the most dominant aspect among all types of difficulties. However, each students applied different strategies to overcome the difficulties they faced while maintaining their motivation throughout the thesis writing process.

First, the linguistic difficulties mainly occurred because students often struggle with grammar, while there were not found the difficulties in vocabulary and English proficiency level. These result is consistent with previous research, who emphasized that limited linguistic competence among EFL learners frequently hinders their ability to express ideas clearly in

academic contexts.⁹ The difficulties in grammar made it challenging for the students to construct arguments logically and coherently. This shows that despite having ideas, many students could not convey them effectively due to their limited mastery of English structure.

Second, in terms of cognitive difficulties, students found it hard to construct arguments and choosing a suitable thesis title. These findings support the statement, who mentioned that academic writing at the thesis level demands higher order thinking skills such as critical reasoning, synthesis, and academic justification.¹⁰ Many students also reported confusion in aligning their topic with theoretical framework, which reflects a gap in research design understanding. These difficulties indicate that cognitive readiness plays crucial role in determining how smoothly the thesis process progresses.

Third, sociocultural difficulties as the most dominant aspect of difficulties in this study, particularly related to academic norms. Difficulties such as limited guidance sessions, non face-to-face guidance, unreadable revisions, and administrative letter were commonly reported. This findings aligns with previous research, which highlights that institutional and social factors significantly shape students' academic experiences. For instance, previous researcher found that Chinese international students in Malaysia faced academic, sociocultural, and psychological adaptation challenges, including

² Eli Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*, (Mahwah, NJ: Lawrence Erlbaum Associates, 2004), 25, <https://archive.org/details/teachingacademic0000hink>

³ John. M Swales and Christine B Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 2004. <https://id.scribd.com/document/222173646/Swales-Academic-Writing-for-Graduate-Students-2nd-Ed-pdf>

difficulties with institutional expectations and norms, emphasizing how external academic environments influence student performance.¹¹ It is important to note that these sociocultural difficulties were interconnected with students' cognitive and technical challenges, suggesting overcoming institutional and social barriers is essential for improving overall thesis performance.

Besides the main categories above, this study also found another difficulties discovered in this study that related to data and technical problems. In terms of data related issues, some students faced difficulties in finding the right data sources, analyzing the data, and interpreting numerical results in SPSS. These difficulties indicate that students still lacked sufficient knowledge and experience in handling research data, especially in quantitative analysis. Meanwhile, from a technical problems, the difficulties involved organizing files and page numbers, creating pages and table of contents, as well as learning to use applications from zero. Such technical problems often occur when students are not familiar with digital tools and formatting requirements in academic writing. These findings highlight that besides linguistic, cognitive, and sociocultural difficulties, students also encounter technical and difficulties related to the data that can affect the efficiency and accuracy of their thesis writing process.

¹¹ W. Xue and M. K. M. Singh, "Unveiling the Academic, Sociocultural, and Psychological Adaptation Challenges of Chinese International Students in Malaysia: A systematic review," *Journal of International Students* 15, no.2 (2025): 69-86, <https://files.eric.ed.gov/fulltext/EJ1459794.pdf>

Regarding how students overcome their difficulties, the findings show that students employed various strategies, ranging from academic to emotional strategies. Several students relied on external resources such as ChatGPT, Youtube tutorials, and friends' guidance to clarify confusion about SPSS, Excel, or writing techniques. Others used emotional regulation strategies, like eating snacks, listening to music, or finding quiet place to regain focus and motivation. Some students motivated themselves by remembering their personal goals and principles, such as completing revisions diligently or choosing manageable research titles. These strategies demonstrate that thesis writing is not merely a cognitive process but also an emotional and motivational journey, as supported by the other researcher, which highlights learners' ability to plan, monitor and control their learning process.¹² It means strategies are needed to be good in writing English thesis.

C. Research Limitation

This study faced several limitations that affected the research process and outcomes. Firstly, the number of participants was limited due to their busy schedules, making it difficult to arrange suitable times for data collection. Secondly, the long waiting times for guidance sessions and multiple rounds of revisions slowed the progress. Additionally, guidance was conducted through non-face-to-face meetings, which added communication challenges. These limitations may have impacted the depth and breadth of the findings.

¹² Albert Bandura, " *Social Cognitive Theory of Self-Regulation*," *Organizational Behavior and Human Decision Processes* 50, no.2 (1991): 248. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion of the research and suggestion for developing the difficulties of the English education department students of UIN Syahada Padangsidempuan in writing thesis

A. Conclusion

After analyzing the data, this study concludes that students encountered various difficulties during the thesis writing process. The difficulties are categorized into four main aspects: linguistic, cognitive, sociocultural, and another difficulties found. In the linguistic aspect, the major difficulties found was in grammar. Within the cognitive aspect, the students faced difficulties in constructing arguments and choosing thesis titles. In the sociocultural aspect, the main difficulties were related to academic norms and referencing. Furthermore, the study also identified another difficulties beyond the two main aspects, namely those related to data and technical problems.

This study also found the dominant aspect difficulties encountered by students in writing thesis. The dominant aspect is particularly related to academic norms. Difficulties such as limited guidance sessions, non face-to-face guidance, unreadable revisions, and administrative letter were commonly reported.

To overcome these difficulties, students used various strategies. The strategies such as asking ChatGPT, Youtube tutorials, and friends' guidance to

clarify confusion about SPSS, Excel, or writing techniques. Others used emotional regulation strategies, like eating snacks, listening to music, or finding quiet place to regain focus and motivation. Some students motivated themselves by remembering their personal goals and principles, such as completing revisions diligently or choosing manageable research titles

Overall, these findings highlight that thesis writing not only about language and cognitive ability but also social, technical, and institutional support.

B. Implication

The findings of this study provide several important implications for both students and educators. For students, the results highlight the need to strengthen their linguistic and cognitive abilities through consistent academic writing practice and exposure to research related materials. Understanding the common difficulties faced in thesis writing can help them prepare better strategies and avoid the same difficulties in the future. For educators and supervisors, this study emphasizes the importance of providing clearer feedback, continuous guidance, and more accessible academic support to assist students in overcoming the difficulties. Moreover, institutions should consider conducting workshops and training programs focused on academic writing, data analysis, and research management tools. These efforts will not only improve students' writing competence but also enhance their confidence and independence throughout the thesis writing process. Overall, this study contributes to a deeper understanding of the real academic difficulties faced

by students and serves as a reference for developing more affective teaching and supervisory approaches in higher education.

C. Suggestion

Based on the findings of this research, several suggestions are proposed for students, lecturers, and the institution to improve the effectiveness of thesis writing in English education.

1. For Students

Students should improve their grammatical understanding through continuous practice, writing exercises and feedback from lecturers. They are encouraged to read more academic journals to expand their knowledge of research frameworks and to observe how arguments are constructed in scholarly writing. Developing self discipline, setting clear writing goals, and creating consistent writing schedules are also essential to reduce writing delay and stress during the thesis process.

2. For Lecturers and Supervisors

Lecturers and supervisors should pay more attention to students' individual difficulties by providing consistent feedback not only research content but also on writing quality, structure, and referencing. Supervisors should also offer flexible yet regular consultation schedules and create a supportive environment where students feel comfortable asking questions. Providing practical examples and clear instructions about methodology, citation, and data analysis can help students gain better confidence and independence in writing.

3. For Institution

Institutions are advised to organize more workshops and training programs on academic writing, research design, and referencing systems (e.g., APA). They should also provide access to learning tools such as Grammarly, Mendeley, and SPSS tutorials to help academic handle technical aspects more effectively. Additionally, universities should ensure that administrative procedures related to thesis writing are simple, transparent, and student-friendly to prevent unnecessary stress or delays

4. For Further Researchers

Further research can focus on exploring other factors that contribute to thesis writing difficulties, such as students' psychological readiness, academic motivation, or the use of digital tools like I-based writing assistants. Studies involving larger samples or mix methods could also provide deeper insights into the relationship between competence and emotional resilience during the thesis writing process.

Overall, this study highlights that thesis writing requires not only about language skills, but also about patience, creativity, and emotional strength. By paying attention to all these aspects together, future students can be more prepared to face academic challenges and finish theses successfully.

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APPENDIX I

[DATUM 1]

Student 1 (NN)

Researcher (R)

[Assalamu 'alaikum] (R)

[Walaikumsalam] (NN)

[Maaf ya, nurun sebelumnya kalau ganggu waktunya. Lagi sibuk ya?] (R)

[Enggak, ini lagi senggang] (NN)

[Oh..jadi gini nurun, ee.. aku mau nanya nih, seputar pengalamanmu nulis skripsi, boleh enggak?] (R)

[Iya, boleh.] (NN)

[Jadi kemarin, nurun hitungannya lulusan tahun berapa ya? 2024 kan? Eh, 2025. 2025 ya?] (R)

[Iya, 25] (NN)

[Kalau boleh tahu, pas sidang kemarin gimana, nurun?] (R)

[Gimana apanya?] (NN)

[Lancar kah? Atau ada kendala?] (R)

[Oh.. pas sidang, alhamdulillah lumayan lancar. Cuman, ada, itu kan 4 dosen kan?] (NN)

[Iya] (R)

[Ada 1 dosen yang agak, gimana ya, agak bikin pusing pas jawab pertanyaannya. Cuman yang 3 lainnya itu lancar. Alhamdulillah] (NN)

[Nurun, sebelumnya kalo aku record percakapannya ga apa-apa kan?] (R)

[Iya, nggak apa-apa] (NN)

[Kalau boleh tahu, kemarin lulus sidangnya dengan nilai berapa ya, Nurun?] (R)

[Yang sidang itu, nilai A, 88,75] (NN)

[Kemarin pengujinya siapa aja kalau boleh tahu?] (R)

[Mam Eka, Mam Ida, Mam Vinde, sama Mam Dhani] (NN)

[Mantap, mantap. Pemimbingnya kemarin siapa aja nurun, kalau boleh tahu?] (R)

[Pemimbing skripsi nurun, pemimbing 1 Mam Vinde. Pemimbing 2, Mam Ida] (NN)

[Cara bimbingannya gimana kemarin nurun, waktu ngerjain skripsi?] (R)

[Kalau sama Mam Ida, bimbingannya lumayan fleksibel, karena Mam Ida kan nggak perlu print-an nya. Pakai laptop aja. Jadi, alhamdulillah, lebih mudah seperti itu daripada mem print. Mam itu juga, kalau di chat kadang kita minta pendapat, mam mau balas. Kalau nggak harus jumpa. Jadi, alhamdulillah, sama Mem Ida, lancar. Lumayanlah, lumayan mudah juga, dipermudah] (NN)

[Kalau sama pemimbing satunya?] (R)

[Kalau pemimbing satu, itu kan di print. Tapi, mudah juga sih, tergantung kitanya] (NN)

[Siapa tadi pembimbingnya, mam vinde ya?] (R)

[Iya, mam vinde. Mam itu kan ada buat jadwal, waktu itu, hari ini, bimbingan. Jadi, tergantung kita, apa kita mau ikutin. Kalau kita ikutin, ya mudah. Tapi kalau nggak, ya ketinggalan] (NN)

[Waktu bimbingan kemarin, kira-kira ada nggak kesulitannya, nurun?] (R)

[Waktu bimbingan, ada sih] (NN)

[Gimana tuh kesulitannya?] (R)

[Kalau kebimbingannya, cuma apa sih, kesulitannya itu banyak antri, itu aja] (NN)

[Banyak, kenapa?] (R)

[Banyak antrian] (NN)

[Oh, antrian] (R)

[Iya, antrian. Jadi, kadang pernah nggak kedapatan, jadi besoknya jadi harus nunggu lagi itu berarti. Itulah yang buat jadinya lama kalau bimbingan] (NN)

[Kalau ini, nurun, pas ngajukan judul kemarin, gimana? Susah nggak?] (R)

[Pas ngajuin judul, sebenarnya kan diskusi dulu sama pembimbing dua. Itu sebenarnya judul yang diajuin sama mam. Jadi, karena udah mam yang ajuin, ya nggak susah diterima. Cuma ke pembimbing satu lah, agak

ragu mam itu kan sama judul nurun. Tapi akhirnya beliau setuju juga]
(NN)

[Emang topik skripsinya kemarin apa, nurun?] (R)

[Topiknya itu kayak konten konten analisis buku. Jadi, nurun analisis buku vocabulary] (NN)

[Oh, kualitatif berarti ya?] (R)

[Iya, kual] (NN)

[Terus, kemarin gimana ceritanya sampai akhirnya milih topik itu? Maksudnya, deal sama mam kalo topiknya itu?] (R)

[Gimana ceritanya? Itu gimana ya..] (NN)

[Gak apa-apa, cerita aja. Mam yang ajuin kan? Mam Ida yang awalnya ya?] (R)

[Iya, Mem Ida yang ajuin. Terus, Nurun kan kayak ragu, ini emang bisa ya skripsi?, karena jarang kan orang kayak analisis buku gitu. Itulah agak ragu. Terus, mam vinde juga ragu gitu karena jarang yang analisis buku. Terus, karena mam ida kayak semangat kali jadi yakin kali sama judul itu kan. Jadi, mam vinde pun setujuilah. Karena mam ida udah yakin kali]
(NN)

[Baru kemarin itu kan kalau misalnya kita milih itu berarti kan kita harus nyari referensinya lagi gitu kan? Nurun nyari referensinya gimana? Susah atau enggak?] (R)

[Susah banget] (NN)

[Susahnya gimana kalau boleh ceritain?] (R)

[Susahnya dicari teori sih] (NN)

[Karena enggak banyak yang tentang itu ya? Topiknya tentang itu susah gitu?] (R)

[Sebenarnya banyak. Cuma, kita kan enggak pernah ke ranah situ. Kita mainnya enggak pernah ke sana. Jadi, harus ekstra lah nyarinya gitu. Susah banget] (NN)

[Karena kita biasanya kan strategi ngajar gitu ya kan?] (R)

[Iya, strategi, metode, gitu gitu. Jadi, karena enggak familiar kan, jadi..lama kali itu dapet teorinya. Itulah satu] (NN)

[Selain itu ada lagi enggak kesulitannya waktu nyari-nyari referensi?] (R)

[Iya. Itulah kan nyari teori. Terus, udah dapet teorinya, bukunya juga susah] (NN)

[Hah, gimana tuh?] (R)

[Bukunya itu kayak enggak ada gitu loh di internet] (NN)

[Oh..] (R)

[Iya. Gitu sih. Referensi. Cuma akhirnya dapet juga] (NN)

[Biasanya Nurun nyari referensi di mana? Kalau boleh tahu?] (R)

[Biasanya di Google Scholar kan,, terus, itu apa namanya? Apa ya? Archive? Itu, tahu kan? Yang banyak buku-buku?] (NN)

[Iya. Archive] (R)

[Itu satu sama Google Scholar. Gitu sih] (NN)

[Kemarin bimbingannya nurun berapa kali dalam seminggu?] (R)

[Kalau sama mam ida, kayaknya pernah dua kali seminggu. Dua kali seminggu, iya. Atau satu kali, atau dua kali seminggu lah. Mam vinde pun, kayaknya mam vinde juga sekali seminggu lah] (NN)

[Pas waktu nulis kemarin, menurut nurun apa yang paling gampang? Waktu nulis kemarin, apa yang membuat nurun itu gampang nulisnya? Dari segi internal, faktor internal atau eksternalnya, apa yang buat gampang?] (R)

[Yang buat gampang itu yang pasti ChatGPT. Iya. Gak apa-apa kan?] (NN)

[Gak apa-apa sih, kita kan sharing aja] (R)

[Karena kan kita gak tau ini bentuknya kayak mana, kayak polanya, gitu gitu kan. Jadi dikasih tau ChatGPT, terus kita kan menyesuaikan kayak kita nyari tau gimana rangkanya dari ChatGPT kita lebarin, nanti kita yang nyusun sendiri. Apalagi kalau misalnya ada jurnal yang ga dimengerti kan, bisa tanya ini maksudnya apa, gitu. Gitu lah] (NN)

[Kalau kesulitannya nurun, kira-kira apa aja kesulitannya waktu ngerjain?] (R)

[Waktu ngerjain itu pastinya banyak. Iya, yang di bab dua sih, karena teorinya itu gimana ya, susahnya itu di menentukan apa aja yang perlu kita taruh di bab dua] (NN)

[Terus lain itu? Apa?] (R)

[Iya, kan pertama nurun kan taruh banyak itu, banyak, ada banyak poin lah. Tapi sebenarnya setelah berkali-kali revisi, itu sebenarnya gak penting] (NN)

[Jadi banyak yang dihapus, gitu kan] (R)

[Itulah agak membingungkan yang bab dua itu] (NN)

[Selain itu?] (R)

[Sama bab empat juga lumayan lah] (NN)

[Bab empat juga lumayan nyusunnya gitu, ngerjain gitu ya?] (R)

[Iya, ngerjain analisisnya lumayan lah, lumayan kayak meras otak gitu](NN)

[Kalau hal lainnya nurun, kesulitan lainnya kayak dari internalnya nurun, gitu, atau eksternalnya nurun?] (R)

[Kalau dari pribadi ya?] (NN)

[Iya, bisa, kayak dari waktu nurun ngerjai stress, kayak mana cara grammar-nya atau gak bagus, kayak mana, gitu. Ada gak kira-kira nurun?] (R)

[Kalau dari grammar sih, karena mam ida kan ngusulin grammarly, jadi terbantu pakai itu. Ya, grammarly. Terus, kalau internal, mungkin kadang, gak kadang sih, sering males, gitu. Gak jelas sih. Biasalah kan kayak apa ya, ngerjain apapun kecuali skripsi, gitu. Kayak terasa gitu..] (NN)

[Pusingnya gitu ya, bingungnya gitu?] (R)

[Iya, kayak gak mau, gak mau, gitu. Please jangan. Tapi kadang ada niat kayak kayak, iya, bisa jadi] (NN)

[Selain hal-hal itu, ada gak kira kira kesulitan lain yang nurun alami, gitu?] (R)

[Rata-rata itu yang sulit itu dari apa, revisi sama penguji. Oh, kayak abis revisi misalnya sempro, abis revisi sempro, itu yang apa gitu ya?, yang membingungkan di situ] (NN)

[Gimana tuh kalau boleh tahu?] (R)

[Itu kan waktu itu, revisi semha sama Pak Fit. Di situ lama kali, hampir 2 bulan] (NN)

[Oh, iya Pak Fit] (R)

[Iya, lama. Karena Bapak itu ngecek satu-satu loh. Iya, dari kayak... dari cover, daftar isi. Terus bab nya juga satu-satu kan. Udah gitu di... udah di baguskan, dibetulan, terus dicari lagi ke selain itu. Gak langsung acc] (NN)

[Berarti kayak anak bimbingan dibuat Pak Fit ya, berarti ya? Kalau anak bimbingannya kan rata-rata kayak gitu] (R)

[Iya, katanya. Satu sih, aku apa? Waktu semha, aku semha kan bapak itu kan ini, ngutarain kan sarannya sama komennya, tapi aku kukuh sama pendapatku gitu kan, itulah jadinya, bantrok. Pokoknya aku diam aja, kayak iya, iya, iya gitu. Itu sih ya] (NN)

[Makanya gara-gara itu banyak revisinya?] (R)

[Iya. Sampai 2 bulan, banyak revisinya] (NN)

[Selain itu, kira-kira ada gak nurun kesulitan-kesulitan lain gitu?] (R)

[Waktu nyari datanya sih] (NN)

[Gimana tuh kalau boleh tahu?] (R)

[Kan nurun kan analysis buku vocabulary. Nah itu bukunya gak ada di Indonesia. Jadi harus dari Malaysia] (NN)

[Oh itu yang kemarin itu ya. Sekalian nurun keluar itu ya waktu KKL ya kalau gak salah?] (R)

[Iya. Waktu KKL itu sekalian sama PLP kan. Jadi, makanya sekalian di sana penelitiannya kan kata ibu itu, kata dosen, makanya pakai buku yang di sana analisisnya, tapi waktu itu kan buku sekolah, jadi gak boleh dibawa. Terus, itulah sulitnya kan waktu itu, kayak mana ya caranya gak ada di Indonesia, di Shopee pun gak ada gitu kan. Terus akhirnya nyari-nyari-nyari ada di TikTok ini jastip dari Malaysia. Akhirnya pakai itu. Cuman kan nambah ongkir lagi dari Malaysia ke sini. Itulah agak sulit nyari datanya] (NN)

[Berarti jadi kemarin nurun itu beli buku dulu baru ngerti nyari di sini, bukan nyari di sana, baru itu ngerjai setengah di sana gitu. Enggak ya?] (R)

[Oh sebenarnya gitu juga sih. Udah ada di foto kan, bukunya di foto satu-satu per lembar. Cuman gak memenuhi syarat kata mam kan. Harus ada fisiknya gitu] (NN)

[Oh harus ada yang aslinya gitu ya? Karena kan itu yang mau diteliti itu ya kan?] (R)

[Iya, itu juga sih yang mau diteliti. Masa gak ada bukunya gitu kan? Cuman foto aja] (NN)

[Berarti sulitnya nyari di sumber datanya ya?] (R)

[Iya, sumber datanya] (NN)

[Kalau ini, pernah gak nurun kayak nge-stuck waktu ngerjain sampe bingung mau ngapain gitu?] (R)

[Waktu nulis? Kayaknya pernah sih. Pernah] (NN)

[Gimana itu ceritanya?] (R)

[Dimulai bab empat kayaknya] (NN)

[Terus nurun ngapain itu kalau bingung?] (R)

[Biasanya apa, kayak nyerah dulu, gak usah dulu dikerjainkan sampe datang motivasinya lagi terus mulai dikit-dikit. Biasanya nanya ke ChatGPT sih what should I do gitu kan? Apa yang harus aku lakukan? Dia ngasih tau langkah-langkahnya. Jadi terarah gitu kan? Kalau mikir sendiri pusing, gak bisa. Gitu. Karena memulai bab empat itu itu satu yang susah. Entah mulai dari mana gitu kan?] (NN)

[Iya sih, aku juga kadang bingung] (R)

[Karena cara masukkan datanya atau kadang datanya bener atau enggak gitu ya. Kita kan perlu nanya, tapi kita bingung mau nanya ke mana gitu kan. Makanya aku sering nanya ke ChatGPT sih. Terus abis itu di apa, di apa? Di confirm pas bimbingan] (NN)

[Apakah betul gitu kan? Apakah ada yang salah lagi atau enggak?] (R)

[Udah pas kah belum semuanya gitu ya?] (R)

[Iya gitu] (NN)

[Biasanya nurun ngerjain skripsi di mana? Di kos kah? Di luar kah?] (R)

[Biasanya di kos] (NN)

[Oh..di kos ya, kadang lokasi atau tempat kita nulis itu ngaruh enggak sih menurut nurun sama mood kita gitu ngerjain?] (NN)

[Ngaruh sih. Kadang kan apa ya berisik kalau di kos. Jadi kesal, bawaanya kesal gitu kan. Mungkin ke apa ya, tempat yang tenang gitu. Tempat yang lebih nyantai gitu. Biar nulisnya juga enggak susah gitu. Tapi kalau di kos sering ke distract, itulah] (NN)

[Distract sama kawan-kawannya kalo diberisik gitu ya?] (R)

[Sama hp gitu. Buka laptop terus buka hp] (NN)

[Jadinya main hp jadi ngerjain gitu ya?] (R)

[Iya jadinya main hp gitu. Gitu lah] (NN)

[Aku mau nanya nih nurun, tantangan terbesar nih, selama menulis skripsi itu apa tantangan yang paling besar yang nurun hadapi?] (R)

[Tantangan?] (NN)

[Iya, tantangannya] (R)

[Tantangannya itu mungkin motivasi satu ya itu sih paling besar] (NN)

[Kurang gitu ya motivasinya ngerjain?] (R)

[Kurang motivasi. Serius kurang. Cuman karena gimana ya, cuman karena banyak yang, mam ida juga kan apa, ngingetin nurun udah gimana skripsinya, banyak yang nanya karena itulah. Kalau enggak udah terlena terlena, enggak ngerjakan gitu] (NN)

[Gimana tadi?] (R)

[Liat kawan juga, kan kadang dia kok cepet kali gitu, aku juga mau cepet gitu] (NN)

[Termotivasi gitu ya?] (R)

[Iya, pengen cepet juga gimana caranya gitu ya. Jangan sampe kok dia bisa cepet gitu aku enggak gitu] (NN)

[Kalau kebiasaan nurun ngerjain itu kira kira ada enggak? Misalnya nurun harus ngerjain sambil dengerin musik biar refresh gitu atau sambil ngopi atau apa gitu ada enggak?] (R)

[Hmm apa sih ganti-ganti sih, kadang sambil dengerin musik cuman enggak ada keadaan yang tertentu gitu loh, biasa aja] (NN)

[Kadang-kadang aja berarti gitu ya] (R)

[Iya kadang tapi kadang mau bosankan terus ngerjain sesuatu yang serukan terus jadi hilang kebiasaannya lanjut skripsi lagi gitu lah. Itu aja sih] (NN)

[Kira-kira ada lagi ga nih?] (R)

[Satu lagi makan-makanan yang disukai kayak coklat gitu] (NN)

[Balikan mood gitu ya supaya jadi makin semangat gitu ngerjainnya] (R)

[Iya, bisa-bisa. Ada enggak pelajaran terbesar yang nurun dapat selama menulis?] (NN)

[Pelajaran terbesar?] (R)

[Mungkin apa ya, kalau kita mau kita emang harus benar-benar mengusahakannya. Mungkin itu lah ya] (NN)

[Iya. Jadi kalau usaha kita setengah-setengah gak bakal dapat gitu] (R)

[Iya itu sih] (NN)

[Tips nih nurun, kalau misalnya aku tanya, tips biar rajin dan cepat gitu selesai skripsinya. Ada enggak kira-kira?] (R)

[Ada-ada. Pokoknya tiap hari jangan enggak buka laptop, gitu lah. Buka aja laptopnya walau enggak ngerjain gitu. Iya, maksudnya nanti ada kesadaran sendiri. Lebih baik dibuka daripada enggak sama sekali. Terus rajin ke kampus juga] (NN)

[Oh, iya. Itu juga paling penting sih memang] (R)

[Penting, iya. Jadi, kalau misalnya sudah siap pun, kalau enggak ke kampus kan apa, sia-sia] (NN)

[Kalau misalnya ada saran nih buat kampus, buat buat adik-adik yang lain, gitu. Ada enggak kira-kira?] (R)

[Kalau untuk kampus, itu apa ya, lebih selektif ke dosen pembimbing. Karena banyak dosen pembimbing kita yang gimana ya, harus menemui ke rumahnya, jadi susah ditemui, gitu lah. Mungkin kalau dosen yang jarang ke kampus, enggak usah dibuat pembimbing, gitu kan. Dosen yang menetap di kampus saja, yang tiap hari ke kampus, itu baru dibuat jadi pembimbing. Mungkin itu kali ya, selektif sama dosen pembimbing] (NN)

[Waktu selesai kemaren, waktu suruh ngurus gitu, apa gitu ada enggak kesulitannya, kira-kira?] (R)

[Ngurus penyerahan gitu ya?] (R)

[Iya, kayak gitu lah. Hmm... Ngurus sih biasa aja ya, kalau misalnya dibilang sulit pun, semua orang juga kan sulit. Jadi, ya mungkin kayak nunggu dosennya lama, berjam-jam tapi ternyata dia enggak datang. Ya, kayak gitu-gitu lah kesulitannya] (NN)

[Terakhir nih nurun, aku mau nanya nih. Kalau misalnya ada adik tingkat nih yang baru mau mulai ngerjain skripsi, apa tips yang pengen nurun kasih ke mereka, biar cepat selesai juga kayak nurun?] (R)

[Kalau bisa milih dosen pembimbing, pilihlah dosen pembimbing yang memperhatikan mahasiswanya. Nah, itu faktor paling signifikan biar cepat. Kan ada pembimbing yang memperhatikan kamu udah gimana gitu kan. Terus ada pembimbing yang ogah-ogahan, dia cuek. Itu sih. Tapi kalau misalnya udah terlanjur dapat pembimbing yang apa, yang itu kan, yang kedua tadi, ya gimana ya, mungkin apa ya, lebih berusaha keras. Karena pasti bisa kok. Pasti bisa. Kalau ada usaha pasti bisa. Atau mungkin pandai-pandailah mendekati diri sama dosennya. Pasti dipermudah kalau udah dapat hatinya] (NN)

[Kalau dari segi penulisan ada nggak tips nurun yang bisa diikuti adik-adik kira-kira?] (R)

[Kalau di penulisan, jangan melenceng dari format sama template itu kan. Terus selalu perhatikan apa ya, itu format lah, sama cara penulisannya. Terus apa lagi ya? Pakai aplikasi yang bagus kayak Grammarly, gitu-gitu] (NN)

[Karena itu bikin kita rapi, gitu kan] (R)

[Iya, berguna, berguna kali. Kadang-kadang kita nggak tahu yang mana yang typo, gitu. Tapi kalau pakai Grammarly itu ke-deteksi langsung] (NN)

[DATUM 2]

Students 2 (FW)

Researcher (R)

[Halo] (FW)

[Hallo, Assalamu'alaikum fit] (R)

[Wa'alaikumussalam] (FW)

[MasyaAllah, Apa kabar fit?, sudah lama gak nampak] (R)

[Alhamdulillah, sehat, bersenang senang (tertawa)] (FW)

[Mentang mentang udah selesai, yah fit...maaf ya fit kalau ganggu waktunya. Jadi gini fit, aku mau tanya-tanya nih seputar pengalamanmu waktu nulis skripsi, boleh gak?] (R)

[Boleh boleh..] (FW)

[Sebelumnya, gimana waktu sidang kemarin fit, lancar? atau ada kendala?] (R)

[Lancar.. baik-baik pengujinya, gak dibantu] (FW)

[Kalau boleh tahu siapa aja pengujinya?] (R)

[Kemarin Mam Yusni, Mam Ida Mam Dhani sama siapa satu lagi ya.. Pak Zai, Pak Zainuddin] (FW)

[Mantap kalau boleh tahu fit, kemarin waktu sidang hasil hasil akhir nilainya berapa?] (R)

[Nilai hasilnya 87.. 87 tunggu dulu ya, biar aku pastikan dulu nilainya sama siapa kemarin ya 87 koma berapa] (FW)

[Oh gausa fit, berarti A kan?] (R)

[Iya, A Alhamdulillah, perlu rupa nilainya?] (FW)

[Oh soalnya aku pakai purposive sampling jadi cuma mau tahu aja fit, kemarin terakhir Yudisium berapa IPK fitri?] (R)

[IPK 36.86] (FW)

[Wow, cumlaude lah berarti. Pembimbing fitri kemarin siapa?] (R)

[Pembimbing skripsi..pembimbing ada dua, pembimbing satu mam Fitri Rayani, pembimbing dua mam Sri Rahmadhani] (FW)

[Kalau boleh tahu gimana kemarin bimbingannya fitri, cara bimbingannya?] (R)

[Kalau bimbingannya kayak mahasiswa pada umumnya kita juga kita menyiapkan skripsinya terus dikonsultasi dikasih sama pembimbing nanti dikoreksi pembimbing kita, ada yang salah kita perbaiki ada yang kurang kita tambahin] (FW)

[Untuk waktunya gimana? efisien ngga? susah engga jumpainya?] (R)

[Untuk skripsinya keseluruhan sih dari awal sampai akhir ini efisien kapan kita mau beliau welcome, cuma kalau pembimbing satu kebetulan kemarin mam fit lagi pergi haji jadi mam fit susah sekali waktunya, akreditasi lagi, akreditasi kebetulan beliau juga mau haji jadi bimbingannya itu enggak langsung, bimbingannya itu kita letakkan di meja, beliau periksa, kita enggak jumpa langsung, jadi kita ngecek-ngecek sendirilah, kalau udah diperiksa, cuma gitu] (FW)

[Berapa kali bimbingan dalam seminggu fit?] (R)

[Kalau pembimbing dua, kapan selesai kapan pengen bimbingannya, kalau skripsi bab 4 dan 5 aja kalau enggak salah skripsi untuk bab lima aja, bab lima.. bab lima empat kali empat atau lima itulah malah kalau pembimbing satu itu dua kali cuman] (FW)

[Berarti sebenarnya kan enggak ada batasannya kan bisa bimbingan kapan aja ya?, ngga ada kayak waktunya harus hari ini, hari ini, hari ini, ada enggak gitu?] (R)

[Ada hari yang ditentukan pembimbing kalau kami, kebetulan kemarin aku pengen pas pula harinya lagi bisa gitu, kalau mam dhani kan ada waktu waktu sempitnya, ada waktu ruangnya nanti dikasih, dikasih bener lah hari-hari yang lapang bisa bimbingan, nanti dikabarin di grup terus mereka sendiri yang liat nanti gitu] (FW)

[Oh gitu..topik thesis kemarin tentang apa fit?] (R)

[Topiknya grammar, grammar present perfect tense dia] (FW)

[Itu mau nyari apa, strategi kah atau apa?, itu kan ke sekolah kan penelitiannya?] (R)

[Iya, dia model pembelajaran, model CTL namanya] (FW)

[Ohh..] (R)

[Cuman mau tau apa pengaruhnya aja sih, pengaruh model CTL ini sama pemahaman present perfect tense nya siswa] (FW)

[Ohh gitu, boleh enggak fit kira-kira ceritain pengalamannya fitri waktu ngerjain dari awal mulai sampe akhir ada yang sulit ada yang mudah] (R)

[Yang sulit yang mudah atau prosesnya atau apa yang mau diceritain?, yang mau diceritain kan nulis dari awal sampe akhir kayak prosesnya menulisnya kan banyak] (FW)

[Ee..semua yang fitri jalanin] (R)

[Alur nulis skripsinya?] (FW)

[Iyaa] (R)

[Berarti dari awal mulai proposalan.. apa yg mau dikerjain gitu?] (FW)

[Iya kayak pengalaman fitri gitu lah.. atau nanti kira kira ada hal yang susah menurut fitri atau hal yang gampang, bole ga kalo kira kira diceritain?] (R)

(jaringan panggilan putus putus..)

[Putus putus fit.. putus jaringannya gak bagus] (R)

[Oh iyakah, ini gimana, udah?] (FW)

[Udah lumayan fit] (R)

[Oke jadi hal-hal yang hal mudah waktu proses skripsian ini kalau aku ini dapat pembimbing yang mudah ditemui jadi proses bimbingannya itu fleksibel, kapan kita mau bimbingan kita cocokan sama jadwal beliau bisa bimbingan. Kemudian juga proses skripsian ini apa ya.. aku apa ya.. aku ini udah ngerti gimana prosesnya, gimana cara nulisnya karena sudah diajari juga kan, jadi detail detailnya yang di perlu dipahami, kan kemarin pas belajar kan secara umum. Kemudian pas kita sudah lanjut nulis itu rupanya masih banyak yang kayak detail-detailnya yang belum kita pelajari, jadi yang mempermudah itu, aku udah pandai, eh...udah pandai udah ngerti secara umumnya, jadi gak terlalu mempersulit ke hal-hal yang detail. Terus kalau yang hal mudahnya lagi apa ya..hal yang mudanya lagi akses ke sekolah. Akses ke sekolah itu karena di desa yang dekat dari rumah jadi kita jadi mudah ngambil data, mudah lihat situasi ke sekolah] (FW)

[Jadi gak terkendala di sekolah, izinnya pun berarti gak dipersulit, dipermudah semua berarti ya?] (R)

[Iya masalah-masalah perizinan alhamdulillah gak dipersulit di sekolah.] (FW)

[Ada lagi gak kira-kira?] (R)

[Apa ya.. kayaknya sebenarnya banyak sih kemudahan karena kita menulis, cuman yang susah itu prosesnya, prosesnya yang lama, kalau yang mudah mudah itulah akses ke sekolah mudah] (FW)

[Sebetulnya tergantung kita kan kalau kita mikirnya mudah bakal mudah tapi kalau dari awal mikirnya susah ya bakalan susah terus. Terus referensinya gimana fit?] (R)

[Judulku kan CTL, kebetulan bukunya banyak tentang CTL. Jadi kalau mau cari referensi banyak gak susah] (FW)

[Kalau ini, kesulitan dalam ngerjakan dalam menulis skripsi kira-kira apa aja?] (R)

[Kalau kesulitannya ada beberapa yang pertama itu pas proposalan karena kan baru mulai, baru memulai yang lebih dalam. Kita kan itu kita ngumpulkan teori memang setelah selesai mudahnya dicari teori itu, pas mau menyusunnya itu memakan waktu yang lama kemarin. Proposal selesai sebelum bimbingan itu kan lama sekali, ada dua bulan ngerjakan proposal yang belum direvisi awal-awalnya. Itu ya.. ngumpulkan teori-teorinya kemudian ada juga yang kita belajar dari nol kita selama kuliah, kan selama masuk kampus kita mempelajari apa yang kita apa yang kita ikuti di mata kuliah. Nah, pas kita sampai di skripsi rupanya ada beberapa yang diajarkan di mata kuliah yang salah satunya itu masalah per rapan, per rapan file-file, kan kalau disitu itu juga ada penomoran halaman, banyak lah yang mau kita pelajari lebih detailkan dalam mempelajarinya contohnya ada footnote, ada daftar pustaka, tabel, daftar tabel. Itu kalau baru baru mulai mudah sekali lupanya, jadi bolak-balik bolak-balik buka Youtube, untunglah ada Youtube kan, kalo gak ada Youtube, cemani lah] (FW)

[Berarti kayak kesulitannya itu, kayak susah gitu ya mempelajari format penulisannya kayak penomoran, kayak gitu ya?] (R)

[Kesulitan.. kesulitan ini, hm gimana ya..dalam hal merapikan format-formatnya, perapian formatnya lah, yang susah itu itu belajar dari nolnya tapi kalau sudah ini, sudah sering, gak susah lagi, yang susah itu belajar dari nolnya] (FW)

[Ada lagi gak fit?] (R)

[Kemudian ada, kemudian ini..belajar dari nol beberapa aplikasi yang kita perlukan untuk skripsian ini contohnya itu olah data. Kita di statistik kan kita diajari cuman rumus-rumus manual, kita cuman diajari rumus rumus. Nah, sedangkan dua soal aja dikasih kita banyak yang salah

semua apalagi yang puluhan puluhan data yang bertubi-tubi, makanya gak mungkin mau dikerjain manual semua, duh capek sekali. Jadi harus pakai aplikasi lain kayak Excel, SPSS. Itu kan gak ada kita diajarin di mata kuliah, jadi kita cari ke youtube atau tidak dari kawan atau otodidak. Itulah kan itu tadi apa namanya, belajar dari nol ilmu yang eh, aplikasi yang berkaitan dengan skripsi. Terus yang ada misalnya juga administrasinya] (FW)

[Administrasi gimana maksudnya?] (R)

[Administrasi kan kalau pengerjaan skripsi kan memerlukan administrasi mulai dari kita sejak kita mulai sampai mau akhir pun kita perlu administrasi] (FW)

[Oh kayak pengeluaran gitu ya, surat-surat?] (R)

[Iya misalnya kayak mau sempro semha, sidang, ngurus-ngurus surat iya, kayak ini mau proposalan kan kita harus perlu surat kan, memang kalau di tempatku kemarin memang gak terlalu didetailkan orang itu sama surat, cuman kalau mau datang ke situ harus punya surat. Ngurus surat kan berapa lama itu, kemarin mau sempro aja harus mau buat proposalan kan harus tahu kita datanya di lapangan gimana. Pokoknya kita tahu lah gimana lapangan jadi makanya kita bisa nentukan judul kita itu kan. (FW) Oh kayak prariset gitu ya berarti?] (R)

[Iya prariset itu perlu untuk kita dibolehkan ke lapangan, supaya kita diterima di sekolah itu kalau mau observasi. Nah, ngurus itu lagi, kecuali kalau sehari bisa keluar gak apa-apa, ini diurus sekarang gak bisa cepat, secepatnya palingan nanti seminggu, kayak gitu lah, membuang-buang waktu sekali. Itu masih mau proposalan, pas mau skripsian perlu surat riset terus ngurusnya pun lama, jadi membuang-buang waktu sekali disitu itu, buat lama jadinya. Kalau aku kan kemarin awal kali nih harus cepat-cepat karena waktu kami pun gak banyak lagi. Itulah kemarin untungya kemarin sudah sempat prariset kan, jadi orang itu udah kenal udah tau, jadi dibolehkan kemarin nyusul surat risetnya. Harus cepat-cepat susah sekali, jadi itulah, gara-gara masalah surat ini kita ketinggalan beberapa minggu. Aturan seminggu udah bisa kita ke lapangan plus ngolah data, ini seminggu kita masih nunggu surat. Itulah gara-gara itu jadi lama, bukan cuma disitu saja, kan banyak sebenarnya surat-surat yang diperlukan] (FW)

[Kalau selain itu fit, kira-kira ada lagi gak?] (R)

[Oh ini..apa ya.. apa ya kadang itu sih jumpai dosennya. Cuman kalau aku dosenku eh pembimbingku aman ya. Cuman ada kadang-kadang waktunya itu susah sekali] (FW)

[Susah gimana nih?] (R)

[Gak dapet gitu waktunya sama pembimbing satu. Pembimbing satu kan mam fit, pas kebetulan kemarin itu lagi haji sama akreditasi. Itu cuman mau ACC proposal aja aku harus nunggu sebulan. Itulah sebulan aku nunggu pertama kali, makanya lah agak sulit, cuman itu sih sebenarnya] (FW)

[Kalau dari faktor internal dan eksternalnya gitu dalam penulisan atau apa gitu, kira kira ada kesulitannya ga fit?] (R)

[Penulisan ya, kalo penulisan cuman itu sih, cuman memulai dari nolnya itu karena nulisnya mudah ya kalau nulisnya, karena banyak referensi kita mau nulis, kita punya contoh punya kating, jadi format-formatnya yg terlalu sulit bisa ada gambaran, terus apalagi yaa] (FW)

[Apalagi, kira-kira ada gak lagi hal-hal yang sulit yang fitri alami gitu sampai terakhir kali fitri ngerjain sampai sidang?] (R)

[Kayaknya gak ada lagi, cuman itulah kalau masalah penulisan tadi, belajar ilmu baru kayak aplikasi itu sama pe-rapian halaman, pe-rapian halaman kayak ada yang perlu diperhatikan itu seperti lampiran daftar tabel, daftar lampiran, daftar-daftar itu loh itu sama proses olah datanya ini. Biar pun kemarin aku pake excel, dan sekarang udah aku bilang mudah, kemarin aku sakit sekali kepalaku, sekarang udah ngerti. Kemarin pas olah data itu sebulan kayaknya siap itu olah data. Aku itu apa yang susah ya.. di excel, itu kadang udah aku rubah dia jadi ada salah satunya, pemula pake excel pasti ada yang gak ditau itu perubahannya, nanti kita pencet apa, berubahnya jadi apa, gitu maksudnya olah datanya sih karena kita juga awal, kemarin juga pemula belajar gunakan excel, jadi lama kemarin bisa dikuasai dengan bagus, Itulah kesulitannya] (FW)

[Kalau misalnya strategi, kira kira ada ga strategi supaya rajin dan cepat selesainya?] (R)

[Kalau strateginya, kalo di proposalan strategiku, aku punya motivasi] (FW)

[Gimana tuh motivasi nya?] (R)

[Di proposal ini, mam dhani pernah beliau kasih tugas proposal, kayak mam eka juga ada promin, cuman kata mam itu proposal asli lebih bagus kan. Jadi..sebulan itulah aku usahakan sebelum ujian aku udah siap proposalan. Jadi udah siap proposal, itulah yang di revisi revisi. Itulah strategiku.. gimana ya.. aku.. bukan strategi sih, itukan kemaren dari orang, tapi intinya dari hal kemarin itulah aku termotivasi kali supaya aku

proposal, biar itu dibuat nilai tugas, setelah itu bisa diteliti. Terus.. lalu yang lain juga ini, emm ngemil, kita ngerjain sambil ngemil] (FW)

[Jadi ada moodnya gitu ya?] (R)

[Iya, biar ga ngantuk, terus apalagi ya..pokoknya ditempat yang nyaman lah] (FW)

[Oh.. berarti tempat yang nyaman itu juga ngaruh ya buat kita ngerjain?] (R)

[Aku suka di tempat yang sepi yang gak ada kerjaanku nanti, kan di rumah nanti itukan ada nanti dibuat kerjaan gitu] (FW)

[Oh..] (R)

[Jadi kemana aku kemaren ya, pokoknya.. kemana aku kemaren ya?, di kampus sih aku kemarin yang sering] (FW)

[Karena enak gitu ya gak ada yang ganggu juga?] (R)

[Oh ini, kan kalo ngerjai skripsi ini kan ada waktu suntuk benci, susah kali. Jadi itu.. harus cari tempat yang sepi supaya bisa marah marah suka hati awak, supaya bisa ngereog] (FW)

[Meluapkan emosi gitu jadi nya?] (R)

[He'em, kadang ada suatu saat itu awak benci kali sama situasinya gitu] (FW)

[Oh paham paham paham] (R)

[Terus apa?] (FW)

[Kalau misalnya nih, ada saran buat kampus buat para dosen, pembimbing kira kira ada gak saran dari fitri untuk pihak kampus atau dosen?] (R)

[Saran untuk apa?] (FW)

[Supaya ada yang diperbaiki biar mahasiswanya bisa lebih rajin, lebih cepat lagi ngerjain skripsinya biar gak ada kendala kendala, ada gak kira-kira sarannya?] (R)

[Kalau kampus, kalau sarannya untuk kampus diperbaiki administrasinya, di baguskan pengumumannya kalau mau kesini, kalau mau berkas ini kesini, ini kesini, gitu. Kemudian ini..operatornya susah kali jumpai pada masa aku waktu itu ibu nya, kemaren itu susaaah sekali ditemui pas waktu perlu perlunya, diperbaiki lah masalah administrasi. Kalo bisa kapan

*diperlukan didekat hari itu juga dikeluarkan, ini kapan awak perlu,
seminggu kemudian baru keluar, coba lah gimana itu] (FW)*

[DATUM 3]

Students 3 (TR)

Researcher (R)

[Halo, Assalamu'alaikum Tapi] (R)

[Wa'alaikumussalam Yola] (TR)

[Gimana kabarnya Tapi?] (R)

[Alhamdulillah baik, Yola apa kabar?] (TR)

[Alhamdulillah baik juga. Tapi maaf ya kalau ganggu waktunya sebentar, aku mau tanya nih seputar pengalamanmu menulis skripsi, kira kira boleh enggak?] (R)

[Boleh] (TR)

[Oh.. jadi kalau boleh tahu gimana sewaktu sidang kemarin Tapi, sulitkah atau ada kendala kah atau mudah kah?] (R)

[Alhamdulillah enggak terlalu sulit dan enggak kendala] (TR)

[Kalau boleh tahu kemarin siapa aja pengujinya, Tapi?] (R)

[Pengujinya ada mam vinde, mam dhani, ummi, sama mam ida] (TR)

[Aman lah berarti ya] (R)

[Aman] (TR)

[Kalau boleh tahu kemarin nilai sidangnya berapa, Tapi?] (R)

[Nilai sidangnya 82] (TR)

[Oh..berarti A lah ya. Tapi, kalau boleh tahu kemarin waktu yudisium lulusnya dengan IPK berapa?] (R)

[Dengan IPK 3,71] (TR)

[Kalau IP nya?] (R)

[Kalau IP nya 4,00] (TR)

[Mantap pembimbing nya kemarin itu siapa, Tapi?] (R)

[Pembimbing satunya mam Fitri Rayani, pembimbing duanya mam Sri Rahmadhani] (TR)

[Boleh tahu enggak gimana cara bimbingannya kemarin Tapi sama pembimbing satu dan pembimbing dua?] (R)

[Kalau bimbingan, kita ngechat dosennya dulu kalau mau bimbingan. Jadi kalau misalnya mam nya bisa hari ini, kita datang hari ini, kayak gitu. Jadi tergantung mam nya bisa atau enggak gitu] (TR)

[Berapa kali Tapi bimbingan dalam seminggu kemarin?] (R)

[Tiga kali seminggu. Tiga kali itu juga kalau misalnya deal sama dosennya berarti ya kadang kan mau juga dosen nya sibuk] (TR)

[Pas mengajukan judul kemarin gimana Tapi, susah atau mudah?] (R)

[Susah sih] (TR)

[Susahnya gimana tuh bisa ceritain gak?] (R)

[Boleh. Waktu bimbingan judul, saya ada lima kali bimbingan sama mam] (TR)

[Judul doang berarti?] (R)

[Iya masih judul, ada 5 kali bimbingan sama mam. Karena waktu itu kendalanya di kurang referensi] (TR)

[Oh.. kurang referensinya gitu ya?] (R)

[Iya] (TR)

[Terus gimana ceritanya sampai akhirnya bisa milih judul skripsi itu?] (R)

[Akhirnya saya, akhirnya aku nyari referensi di internet dan jumpa sama buku yang saya cari gitu jadi kendala yang kemarin itu, kan bentuk PDF nya gak ada bukunya, jadi masalahnya disana pas udah ketemu judul yang pas dan bukunya juga ada baru di acc sama mam nya gitu] (TR)

[Oh, kalau boleh tau kemarin skripsi Tapi tentang apa?] (R)

[Tentang vocabulary mastery] (TR)

[Judul lengkapnya gimana?] (R)

[Judulnya, The Effect of Bubble Game on Students' Vocabulary Mastery at SMA Negeri 1 Sayurmatangi] (TR)

[Oh.. di Sayurmatangi. Berarti rumah Tapi dekat Sayurmatangi ya?] (R)

[Engga. Rumah ku di sidimpuan. Kemarin pas PLP sekalian] (TR)

[Oh.. sekalian inilah, penelitian gitu ya berarti?] (R)

[Iya biar efisien juga waktunya ya kan] (TR)

[Terus kemarin kalau boleh tahu, gimana cara Tapi cari referensi buat skripsi, susah atau mudah?] (R)

[Pas judul ini lumayan mudah. Jadi kayak penelitian sebelumnya banyak yang ambil judul ini, jadi susahsusah gampang gitu lah] (TR)

[Banyak dari buku atau dari jurnal?] (R)

[Dari jurnal, kalau buku palingan cuman empat ya empat] (TR)

[Oh gitu yaa. Pas nulis kemarin ada ga menurut Tapi kesulitan-kesulitan waktu menulisnya? Waktu nulis skripsi dari awal sampai akhir?] (R)

[Ada] (TR)

[Kalau boleh tahu apa itu, bole enggak diceritain?] (R)

[Kayak waktu awal nulis skripsi kan namanya juga awal-awal, jadi kita enggak tahu apa yang harus ditulis, terus apa.. yang tahap tahapnya gitu, jadi waktu nulis aku banyak nanya sama teman teman kayak senior-senior juga atau baca-baca skripsi kakak-kakak kayak gitu, jadi terus kalau misalnya enggak tahu apa maksud bab ini bab itu, aku nanya sama mam gitu, sama dospem] (TR)

[Selain itu ada enggak kesulitan lainnya kayak dalam hal menulis dalam segi penulisan atau format atau apa gitu ada enggak?] (R)

[Oh ada, yang sulit waktu buat halaman sih. Buat halaman susah, sama table of content nya juga lumayan susah] (TR)

[Selain itu ada engga?] (R)

[Palingan kayak waktu bimbingan sih. Bimbingan harus kayak berkali kali lah jumpa sama mam nya gitu. Intinya kita harus sabar aja sih] (TR)

[Harus sabar iya. Kalau dalam segi penulisan kayak grammatical, vocabulary atau kayak menumpahkan argumen yang ada di kepala kita ini ke dalam skripsi itu susah enggak?] (R)

[Susah-susah gampang gitu lah] (TR)

[Kalau hal-hal sulit yang lainnya gitu ada nggak yang Tapi rasain sampai akhir, baik dalam internal ataupun eksternal gitu. Misalnya di kampus ada kendala atau hal-hal lain gitu] (R)

[Kadang bimbingan sih, bimbingan sama dosen kadang kan kita udah datang tapi tiba-tiba dosennya nggak bisa, kayak gitu] (TR)

[Jadi apa namanya, terulur waktunya berarti gitu ya jadinya ya, jadi lama itu berarti gitu ya?] (R)

[Iyaa] (TR)

[Berarti kalau dalam segi penulisan aman-aman aja berarti ya?] (R)

[Alhamdulillah, ada cuman enggak terlalu kesitu masalahnya, cuman di bagian yang salah nya itu di ini.. apa ya.. apa sih namanya, kayak kurang rapi kayak terlalu ke kanan terlalu ke kiri, itu aja sih] (TR)

[Oh..susunan apa nya itu, paragraf nya itu ya. Menurut Tapi, yang paling gampang dalam waktu menulis itu apa, kayak hal-hal yang mudahnya gitu, tadi kan sulit nih, sekarang yang mudahnya itu apa aja?] (R)

[Menurut aku yang mudahnya di penulisan bab 4 5 sih] (TR)

[Boleh diceritain ga gimana gampang nya itu?] (R)

[Kalo aku kan ngambil kuantitatif ya, jadi pengolahan data itu menggunakan SPSS, jadi cuman tinggal kayak tinggal copy paste aja yang di SPSS ke bab 4 gitu jadi kita nambah dikit-dikit, cuman gitu aja, itu ya lumayan seru] (TR)

[Mengerjakan di SPSS nya nggak sesulit itu berarti ya?] (R)

[Lumayan sih lumayan sulit. Awal-awalnya gitu. Tapi itu awal-awalnya aja, kalau misalnya nggak tahu ya cari-cari tutorial di YouTube kayak gitu] (TR)

[Ada enggak hal-hal lain yang sesuai pengalaman Tapi, kayak yang sulit yang gampang nya apa gitu?] (R)

[Yang gampang yang sulit waktu ngerjain skripsinya sih juga karena kan waktu kita ngerjain skripsinya ini sampai begadang, sakit, lupa makan, kayak gitu. Jadi pas ngerjainnya kadang karena kita punya tujuan lah ibaratnya, wah aku harus bisa sekian sekian semester misalnya kayak gitu kan. Jadi karena ngejar target itu, itu buat kita kayak sakit, lupa makan, lupa kayak enggak bisa healing gitu lah ibaratnya. Itulah kayak kendala kendalanya gitu] (TR)

[Pas ngerjain pernah enggak Tapi ngalamin kayak stuck gitu pas nulis, sampai bingung gitu mau ngapain, dan kalau udah kayak gitu Tapi biasanya ngapain supaya ada semangat ngerjainnya?] (R)

[Ya pernah sih, waktu ngerjain proposal] (TR)

[Gimana tuh kalo boleh tau?] (R)

[Waktu itu kan, bimbingan proposal itu sampe sebelas kali biar acc, biar acc sama pembimbing satu. Itu kayak.. emang kayak bikin gimana ya, kayak udahlah, gak mau lagi lanjutinnya kayak gitu kan. Tapi karena disemangatin sama teman teman, orang tua, jadi kayak harus tetap lanjut, kayak gitu] (TR)

[Menurut Tapi nih, kira kira ada ga tantangan gterbesar gitu selama nenulis skripsi?] (R)

[Tantangan apa ya.. kalo tantangan kayak yang tadi yang dibidang sebelumnya, bimbingan banyak berkali-kali terus ngeprint banyak lembaran gitu kayak harus ngeprint dari awal lagi, kayak gitu] (TR)

[Jadi jenuh gitu ya. Ada enggak biasanya yang, misalnya nih Tapi udah enggak semangat nih buat ngerjain, ada enggak hal yang buat mood mengerjakannya itu naik lagi, eh gimana sih bahasanya, Paham gak maksudnya?] (R)

[Paham iya, iya. Kalau biar rajin, maksudnya kayak biar mulai ngerjain skripsinya lagi tuh kayak nonton-nonton tiktok kayak gitu misalnya, jadi di tiktok itu kayak nengok orang yang udah siap sempro, semha, sidang kayak gitu jadi kita tambah semangat ngerjainnya gitu, kalo dia bisa aku pun harus bisa kayak gitu] (TR)

[Oh oke oke jadi langsung ada semangat kita mengerjakan gitu setelah melihat itu gitu ya. Ada lagi nih Tapi, kalau misalnya untuk saran kira-kira ada enggak saran untuk kampus atau pihak pembimbing, dosen atau ke teman-teman ada enggak gitu saran supaya ada yang diperbaiki lagi kedepannya?] (R)

[Kalau sarannya sih untuk untuk apa bukan untuk dosen sih, cuman bagian kantor kayak misalkan kita mau minta tanda minta stempel lagi] (TR)

[Kayak ngurus surat gitu ya?] (R)

[Iya itu sih, kayak kita kan udah datang lama terus habis itu tiba-tiba ibu itu datang saat jam istirahat. Kita misalnya datang pagi dari jam 8 kita datang. Dari jam 8 terus kita nunggu Ibu itu, tapi Ibu itu biasanya datang udah jam istirahat, jadi kayak kita mau nyamperin Ibu itu pun canggung, mau nanya pun canggung, jadi harus nunggu istirahat baru bisa jumpain, itu kayak gitu, itu sih] (TR)

[Administrasi nya berarti ya kurang sigap gitu ya. Seharusnya kan kalau misalnya lagi butuh tuh langsung gitu, ini kan jadi kendala jadinya. Terakhir nih, kalau misalnya ada adik-adik tingkat nih yang baru memulai skripsi ada enggak tips yang pengen Tapi kasih untuk adik-adik biar cepet selesai juga sama rajin juga kayak Tapi?] (R)

[Tipsnya jangan ngikut-ngikut sama teman. Intinya kayak kalau misalnya udah disuruh dospem cari judul, dicari, jangan sampai bosan bimbingan sama dosen juga pokoknya jangan ngikutin kawan lah intinya. Kayak mending berjalan berjalan sendiri gitu] (TR)

[Oh..jangan ikut ikutan orang gitu ya, kadang kan kalau kawan misalnya males kita jadi ikutan males gitu kan, terlenta gitugitu jadinya kan. Kalau misalnya strategi atau apa gitu, kira-kira ada ga, Tapi?] (R)

[Enggak sih cuman itu aja sih kayak pokoknya jangan dilihat jangan ngikutin orang aja lah kalau misalnya udah disuruh dosen ya udah kerjain aja gitu] (TR)

[Biarlah sendiri-sendiri yang penting cepet selesai gitu ,nggak di tunda tunda] (R)

[Satu lagi kayak nengok orang tua juga kan] (TR)

[Oh.. iya, orang tua membiayai kita, kita nya malah main-main gitu ya. Oke deh sepertinya cuman itu aja yang mau aku tanya tentang pengalamannya Tapi. Makasih banyak ya Tapi atas waktunya..] (R)

[Iya sama-sama, Yola] (TR)

[Iya maaf juga ya kalau misalnya ganggu, hehe] (R)

[Enggak kok, Yol] (TR)

[Sukses selalu Tapi, sehat-sehat] (R)

[Iya, kau juga ya] (TR)

[Oke Tapi, aku tutup ya telfonnya] (R)

[Iya] (TR)

[Assalamu 'alaikum] (R)

[Wa 'alaikumussalam] (TR)

[DATUM 4]

Students 4 (LT)

Researcher (R)

[Halo, assalamualaikum husna] (R)

[Hai, wa'alaikumsalam yol] (LT)

[Maaf ya husnah kalau ganggu waktunya sebentar. Lagi sibuknya husnah?] (R)

[Enggak, lagi santai juga] (LT)

[Sehatnya kan?] (R)

[Alhamdulillah, sehat] (LT)

[Sehat juga kan?] (R)

[Alhamdulillah, sehat husnah] (LT)

[Jadi gini husna, aku mau nanya-nanya nih tentang pengalamanmu nulis skripsi, bolehnya kan?] (R)

[Boleh, aman] (LT)

[Sebelumnya aku record nggak apa-apa kan ini?] (R)

[Nggak apa-apa] (LT)

[Jadi gini, waktu sidang kemarin kayak mana, lancarnya? Atau ada kendala husna?] (R)

[Alhamdulillah lancar pas sidangnya] (LT)

[Siapa aja nya pengujimu kemarin?] (R)

[Itu.. ada Mam vinde, Mam Dhani, ada juga Mam Sri Minda sama Sir Zainudin] (LT)

[Kalau boleh tahu berapanya nilai sidangmu kemarin, husna?] (R)

[Nilai sidang kemarin itu 80,75 kalau nggak salah] (LT)

[Berarti A lah itu ya?] (R)

[Iya, Alhamdulillahnya dapat A] (LT)

[Alhamdulillah. Bolehnya aku tahu kemarin waktu yudisium lulus IP kamu berapa?] (R)

[Kalau waktu yudisium itu 3,58] (LT)

[Siapanya pembimbing skripsimu kemarin, husna?] (R)

[Kalau pembimbing 1 itu ada Sir Zainudin, kalau 2 itu Mam Sri Minda] (LT)

[Gimana cara bimbinganmu kemarin, husna? Susahnya atau ada kendalanya atau mudah] (R)

[Kalau yang sama pemimpin 2 mam Sri Minda, Alhamdulillah itu mudah, enak juga. Diajarin dari dasar-dasarnya gitu. Yang agak susah itu di pembimbing 1 yang sama sir Zainudin] (LT)

[Kenapa itu kalau boleh tahu?] (R)

[Kalau sir itu kan, kalau mau bimbingan itu harus ke rumahnya gitu kan. Apalagi kalau mau bimbingan itu ditentukan jamnya, jam 5 ke atas. Jadi kadang itu berangkatnya jam 5 dari kos ke rumahnya sir. Terus pulanginya itu kadang habis maghrib, mau isya gitu. Sedangkan disitu kan udah nggak ada lagi kayak becak pun nggak ada, angkot pun nggak ada gitu] (LT)

[Jadi termasuk agak kendala juga bimbingannya kemarin berarti ya?, ada kendala sedikit] (R)

[Iya itu ada kendala] (LT)

[Berapa kalinya kira-kira bimbingan dalam seminggu kemarin itu, husna?] (R)

[Kalau sama pembimbing 2 itu, kalau bimbingan pertama kali itu ada sampai 9 kali. Karena diajarin dari dasar] (LT)

[Waktu masih judulnya atau proposal?] (R)

[Itu kalau judul beda lagi, ada kayaknya sempat 3 kali atau 2 kali itu] (LT)

[Terus?] (R)

[Kalau sama sir itu paling banyak bimbingan itu cuma 3 kali] (LT)

[3 kali seminggu?] (R)

[Iya, bisa juga tiap hari. hari sabtu kadang sir itu nerima juga] (LT)

[Berarti tergantung ada waktunya aja, kalau misalnya bisa beliau bisa, kalau misalnya ada kerjanya berarti nggak bisa gitu ya?] (R)

[Iya kalau sama sir itu] (LT)

[Pas ngajukan judul kemarin itu, gimana menurutmu, susahny atau nggak?] (R)

[Kalau disitu pas judul susah kali] (LT)

[Susahnya kenapa tuh?] (R)

[Disusahnya itu kan, di pembimbing 2. Itu kan awalnya yang pertama kali diajarin kan judulnya itu, jenisnya apa, Penelitian Tindakan Kelas atau CAR. Baru, udah siap proposalnya kan yang CAR ini, tiba-tiba diganti ke judul kuantitatif] (LT)

[Berarti ngulang lagi dari awal?] (R)

[Iya ngulang lagi, jadi dikuantitatif ini, itu pun ada beberapa kali bimbingan itu kan, sampai di acc judulnya sama pembimbing 2. Sampai dia ke pembimbing 1, judulnya yang ini, diubah lagi] (LT)

[Waduh, baru gimana lah ceritanya kemarin sampai akhirnya deal judulnya itu?] (R)

[Kan itu tergantung ke pembimbing 1 gitu kan? Jadi ya judulnya ikut ke pembimbing 1, tapi tetap dikonsultasikan sama pembimbing 2] (LT)

[Berarti yang terakhir itu kuantitatif lah berarti dealnya ya, yang judulnya itu?] (R)

[Iya] (LT)

[Apanya topik skripsimu kemarin, husna?] (R)

[Itu tentang apa namanya, Aplikasi kahoot sama vocabulary] (LT)

[Judul lengkapnya apa kalau boleh tau?] (R)

[Kalau judulnya itu, The Effect of Kahoot Application on Vocabulary Mastery at VIII Grade Students of SMPN 2 Angkola Timur, Tapanuli Selatan] (LT)

[Oh..menurutmu gimana lah nyari referensinya itu dari judulnya itu, susahny atau nggak?] (R)

[Kalau nyari referensinya itu nggak terlalu susah sih, cuman satu yang susah. Cuman nyari satu teori gitu, cuman itu aja] (LT)

[Maksudnya gimana tuh, harus ada teori dari buku gitu atau gimana?] (R)

[Harus ada yang membuktikan kalau aplikasi Kahoot ini bagus dia untuk penguasaan vocabulary gitu. Harus ada satu paragraf yang membuktikan]

kalau Kahoot ini bagus efeknya untuk siswa dalam pelajaran vocabulary] (LT)

[Barulah itu deal kalau udah dapet teorinya gitu, deal sama pembimbingnya?] (R)

[Iya, harus dapet dulu teorinya baru deal sama pembimbingnya.] (LT)

[Dimana lah kemarin cari-cari referensi itu, husna?] (R)

[Referensi skripsi kayak buku, jurnal, artikel] (LT)

[Dari mana aja kalau boleh tau?] (R)

[Ada di Google Playbook, Google Book, baru ada di Open Library. Terus di apa juga, di..perpustakaan UIN Syahada kan, di perpustakaan UIN Syahada juga] (LT)

[Waktu nulis skripsi itu pasti kan ada itu hal-hal atau kesulitan-kesulitanmu waktu nulisnya dalam prosesnya dari awal sampai akhir. Pasti ada ya kan?] (R)

[Ada] (LT)

[Kalau boleh aku tau, boleh nggak diceritain apa aja kesulitan-kesulitannya?] (R)

[Boleh, kalau kesulitannya itu, itu yang tadi kan yang pertama itu kayak nyari teori yang tepat gitu kan, yang relevan. Terus yang kedua itu di bagian ngolah datanya kan, apalagi kalau siap-siap ngolahnya itu. Cuman itu sih kalau kesulitannya itu] (LT)

[Selain dari itu, nggak ada kesulitan-kesulitan lainnya kayak dari faktor internalnya atau eksternalnya ada nggak?] (R)

[Nggak ada sih, cuman itu aja ya] (LT)

[Dalam penulisan kayak format penulisan atau grammatical, vocabulary gitu nggak ada?] (R)

[Kalau itu nggak ada karena kemarin itu di apa juga, sama buku panduan kita itu kan dikasih itu] (LT)

[Jadi tinggal ngikutin aja gitu berarti ya?] (R)

[Iya ngikutin aja] (LT)

[Kalau misalnya yang paling gampang, ada nggak hal-hal yang menurutmu paling gampang waktu nulis kayak ah mudah ini gitu?] (R)

[Kalau kemudahannya itu lebih banyak, kayak mudahnya karena dibantu sama AI juga kan. Itulah kan kalau misalkan dari latar belakang sampai kayak gitu di akhir 5 itu juga dibantu sama AI jadi lebih enak dia kerjanya gitu] (LT)

[Kalau misalnya di kampus gitu nggak ada kesulitan waktu kayak ngurus-ngurus atau apa gitu? Ada nggak kira-kira kesulitannya?] (R)

[Kalau di bagian situnya ada itu kan di bagian administrasi gitu] (LT)

[Gimana tuh kalau boleh tahu?] (R)

[Kadang kan misalkan kayak buat surat untuk inilah, surat pengesahan judul ini kan, skripsi, itu kan diajukan ke apa kan, di bagian administrasi, itu kadang susah kali] (LT)

[Susahnya gimana, karena nunggunya lama atau karena ngurusnya yang susah?] (R)

[Itu nunggunya lama, baru kadang juga kan formatnya tiba-tiba udah berubah, udah dikasih yang ini tapi malah ada yang baru gitu ya. Jadi harus tukar-tukar lagi gitu, ngulang lagi gitu ngurusnya. Sama yang mungkin juga sih di bagian administrasi kayak pokoknya dia kebanyakan kalau yang begitu itu, di bagian administrasi lah] (LT)

[Berarti dalam bimbingan tadi nggak terlalu susah juga ya cuman waktunya aja gitu kadang-kadangnya berarti?] (R)

[Iya cuman waktunya aja, tapi kalau sama pembimbing itu alhamdulillah juga kan enak sama pembimbing, kadang sehari itu mau itu misalkan udah bimbingan nih kan pagi jam 8 gitu, oh ini perbaiki sedikit lagi nanti kata pembimbingnya, terus diperbaiki, siangnya itu mau lagi pembimbingnya atau sorenya kalau datang mau lagi pembimbingnya gitu] (LT)

[Berarti nggak terlalu susah kalau pembimbing kalau kayak gitu caranya] (R)

[Itu kalau pembimbing duanya. Kalau pembimbing satu ya pak Zai agak agak susah kan kalau nyari waktu sama pak Zai juga memang] (LT)

[Iya. Pernah nggak waktu nulis kayak nge-stuck gitu nggak tau mau ngerjain apa kayak bingung gitu?] (R)

[Pernah, kalau itu kan karena kadang AI pun kan nggak nyambung dia gitu. Biasanya itu kayak udah biarin aja dulu gitu kan kayak nggak usah dulu pikirin tinggalkan aja dulu itu sejenak gitu. Kalau udah bisa baru lanjut lagi] (LT)

[Kalau misalnya lagi capek atau buntu gitu biasanya apa yang husna lakukan biar semangat lagi gitu ngerjainya ada nggak?] (R)

[Kalau itu ada kan biar semangat ngerjain itu kayak pas mau ngerjain kan walaupun udah kayak malas kayak mau ngerjakan itu. Nyediain kayak cemilan gitu, makanan-makanan yang disukai yang favorit gitu kan sambil kayak di mutar-mutar musik gitu] (LT)

[Oh biar baliklah moodnya gitu biar semangat lagi ngerjainya gitu ya berarti?] (R)

[Iya biar balik moodnya] (LT)

[Kalau misalnya ada saran nih husna, untuk pihak kampus, dosen gitu, kira-kira ada nggak yang mau dikasih sama husna sarannya? Apakah ada yang harus diperbaiki lagi?] (R)

[Kalau untuk dosennya itu jangan kayak terlalu mempersulit mahasiswa gitu lah. Lebih kayak harus memerhatikan semua anak bimbingannya gitu. Jangan yang ini-ini aja, jangan yang itu-itu aja gitu. Terus juga kalau udah menjanjikan nih untuk antar proposalnya, jangan sampai udah dua minggu, tiga minggu, empat minggu, sebulan, dua bulan baru diperiksa gitu] (LT)

[Kalau untuk kampus kira-kira ada nggak?] (R)

[Kalau untuk kampus itu bagian administrasinya jangan terlalu semena-mena] (LT)

[Lebih diperbaiki lagi lah berarti ya?] (R)

[Iya, lebih kayak lebih ramah lah sama mahasiswa gitu. Mahasiswa juga capek gitu] (LT)

[Terakhir nih husna, kalau misalnya ada adik tingkat atau mahasiswa yang lain gitu, yang baru memulai atau lagi ngerjain, ada nggak kira-kira tips atau strategi biar rajin, biar cepet selesai skripsinya, ada nggak kira-kira?] (R)

[Ada hanya sedikit. Kalau tipsnya itu kan usahakan dia atur jadwalnya gitu. Kalau misalkan dia ngerjain skripsinya itu kerjain dia dari senin sampai jumat gitu kan, dari jam segini ke jam segini gitu. Kalau misalkan mau libur buat libur itu sabtu-minggu gitu, tapi di hari senin sampai jumat itu jangan lagi libur untuk ngerjakan skripsinya] (LT)

[Berarti harus dibantai terus lagi, harus dikerjakan-kerjaan terus gitu. Minimal kita kasih liburnya kayak dua kali seminggu gitu ya berarti] (R)

[Iya, tapi sama rajin-rajin untuk ngerjainnya gitu. Jangan malas untuk jumpai pembimbingnya gitu] (LT)

[Ada lagi nggak kira-kira husna yang mau diceritain tentang pengalamanmu? Kayak kesulitan atau apapun gitu, ada lagi nggak yang mau diceritain?] (R)

[Nggak ada sih kayaknya] (LT)

[Oke husna, makasih ya husna mau cerita pengalamannya. Semoga sukses selalu, sehat-sehat. Amin] (R)

[Amin, kau juga ya] (LT)

[Amin, lancar lah, lancar lah] (R)

[Iya, mudah-mudahan] (LT)

[Assalamu'alaikum] (R)

[Wa'alaikumsalam] (LT)

[DATUM 5]

Students 5 (WL)

Researcher (R)

[Halo, assalamualaikum, wanti] (R)

[Wa'alaikumsalam, yola] (WL)

[Apa kabar, wanti, sehatnya?] (R)

[Alhamdulillah, sehat yola] (WL)

[Alhamdulillah. Berarti lagi di rumah lagi, ya?] (R)

[Iya, lagi di rumah] (WL)

[Maaf ya, wanti, kalau ganggu waktunya. Nah jadi gini wanti, aku mau tanya-tanya nih seputar pengalamanmu waktu nulis skripsi, kira-kira boleh nggak?] (R)

[Boleh, boleh..] (WL)

[Sebelumnya aku record nggak apa-apa kan, wan?] (R)

[Nggak apa apa, nggak apa-apa yol] (WL)

[Oke, jadi gini wanti, aku mau nanya, waktu sidang kemarin gimananya sidangnya lancar ke atas atau ada kendala?] (R)

[Kalo ada sebagian lancar, ada sebagian kendala sih yol] (WL)

[Apa itu kira-kira kendalanya, wanti? Boleh nggak diceritain?] (R)

[Boleh, kendalanya itu kayak di penulisan di bab 4 sama bab 5] (WL)

[Gimana tuh?] (R)

[Ya, karena kalo di bab 4 bab 5 kita kan, kalo aku sendiri kan aku kan pake SPSS. Nah, di SPSS itu kan kita cuma cantumin misalnya data-datanya kan, kita kan udah dapet nilai dari siswanya. Nah, kalo kita udah masukin ke SPSS kan muncul itu nilai-nilainya. Setelah kita dapet nilainya itu dapetlah hasilnya kan. Nah, disitu ada kayak beberapa kata misalnya kayak Sapiro Wilk gitu kan. Nah, disitu di Sapiro Wilk itu kan ada angkanya, misalnya kayak titik 17. Nah, disitu kendalaku nggak tau aku kayak mana cara bacanya itu..] (WL)

[Jadi susah lah di waktu pas ngerjain disitunya gitu?] (R)

[Ya, karena ada satu dosen yang bilang kayak gini, "coba kamu baca dulu apa bacanya itu, kan ada disitu angkanya". Nah, kalo di SPSS itu kan

nggak dicantumin kayak mana cara Maksudnya titik 17 itu kan nggak dijelaskan disitu apa itu. Nah itulah, aku nggak tau] (WL)

[Ada nggak hal-hal lain wanti selain itu kira-kira?] (R)

[Selain itu mungkin ada di bab mungkin di bab 2 deh, isinya] (WL)

[Gimana tuh?] (R)

[Penulisannya grammar, misalnya kan kalo artikel itu kan udah terdahulu. Nah, kalo kita ngambil artikel orang kan sebagian itu kan nggak dirubah lagi grammarnya. Nah, disitu aku ngambilnya langsung dari artikel itu jadi nggak diubah lagi gitu] (WL)

[Jadi salah grammatical jadinya gitu ya?] (R)

[Ya, misalnya kan kayak penempatan words kayak gitu harusnya kalo di bab 2 kan] (WL)

[Masih pake present gitu ya?] (R)

[Iya, gitu jadinya]

[Siapa aja yang penguji wanti kemarin?] (R)

[Pertama pembimbingku, tapi pembimbing biasanya kan kita dapet pembimbing 1, pembimbing 2 kan. Nah, waktu itu ada kendala di pembimbing 1 karena mam itu lagi pergi ke padang] (WL)

[Oh berobat ya?] (R)

[Iya berobat, mam Eka, jadi diganti jadi pembimbing 2 mam Dhani. Nah, dari dosen-dosen lain ada mam Ida, mam Vinde sama pak Jai] (WL)

[Oh.. bolehnya aku tau wanti, berapa nilai sidangmu kemarin?] (R)

[Boleh, tapi kalo menurutku lebih tinggi nilai semhas daripada sidang. Kalo di sidang aku cuma dapet 82,75] (WL)

[Kalo di semhas?] (R)

[Di semhas aku dapet 87 deh kayaknya, lebih] (WL)

[Kok beda, padahal kan itu sebenarnya sama kan?] (R)

[Iya sama, tapi mungkin aku lebih kayak mana ya, di semhas aku lebih banyak prepare daripada di sidang] (WL)

[Mungkin kayak gini kan, sama ya nanti pertanyaannya gitu kan, rupanya beda pengujinya pun beda lagi] (R)

[Iya makanya itu] (WL)

[Waktu yudisium kemarin berapa IPK wanti?] (R)

[IPK cuma 3,4] (WL)

[Nilai 3,49, itu B atau A?] (R)

[Kalo itu masih, bukan B, apa namanya itu ya, kan ada kalo 3,5 mungkin itu pujian, kalo 3,49 masih sangat bagus, sangat memuaskan] (WL)

[Siapa tau pembimbing wanti?] (R)

[Pembimbing pertama mam Eka] (WL)

[Pembimbing kedua?] (R)

[Mam Dhani] (WL)

[Gimana cara bimbingannya wanti kemarin sama mam Eka sama mam Dhani, boleh tau gak?] (R)

[Boleh, kalo di mam Dhani, sama mam Dhani kayak mana ya, di bilang kalo mam Dhani itu.. dua-duanya sama-sama teliti sih. Kalo mam Dhani lebih ke penulisan, kayak di penulisan maksudnya, oh enggak, kalo mam Dhani lebih ke isi, Isi sama penulisan. Nah kalo ke Mem Eka, itu nanti misalnya di bagian apa kalo mam itu biasanya kalo bab tiga..] (WL)

[Kalo mam Eka metodologi ya?] (R)

[Iya metodologi kalo mam Eka, apalagi kalo bagian SPSS nya kan] (WL)

[Ada gak dibuat jadwal bimbingan, hari ini sama mam ini, hari ini sama hari ini dengan mam ini, gitu?] (R)

[Kalo jadwal bimbingan lebih mam Dhani sih kalo membuat jadwal bimbingan. Kalo mam Eka gak ada jadwal tentu bimbingannya, kalo mam Eka. Kalo mam Dhani ada, mam Dhani waktu itu biasanya Kamis, Senin sampai Kamis. Tapi memang kadang mam itu ada sibuk mungkin kan, Jadi kadang gak bisa] (WL)

[Jadi kalo misalnya gak bisa gimana, diletakkan aja atau nunggu hari berikutnya gitu?] (R)

[Kalo biasanya mam Dhani diletakkan aja di atas meja. Terus nanti mam itu periksa. Baru besoknya mungkin udah siap, baru nanti direvisi lagi kalo ada yang direvisi] (WL)

[Kalo sama Mem Eka gimana?] (R)

[Kalo Mem Eka gak ada jadwal tentu bimbingan sama mam itu, tapi kalo memang mau bimbingan, letakkan aja di lemari, kalo gak di lemari di keranjangnya] (WL)

[Berarti kita nge-check sendiri udah selesai atau belum gitu nanti ya?]
(R)

[Iya gitu, tapi kalo mam Dhani lebih ke bimbingan. Kadang kalo mam Dhani lebih enak nya mam itu lebih ke bimbingan secara langsung, tapi memang kalo mam itu lagi sibuk kayak udah diletakkan aja di meja] (WL)

[Ada gak kesulitan waktu bimbingan sama mam Eka gitu?, karena kan kalo gak dapet waktu gitu kita kadang kan gak tau isi yang direvisi gitu, ada ga kira-kira?] (R)

[Ada, kalo mam Eka itu kesulitannya membaca revisian mam itu. Tulisan revisan mam itu jarang kali terbaca, kadang cuma satu huruf, misalnya huruf D doang, tulisannya gak tau lagi apa. Makanya kalo mam Eka lebih enak nya kayaknya bimbingan secara langsung deh sama Mam itu] (WL)

[Tapi agak susah ya dapet waktunya kalo bimbingan langsung ya kan?]
(R)

[Iya, susah dapet, karena jam terbang mam itu mungkin banyak ya] (WL)

[Terus Wanti, pas ngajukan judul kemarin gimana? Susah gak?] (R)

[Oh, susah banget, yol. Disitu pertama-tama aku ngajuin judul kan kita kan ngajuin judul minimal kalo sekali ngajuin itu ada tiga judul kan?]
(WL)

[Iya] (R)

[Nah, waktu itu aku sempat ada kayaknya tiga kali ngajuin judul. Nah, dalam satu ngajuin judul kan tiga judul. Akhirnya judulku yang aku ngajuin sebanyak tiga kali itu lima belas judul yang ditolak. Nah, terakhir kali kenapa bisa ini judulku, pertama-tama itu temen yang usulin, kalo tau rahma namanya, rahmadani. Nah, disitu dia mungkin ada kayak buku, tapi buku metode gitu kan. Nah, disitulah ada mungkin dapet dia satu metode yang belum pernah dipake orang. Itulah dapet metodenya ini, to stay to stray] (WL)

[Oh, jadinya milih topik itu?] (R)

[Iya, kebetulan juga topik itu ada bukunya sama banyak artikelnya] (WL)

[Jadi gak susah berarti ya cari referensinya kalo kayak gitu?] (R)

[Iya, tapi kalo referensinya banyak, tapi kebanyakan itu tahun-tahun lama. Kita kan gak boleh di Angkatan kita kan harus lima tahun ke bawah kan. Tapi kalo di artikel kan kita kan minimal lima belas deh kayaknya, lima belas atau sepuluh artikel kita kan yang harus dicantum di skripsi. Nah, kebetulan ada segitu] (WL)

[Berarti sehabis milih judul itu lah deal sama pembimbing satu sama pembimbing dua ya?] (R)

[Iya, di pembimbing duanya, pembimbing dua secara langsung, tapi kalo pembimbing satu waktu itu ngajuin judulnya melalui zoom, mungkin mam itu waktu itu ada kesibukan mungkin kan, jadi zoom, jadi semua anak pembimbing mem itu zoom. Jadi, siapa yang udah acc di pembimbing satu, zoom sama mem itu. Tapi yang belum acc juga bisa ikut sih. Nah, kebetulan ada temanku yang belum dapat judul kan. Nah, pembimbingnya itu mam Dhani dan mam Eka juga. Nah, pas itu dikasih dia judul sama mam Eka] (WL)

[Oh.. apa berarti topik skripsi tadi apa?] (R)

[Topiknya, metodenya itu to stay to stray sama kalo skillnya itu reading narrative text] (WL)

[Judul besarnya apa?] (R)

[The effect of to Stay to Stray Model on Students' Reading Narrative Text Ability at SMP Negeri 1 Batang Toru] (WL)

[Oh Batang Toru, penelitiannya..] (R)

[Iyaa] (WL)

[Pas waktu nulis kemarin wanti, ada nggak kesulitan-kesulitan wanti dalam hal internal atau eksternal gitu?] (R)

[Kalo kesulitan-kesulitannya itu pertama-tama sih kayak kita kan belum pernah nulis skripsi ya kan, jadi kita juga hal yang pertama menurut kita nyusun skripsi ya kan. Kesulitannya itu pertama-tama di bagian penentuan topik-topiknya deh, misalnya kayak table of contentnya, penentuan table of contentnya. Nah, waktu pertama-tama aku nulis skripsi, kan kita kan di universitas kan, ada template-template untuk penyusunan skripsi. Misalnya kuantitatif ini, ini, ini, ini isinya gitu kan. Nah, sempat pertama kali waktu ngajuin proposal, templatnya salah, malah ngambil dari universitas lain. Nah, disitu berarti disitunya aja udah salah kan, udah salah tapi aku itu udah buat sampe bab 2 dan 3, tapi templatnya salah, disitu ulang dari awal, coret semua] (WL)

[Coret semua nyusun ulang dari awal berarti gitu?] (R)

[Ya, karena disitu salah] (WL)

[Ada gak kesulitan-kesulitan lainnya, wanti?] (R)

[Kesulitan lainnya mungkin, kayak mana ya waktu itu ya.., oh ini, kita kan ngambil buku, salah satunya buku. Buku kan kita kan harus minimal

mungkin ada, kalau bisa banyak sih buku dalam skripsi ya kan. Kebetulan buku-buku itu, buku 2 3 itu diambil oleh Spencer Kagan. Nah, tahunnya itu tahun lama, kalau gak salah mungkin 1993 deh kayaknya. Nah kebetulan bukunya itu gak ada lagi buku aslinya. Jadi buku dari misalnya, isinya tetap Spencer Kagan tapi penulisnya..] (WL)

[Oleh orang lain, gitu?] (R)

[Ya, disitu lah kesulitannya, karena ada beberapa dosen pengennya itu buku asli dari sepenuhnya itu. Itu kendalanya satu bukunya, nah bukunya ini juga memang ada bukunya ada mungkin ada 3 bukunya. Tapi tetap penulis Spencer Kagan, nah ada beberapa yang beda sih dalam setiap bukunya itu, misalnya kalau di buku yang satu dibilang model, nah di buku yang satu lagi dibilang metode] (WL)

[Oh beda-beda gitu ya?] (R)

[Ya disitu kendalanya, tapi kalau dari Spencer Kagan langsung bilang kan itu model waktu itu, makanya disitu sempat bingung ini metode apa model..] (WL)

[Pernah ditanya berarti waktu bimbingan ya, ini metode apa model gitu?] (R)

[Pernah] (WL)

[Berarti terakhirnya pakai yang model, buku yang model ya. Ada nggak kesulitan-kesulitan lainnya, wanti dari faktor eksternal mungkin kayak di kampus ada nggak kesulitannya waktu apa, pokoknya proses wanti dari awal ngerjain sampai akhir lah, ada nggak kira-kira?] (R)

[Aku sendiri kan nggak punya kendaraan. Jadwal bimbingan mungkin kadang mam bilangnya sibuk kan, tiba-tiba nanti mam bilangnya bisa gitu kan. Disitu kan kita buru-buru, jadi nggak ada kendaraan misalnya gitu kan. Disitu sih kesulitannya satu, di kendaraan. Lagian kan aku sendiri nggak bisa naik kereta gitu kan. Disitu sih kesulitannya satu] (WL)

[Ada lagi nggak kira-kira yang lain?] (R)

[Nggak ada sih kayaknya] (WL)

[Waktu ngurus-ngurus gitu atau apa?] (R)

[Kalau ngurus-ngurus berkas, ngurus-ngurus SPL apa gitu nggak ada sih kesulitannya Karena semuanya mendukung kalau menurutku sih, pembimbing juga mendukung. Tapi itulah kesulitannya yang lain, itu memang kendaraan] (WL)

[Kalo menulis skripsi?] (R)

[Dari menulisnya tadi kan ada grammar, ada waktu cari buku. Kalau nggak ada buku, nggak bakalan deal juga] (WL)

[Terakhir nih Wanti, kalau misalnya ada saran atau masukan buat dosen, buat kampus, ada nggak?] (R)

[Kalau saran sih, kalau untuk pembimbing sih kayaknya nggak ada. Karena kalau pembimbing 1 pembimbing 2 bagiku ya, tapi nggak tau yang lain. Karena pembimbing 1 pembimbing 2 benar-benar mendukung waktu aku nulis skripsi gitu. Kalau kesulitan dari kampus sih, waktu itu kan kita kan waktu masuk kuliah kan senin sampai jumat. Nah, kebetulan waktu itu mungkin karena ada banjir, jadi jumat kan WFH jadinya. Entah kenapa sampai sekarang jumat juga WFH gitu. Jadi jadwal misalnya bimbingan gitu, entah ngurus-ngurus berkas jadi terhambat, karena jadi libur gitu jumatnya itu ya] (WL)

[Iya] (R)

[Kalau saran itu sih, kalau jumat itu tetap masuk sih ya menurutku, untuk dari kampus] (WL)

[Kalau misalnya nih ada adik-adik tingkat nih yang baru mau ngerjain skripsi, ada nggak kira-kira tips atau strategi dari wanti gitu untuk mereka, biar bisa cepat biar bisa rajin ngerjainnya gitu?] (R)

[Kalau tipsnya sih, orang itu memang harus rajin sih. Karena kalau nyusun skripsi ini kita bukan melihat dari pintar atau nggak pintarnya orang itu kan. Intinya dia rajin, rajin mau pembimbingnya, rajin ngerjain revisinya. Kalau direvisi langsung dikerjain, jangan nunggu-nunggu seminggu gitu. Itu sih tipsnya, intinya rajin. Kalau nggak rajin mau gimana dibilang, kalau dibilang pembimbingnya baik pembimbing satu-duanya baik, tapi kalau dia nggak rajin, nggak mau bimbingan sama aja lah] (WL)

[Berarti rajin skripsian, rajin revisi, rajin bimbingan, rajin ke kampus. Kira-kira ada lagi nggak wanti pengalaman yang mau di-share?] (R)

[Nggak ada lagi, tapi ini satu, menurutku kita harus ada kawan yang mendukung kita sih] (WL)

[Biar semangat ngerjainnya gitu ya, karna kan lingkungan juga ngaruh itu biasanya] (R)

[Iya sih, kayak lingkungan. Karena kalau bukan kawan dekat kita, terkadang yang bikin kita, yang dukung kita dalam nyusun skripsi itu bukan teman dekat kita, malah dari orang lain. Misalnya kayak aku ya, aku alhamdulillah teman se kosku ada yang jurusan bahasa Inggris. Nah,

dia selalu ingatin aku, wanti skripsi, wanti revisi, kayak gitu. Jadi dia juga di situ ambis kan, jadi kita ikut-ikutan ambis gitu, dia yang ngajak kita gitu] (WL)

[Berarti harus pandai-pandai cari kawan yang rajin, biar kita ikutan rajin ya, soalnya kalau misalnya kawan kita malas, kadang kan kita ikut juga] (R)

[Baru ada yang mendukung, kadang pun kawan kita malas tapi dia mendukung] (WL)

[Dukungan dari kawan berarti yang penting juga ya. Oke Wanti, sepertinya itu saja yang mau aku tanya, makasih banyak ya wanti waktunya, maaf juga kalau ganggu] (R)

[Gak apa-apa] (WL)

[Sukses selalu ya wanti, sehat-sehat, lancar semuanya..] (R)

[Amin, kau juga lancer] (WL)

[Amin, assalamu 'alaikum] (R)

[Wa 'alaikumussalam] (WL)

[DATUM 6]

Students 6 (SA)

Researcher (R)

[Halo, assalamualaikum, apa kabar suci, lagi dimana?] (R)

(jaringan panggilan putus-putus)

[Putus-putus, coba ngomong lagi, ci] (R)

[Halo..] (SA)

[Udah, udah bisa] (R)

[Oke] (SA)

[Maaf ya suci kalau ganggu waktunya suci. Jadi gini ci, aku mau nanyanya nih seputar pengalamanmu waktu nulis skripsi, boleh nggak?] (R)

[Boleh,] (SA)

[Oke, sebelumnya nggak apa-apa kan kalau aku record?] (R)

[Iya nggak apa-apa record aja] (SA)

[Oke, jadi gini ci, waktu sidang kemarin gimana, lancar atau ada kendala?] (R)

[Alhamdulillah lancar, cuman kayak ada lah pertanyaan yang diluar prediksi ku sendiri gitu] (SA)

[Berarti dari pertanyaan ya, ya dari sesi pertanyaan?] (R)

[Iya, kalau dari semuanya, alhamdulillah aman] (SA)

[Alhamdulillah, boleh tau nggak ci berapa nilai sidang suci kemarin?] (R)

[Kalau nilai sidang 7,85 ya] (SA)

[Waktu yudisium kemarin lulusnya IPK-nya berapa suci kalau boleh tau?] (R)

[Kalau IPK-nya 3,65] (SA)

[Siapa pembimbing skripsimu ci?] (R)

[Pembimbing skripsinya, pembimbing satu itu mam Fitri Rayani, kedua Pak Zainuddin] (SA)

[Gimana kemarin bimbingannya suci, ada kendala kah atau lancar?] (R)

[Alhamdulillah ya gitu lah, sabar dalam menunggu aja, cuman kalau masalah menyusun apa segala macam alhamdulillah siap kalau dikerjakan] (SA)

[Berapa kali suci bimbingan dalam seminggu ci kira-kira?] (R)

[Dalam seminggu ini jenjang apa, sempro, semha, sama sidang yang mana?] (SA)

[Semua sih, dari awal sampai akhir, kira-kira dalam seminggu itu ada berapa kali bimbingan sama pembimbing dua dan pembimbing satu, ada kendala nggak, kalo ada bole nggak di ceritain?] (R)

[Oh gitu, boleh.. kalau di bagian sempronya itu sama pembimbing satu ada sembilan kali kalau nggak salah, sembilan atau delapan ya, karena satu kali pertemuan itu kadang yang dibahas cuman di bagian background, jadi disitu harus menyusun, menyesuaikan sama grammarnya penyusunan dalam backgroundnya itu, harus sesuai sama dengan masalah yang mau kita bahas. Makanya dia banyak pertemuannya, karena misalnya satu pertemuan ini dia yang dibahas cuman bagian di backgroundnya aja. Baru nanti yang kedua masuk ke yang lain lagi gitu ya..formulasi segala macamnya. Jadi dia bertahap] (SA)

[Itu sama pembimbing dua ya berarti?] (R)

[Itu sama pembimbing satu] (SA)

[Oh, pembimbing satu..] (R)

[Ya, kalau di pembimbing dua itu masalahnya cuman di formulation, di background of the formulation. Aku cuman berkendala disitu, dalam revisinya. Itu acc nya tiga kali ya, tiga kali] (SA)

[Oh, tiga kali baru acc ya] (R)

[Ya, kemudian yang pembimbing ke satu itu lah yang secara bertahap kan, kemudian yang membahas itu di bagian prosedur teks. Di bagian prosedur teksnya itu aku yang apa, yang butuh perbaikan, karena itu harus match kan sama soal kita. Di bagian eksperimen sama kontrol kelasnya itu kan harus sesuai dengan semua prosedur RPP-nya gitu. Jadi cuman penyusunannya, penyusunan atau mencocokkan antara prosedur pembelajarannya atau RPP-nya ya.. sama dengan soalnya. Bagian situ aja kalau sebenarnya] (SA)

[Pas mengajukan judul kemarin, menurut suci sih gimana? Ada susah nggak gitu?] (R)

[Kalau waktu mengajukan judul, kalau sama pembimbing dua, alhamdulillah itu cuman satu kali aja. Cuman satu kali penyerahan judul alhamdulillah sudah acc. Itu ada dua judul kan yang saya bagikan. Tapi yang dipilih itu bagian yang kedua, inilah yang sampai sekarang ini kan. Jadi kalau yang pembimbing pertama itu, itu juga alhamdulillah cuman sekali. Jadi saya mengajukan tiga judul waktu itu] (SA)

[Apa judulnya suci kemarin, topiknya?] (R)

[Topiknya, The Effect of Direct Method Towards Students' Vocabulary Mastery at Grade X SMAN 1 Kota Nopan] (SA)

[Berarti kemarin nggak terlalu susah lah ya tentang pengajuan judul sama dosen pembimbing?] (R)

[Alhamdulillah nggak ada. Kalau mengenai judul, saya yang sulitnya itu di bagian tahapan sempro. Kalau itu memang ada prosesnya. Karena itulah kan harus satu-satu dulu diperiksa, makanya penyusunannya juga harus bagus. Karena dari pembimbing dua itu, yang dibahas di formulation. Jadi yang ke pembimbing satu dibahas semuanya] (SA)

[Oh dari awal gitu ya, karena cuman formulation dari pembimbing dua?] (R)

[Ya, karena menurut bapak itu yang mau diperbaiki itu cuman di bagian formulation aja. Jadi ke pembimbing satu disitulah dilihat semua] (SA)

[Waktu suci nulis nih, proses suci nulis dari awal sampai akhir ada nggak kesulitan-kesulitan yang suci alami? sesuai pengalaman suci] (R)

[Kalau dari pengalaman penulisan skripsi, bagian... kalau menurut saya sih cuman mencari referensi yang sulit itu. Karna dia harus tahun tinggi kan, harus sesuai juga sama materi kita. Ya, kalau menurut saya itu, kemudian dalam penyusunan-penyusunan setiap... kayak paragraph, misalnya judulnya, ukuran font-nya. Di situ yang lebih penting itu kita harus focus, apakah sudah sejajar, sudah pas, atau font-nya sudah sesuai dengan jenisnya. Sesuai dengan mau kampus atau nggak. Ya, kita kan harus mengikuti prosedur sesuai dengan... Buku susunan skripsi] (SA)

[Oh.. iya, panduannya] (R)

[Jadi itu kan beda judul, beda... bagian isinya kan itu, beda font-nya. Beda font, beda apa-apanya gitu. Kalau kan waktu itu kayak... gimana, misalnya kita merevisi di halaman 2, nah pengurangan dari halaman 2 itu kan otomatis berombak ke halaman selanjutnya. Nah, jadi itulah. It's difficult for me] (SA)

[Kalau kesulitan lainnya dalam segi internal atau eksternal ada nggak ci kira-kira?] (R)

[Dalam penulisan skripsinya?] (SA)

[Ya, dalam penulisan bisa. Atau faktor eksternal kayak dari kampus atau dari teman. Dari penulisan aja lah dulu, ada nggak?] (R)

[Kalau dari penulisan apa ya... Kalau di bagian grammar, penyusunannya lah ya kan harus sesuai. Karena dari kita yang udah inter... kayak kita udah penelitian atau belum itu kan beda. Beda prosedur penyusunan grammarnya. Itu kan yang sudah terjadi sama yang belum itu kan. Jadi kita harus menyesuaikan dengan keadaannya] (SA)

[Kayak dari misalnya sempro ke semha pas penelitian gitu berarti kita harus merombak grammarnya lagi gitu ya berarti?] (R)

[Ya, kita harus menyesuaikan itu udah terjadi gitu. Kalau dibuat tetap versi yang waktu kita sempro sampai ke sidang itu kan nggak mungkin. Karena kita sudah melakukan penelitian itu di setelah sempro gitu, ya kan] (SA)

[Iya, kalau lainnya ada nggak ci kira-kira?] (R)

[Kalau menurut saya sih mencari bahan yang cocok, atau referensi, atau materi yang tepatlah untuk judul kita, atau teori yang mau kita bahas. Menurut saya sih itu. Karena setiap paragraf yang kita cantumkan atau yang kita kutip di berbagai paragraf itu kan harus kita simpulkan. Jadi itu harus saling terkait gitu] (SA)

[Oh saling berhubungan gitu ya antara satu paragraf dengan paragraf lainnya gitu ya?] (R)

[Iya gitu] (SA)

[Jadi gimana cara suci nyari referensinya kemarin, kan susah itu katanya. Gimana caranya bisa dapet gitu?] (R)

[Kalau itu saya paling menolong kali lah ya itu di Google Scholar] (SA)

[Oh, Google Scholar] (R)

[Ya kemudian apa ya itu? Pris62 atau apa ya versinya. Di situ juga ada. Saya juga menemukan di situ. Kemudian di Google biasa atau Chrome biasa. Kemudian di apa lagi ya? bagian...intinya di bagian apa, jurnal juga sudah saya cari juga. Karena itu kan harus sesuai sama apa kita. Sama teori gitu. Ya memang harus cocok juga sama bahasan kita gitu] (SA)

[Kalau referensi dari bukunya susah nggak Ci?, kan tadi susah itu katanya suci referensinya] (R)

[Ya, kalau bagian buku. Kadang kan buku yang kita download itu nggak bisa. Kita bayar gitu kan] (SA)

[Oh iya iya iya paham paham] (R)

[Dan kemudian kita harus cuman mencari di Google Scholar ini bagian yang ada PDF-nya atau e-book-nya gitu. Ya cukup kalau dapat e-book. Saya kayaknya semalam sekitar 6 buku lah dapat itu] (SA)

[Oh dari Google Scholar ya?] (R)

[Ya kadang mencari buku atau e-booknya aja udah kayak bisa lah. Karena sebenarnya banyak cuman nggak ada yang pas sama jurnal saya gitu. Atau yang dibutuhkan gitu] (SA)

[Paham paham paham. Kalau kesulitan lainnya kira-kira ada lagi nggak nih ci dalam prosesnya? sesuai pengalaman suci, yang suci alami kayak dari kampus kah. atau dari semangat, kayak nanti udah nge-stuck gitu, kurang semangat. Biasanya ngapain gitu?] (R)

[Kalau prinsip saya dalam penulisan skripsi ini sih gini. Kalau misalnya udah disuruh revisi kerjakan aja gitu. Kalau didiamkan itu kayak udah langsung aja] (SA)

[Kayak nggak ada lagi niat mengerjakan gitu ya berarti, misalnya harus rajin revisi lah gitu berarti ya?] (R)

[Ya karena misalnya kita siap bimbingan hari ini. Kemudian iyalah kita menulis di situ poin-poinnya yang dijelaskan dosen. Tapi kan otomatis pembahasan dosen sama yang kita tulis poinnya itu kan masih menempel. Kalau setelah bimbingan itu direvisi langsung malamnya gitu] (SA)

[Oh iya iya paham. Kalau misalnya kita biarkan gitu nanti bisa jadi lupa gitu ya] (R)

[Ya kayak pokok dari apanya, kita nggak dapat gitu. Karena kalau baru kita bimbingan kan masih jelas-jelas mau apa yang dikerjakan] (SA)

[Paham paham. Kalau kesulitan lainnya kira-kira ada nggak Ci?] (R)

[Kesulitannya nggak ada sih. Harus sabar aja nunggu dosen gitu] (SA)

[Harus sabar nunggu dosen berarti kayak dari kampus kayak nunggu dosennya gitu ya, administrasi ya?, Nunggu dosen kayak ngurus-ngurus gitu ya berarti?] (R)

[Ya. Yang nunggu dosen itu kita kayak kita misalnya nunggu di depan kantornya. Kayak nunggunya itu kayak misalnya kita pergi 5 menit, itu nggak tau kita yang 5 menit itu ada atau ngga dosennya disitu. Jadi kayak harus standby aja nunggu disitu] (SA)

[Oh, ya berarti kendala di tunggu-tungguan sama dosen gitu berarti ya?] (R)

[Ya] (SA)

[Itu waktu ngurus ci atau gimana? waktu ngurus-ngurus surat gitu ya?] (R)

[Ya, waktu ngurus surat sih sebenarnya. Tapi ya ternyata memang memang biasa juga sih, cuman kendalanya kayak gitu juga lah. Harus sabar menunggu, harus rajin mengecek setiap saat gitu lah] (SA)

[Oh oke oke. Ada lagi nggak ci kira-kira pengalaman suci gitu yang mau suci ceritain tentang kesulitan-kesulitan atau apa gitu?] (R)

[Kalau kesulitannya apa ya.. nggak ada sih cuman kesulitan kayak mencari-cari apa itu aja kalau menurut saya] (SA)

[Referensi itu ya berarti ya?] (R)

[Ya, referensi sama mencocokkan apa sih..argumen gitu ya] (SA)

[Oh, iya paham paham. Berarti itu yang kesulitan paling utamanya ya yang suci alami ya berarti?] (R)

[Ya, cuman itu aja sih] (SA)

[Kalau misalnya nih ada saran untuk dosen pembimbing, dosen kampus, untuk kampus kira-kira ada nggak ci yang mau disampaikan, yang mau dikasih sarannya supaya lebih baik ke depannya atau gimana gitu?] (R)

[Kalau sarannya, gimana ya...sesuai. Harusnya misalnya janji jam segini ya memang ketika mahasiswanya datang ya memang harus standby gitu. Istilahnya menepat janji lah gitu] (SA)

[Itu dalam ngurus-ngurus di kampus ya berarti ya?] (R)

[Ya, ada juga itu termasuklah itu semua. Dari proses sempro, semha, kompri, sama segala macam. Itu semua mencocokkan] (SA)

[Berarti bukan dalam hal pembimbingan ya, dalam hal ngurus-ngurus administrasi kampus itu yang sulit tadi, yang mau dikasih saran ya?] (R)

[Bisa jadi di dalam waktu proses pembimbingan atau administrasi segala macam lah] (SA)

[Kayak lebih ditingkatkan lagi lah gitu berarti ya?] (R)

[Iya] (SA)

[Oke, ada lagi nggak ci kira-kira?] (R)

[Nggak ada sih, cuman itu aja] (SA)

[Oke terakhir nih, kalau misalnya nih ada adik-adik tingkat nih yang baru mulai skripsi atau lagi mau nyusun gitu, ada nggak tips atau strategi supaya mereka tuh rajin dan cepet selesainya?, ada nggak kira-kira?] (R)

[Kalau menurut pengalaman saya, saya juga udah pernah itu ditanyaan adik-adik kan sama adik tingkat satu kita, satu semester mereka bilang kayak gini. Kalau memang kau mau menyusun skripsi itu harus gimana ya..harus rajin, atau entah kena marah sama dosen, entah segala macam itu harus terima gitu] (SA)

[Harus sabar gitu ya?] (R)

[Tapi secepat apapun tetap di jalani gitu. Apapun nanti, kayak prosesnya entah sulitnya, yaudah pelajarin aja, lalui aja semua kesulitan itu, karena bentarnya itu yang apa itu kayak gitu. Karena nanti misalnya kan ada itu kan mahasiswa kan yang sekali bimbingan, udah nggak mau, marah sama dosennya, malas gitu] (SA)

[Jadi nggak mood ngerjain gitu ya?] (R)

[Iya, sambil nangisnya nggak apa-apa. Kan cuma itu aja gitu. Lebih rajin lagi lah dalam mengerjakan skripsi. Jangan bosan-bosan menjumpai dosen gitu. Memang kan ilmu juga yang dibagikan walaupun masih banyak revisinya] (SA)

[Iya sih, memang balik ke diri sendiri lagi harus rajin gitu ya. Kalau nggak rajin, nggak selesai-selesai juga gitu] (R)

[Iya, karena mengumpulkan ide itu susah kali gitu] (SA)

[Ada lagi nggak nanti kira-kira pengalaman suci yang mau di-share?] (R)

[Apa ya.. nggak ada sih] (SA)

[Berarti cuma itu kesulitan yang suci alami ya? Berarti nggak terlalu susah lah ya?] (R)

[Middle lah nggak terlalu susah, nggak terlalu gampang juga] (SA)

[Pasti ada kesulitan, ada kemudahannya juga ya kan] (R)

[Iya, tapi sampai di titik ini juga sangat sulit gitu. Gimana ya waktu revisi semalam, kan aku kayak, that's too hard. Itu banyak kali di proses mau sidang mau ke yudisium] (SA)

[Gimana tuh, boleh ceritain nggak kira-kira?] (R)

[Kan itu kan sidang kan harus revisi dulu] (SA)

[Biar bisa ngurus syarat yudisium kan. Kayak ngurus-ngurus yang distribusi itu juga harus revisi dulu ya?] (R)

[Iya, karena kan setelah sidang sama ke yudisium, kalau nggak salah saya jarak 4 hari lah. Betulnya 5 hari ya. Bayangkanlah di situ mengurus administrasi segala macam, minta tanda tangan revisi. Nah, revisi ini sebenarnya gimana ya.. saya harus menyesuaikan semua sama keinginan per dosen. Itu kan 4 dosen. Belum lagi menjumpainya, belum lagi menyusun kembali apanya ya..] (SA)

[Mencocokannya ya?] (R)

[Ya, saya harus bisa mengorbankan waktu tidur lah. Karena itu kayak begadang sampai subuh, ya, sebuuh terus jam 7 harus ke kampus lagi. Makanya saya bilang tadi, harus rajin, jangan nyerah gitu. Pantang nyerah lah, entah apapun dihadapi, baik apanya manisnya udah, jalan aja gitu] (SA)

[Kalau di waktu berarti nggak ada kendala ya, suci?] (R)

[Alhamdulillah nggak ada] (SA)

[Berarti sudah semualah itu ya, pengalaman dari sulit dan mudahnya. Berarti kebanyakan dari kampus gitu ya?, kayak susah gitu sekarang ini lama ngurus ini gitu, susah, masih ada perlu ini lagi, revisi ini lagi, ini lagi, gitu berarti ya?] (R)

[Ya, karena setelah sampe revisi, setelah semha revisi, setelah sidang revisi, karena tanda tangan dari revisi ini semua diikatkan ke perseratan selanjutnya gitu. Makanya pertama kali dapat tanda tangan ini. Jadi harus siapkan revisi itu gitu] (SA)

[Oke suci, kayaknya cuma itu aja yang mau aku tanya, sesuai dengan pengalaman suci. Makasih banyak ya, Suci, waktunya. Makasih banyak, maaf ya kalau misalnya ganggu] (R)

[Ngga kok] (SA)

[Ya mana tau kan lagi sibuk, aku ganggu gitu. Sukses selalu ya, suci, sukses selalu, lancar. Semoga habis ini nggak ada kendala lagi] (R)

[Amiin, semoga cepat sidang yaa] (SA)

[Amin ya Allah amin. Makasih banyak ya, suci, sekali lagi] (R)

[Ya, pasti. harus selesai bulan 12] (SA)

[Harus. Oke, suci. Makasih banyak, sehat-sehat, kututup ya, ci. Assalamu'alaikum] (R)

[Wa'alaikumsalam] (SA)

[DATUM 7]

Students 7 (NS)

Researcher (R)

[Halo, assalamu 'alaikum nina] (R)

[Wa 'alaikumsalam] (NS)

[Apa kabar, nina? Sehat?] (R)

[Alhamdulillah sehat. Udah gimana?] (NS)

[Masih proses. Masih proses] (R)

[Semoga cepat ya] (NS)

[Amiin. Maaf ya nina kalau ganggu waktunya sebentar. Jadi gini nina, aku mau nanya-nanya seputar pengalamanmu waktu nulis skripsi, boleh kan?] (R)

[Boleh] (NS)

[Sebelumnya aku record gak apa-apa kan, nina?] (R)

[Gak apa-apa] (NS)

[Oke, jadi sebelumnya nina, gimana waktu sidang kemarin, lancarkah atau ada kendala?] (R)

[Kalau sidang sih, lancar-lancar aja sih, tapi paling yang di bagian tanya-tanya itu, kalau sidang alhamdulillah, alhamdulillah lancar gitu] (NS)

[Alhamdulillah. Siapa aja emangnya pengujimu kemarin, nin?] (R)

[Kalau pas sidang Pak Fitri, Mam Dhani, Ummi sama Pak Jai kayaknya, lupa.. kayaknya iya Pak Pitri, Mam Dhani, Ummi, iya, sama Pak Jai] (NS)

[Oh..kalau boleh tau nina, berapa nilai sidangmu kemarin?] (R)

[Kalau nilai sidang 81,5 aku] (NS)

[Oh, A berarti ya?] (R)

[Iya] (NS)

[Waktu yudisium kemarin, lulusnya IPK-nya berapa, nina?] (R)

[Kalau lulus IPK-nya, 3,51] (NS)

[Oh..masih cumlaude lah berarti. Siapa pemimbingmu kemarin, nina?] (R)

[Ummi Yusni sama Mam Pit. Eh, satu lagi itu ternyata mam Vinde] (NS)

[Oh yang apa tadi ya, penguji ya?] (R)

[Iya] (NS)

[Berarti siapa aja tadi?] (R)

[Pak Fitri, Mam Vinde, Mam Dhani sama Ummi, Ummi Yusni] (NS)

[Oke oke, waktu bimbingan kemarin, gimana nina bimbingannya, cara bimbingannya kalau boleh tau?] (R)

[Kalau sama Ummi sih, Ummi kan bagian penulisan. Apalagi sebelum sempro kan, itu ditengok grammar-nya sama Ummi, banyak yang salah. Karena kan pertama itu, kalau sebelum sempro itu masih pake simple present kan, itulah ada yang terbuat ku udah pake simple past tense. Jadi di situ salahnya juga, kalau grammar. Tapi kalau mam Fit, aman-aman aja, cuma nyuruh ditambahi ahli di dalam skripsinya itu] (NS)

[Oh, dari expert gitu ya berarti ya, dari mana-mana aja teorinya gitu?] (R)

[Iya, ditambahi jangan satu gitu] (NS)

[Oke oke. Susah nggak bimbingannya kemarin? Ada kendala nggak kira-kira?] (R)

[Kalau kendala sih, kayaknya nggak sih yol, aman-aman aja, mungkin lagi rezekinya juga sih] (NS)

[Alhamdulillah berarti ya. Berapa kali kemarin Nina bimbingan dalam seminggu sama pemimbing 1 dan 2?] (R)

[Kalau sama pemimbing 2, itu lama kali tuh yol, ada kayaknya aku itu sepuluh kali] (NS)

[Sepuluh kali? Itu untuk apa? Untuk proposal?] (R)

[Iya itu untuk proposal aja tuh ada 10 kali. Itu aku paling banyak direvisi tuh di bagian latar belakangnya. Karena kan di situ, diperiksa grammarnya, nyambung nggak sama nanti ke depannya gitu. Kalau sama mam Fit, kayaknya cuma dua kali. Iya dua kali kalau sama mam Fit] (NS)

[Berarti di ummi ya, di pemimbing 2 yang susah ya? Agak lama gitu ya prosesnya?] (R)

[Iya, kalau sama ummi. Tapi ya itulah, banyak juga sih yang dapat dari ummi, walaupun lama kayak gitu, harus sabar lah memang] (NS)

[Ada hikmahnya juga berarti ya?] (R)

[Ya, nggak cuma hikmah pengetahuan, hikmah, semuanya pun ada] (NS)

[Wah, mantap. Pas ngajukan judul kemarin, gimana nih, menurut nina, susah atau nggak?] (R)

[Kalau itu yol, alhamdulillah kan kawan-kawanku, kami yang ngajuin judul itu kan banyak yang sama ummi, itu. Karena kan pertama sama ummi itu kan, karena pemimbing 2. Kalau aku memang sekali udah acc waktu itu. Kalau temen yang lain ada lah 2 kali, 3 kali kayak gitu. Kalau ini memang insya Allah, karena memang judulku ini udah aku siapin dari lama, lagian pun belum banyak yang pakai, makanya cepat di acc sama ummi] (NS)

[Oh, sama pemimbing 1 aman berarti?] (R)

[Aman juga] (NS)

[Berarti nggak ada kesulitan waktu ngajukan judul berarti ya?] (R)

[Insya Allah nggak ada sih, alhamdulillah nggak ada] (NS)

[Tapi skripsimu kemarin apa Nina? Tentang apa?] (R)

[Tentang PSS, the effect dari strategi, strategi itu PSS namanya, vocabulary collection untuk vocabulary siswa] (NS)

[Di?] (R)

[Di SMP, SMP Negeri 4 Angkola Timur] (NS)

[Oh, Angkola Timur. Waktu nulis kemarin, prosesnya itu dari awal mulai sampai terakhir sidang, ada nggak kesulitan-sulitan yang nina alami?] (R)

[Yang pertama sih kalau yang paling sulit itu nyari buku, karena kan nyari buku harus 10 tahun, pokoknya 10 tahun lebih tinggi, maksudnya gimana ya..lebih tinggi lah] (NS)

[10 tahun terakhir maksudnya?] (R)

[Eh, iya 10 tahun terakhir. Jadi itu agak susah kan, karena strategiku ini, yang kubuat di skripsi ini, ini udah lama. Udah lama dia. Jadi bukunya pun lama. Makanya nyari bukunya susah. Itulah satu kan. Terus yang kedua, yang pas sama Ummi lah, yang grammar, kayak gitu. Kalau penulisan, di grammar lah. Karena kan, oh iya itu penyampaian

argumennya juga kan ada sebagian pembimbing itu maunya pakai kutipan langsung sama nggak langsung. Jadi kayak gitu juga lah] (NS)

[Kesulitan lain kira-kira ada nggak, nina?] (R)

[Selain hal-hal itu. Kalau itu nggak ada sih yol, cuma itu aja] (NS)

[Dalam segi faktor internal atau eksternal, kayak nina ngerjain, eh apa ya bahasanya..nina ngurus-ngurus ke kampus atau apa, ada kendala nggak kira-kira?] (R)

[Kalau itu, oh iya. Jumpa Ummi kadang susah kan, mepet juga waktunya sama Ummi, gitu lah. Kalau sama mam Fit lancar-lancar aja. Kalau sama Umi juga lancar sih semuanya. Tapi waktunya, waktu bimbingannya juga lama sampai 10 kali] (NS)

[Itu berarti nggak ada jadwal bimbingan tetap hari ini, hari ini, hari ini, nggak ada ya?] (R)

[Nggak ada. Nggak ada kalau sama Ummi, sama mam Fit juga] (NS)

[Berarti kapan pun kita selesai, kita bisa dan dosennya juga bisa berarti langsung bimbingan?] (R)

[Iya, tapi itu kalau mam Fit sama Ummi nggak sibuk ya] (NS)

[Kalau kesulitan lainnya kira-kira ada nggak, nina?, sesuai pengalaman nina] (R)

[Kayaknya cuma itu sih] (NS)

[Cuma itu ya? Kalau misalnya nih, kan kita pernah nih ngerjain kayak nge-stuck nggak tahu kita lagi mau ngapain, bingung gitu. Pernah nggak nina ngerasain ya?] (R)

[Oh, pernah. Pernah lah, jelas] (NS)

[Kalau kayak gitu misalnya, apa hal yang nina lakukan untuk menghadapi itu?] (R)

[Kalau cuma menghadapi itu kan aku juga punya kakak ini, punya kakak kan, jadi kadang nanya sama kakak ini gimana gitu, sama baca skripsi-skripsi yang sama kayak penelitian terdahulu] (NS)

[Kesulitan utama yang nina hadapi itu berarti di mana?] (R)

[Di dalam konteks apa nih?] (NS)

[Dari semua hal tadi] (R)

[Pencarian jurnal sih. Yang 10 tahun lebih itu, lebih 10 tahun ke depan gitu, dari 10 tahun sebelumnya gitu] (NS)

[10 tahun terakhir?] (R)

[Ya, 10 tahun terakhir itu maksudnya] (NS)

[Oh, berarti di referensi ya?] (R)

[Iya, referensi] (NS)

[Kalau Nina misalnya ada saran untuk pihak pembimbing, dosen gitu kan, ke kampus, ada nggak kira-kira yang mau nina sampaikan?] (R)

[Saran buat kampus ya.. atau pembimbing.. kayaknya itulah, lebih... lebih itulah. Gak usah, sampai 10 tahun. 5 tahun aja. Gak usah 10 tahun] (NS)

[Oh, dikurangin lagi berarti gitu ya? Biar nggak susah gitu, karena kan ada beberapa itu yang nggak ada bukunya] (R)

[Oh, satu lagi itu, yol. Kesulitannya itu, ada itu sebagian pembimbing yang minta bukunya bukunya itu apa..bahasa Inggris dan bahasa Indonesia. Jangan versi bahasa Indonesia-nya. Karena aku ada kan pakai buku bahasa Indonesia. Terus disuruh harus pakai buku bahasa Inggris] (NS)

[Oh, berarti kayak nggak boleh gitu ya pakai buku Bahasa Indonesia gitu?, kalau pun misalnya ada, harus yang ada versi bahasa Inggrisnya gitu?] (R)

[Iya, karena kan kita bahasa Inggris] (NS)

[Oh, itu berarti lagi kesulitannya ya?] (R)

[Iya] (NS)

[Ada lagi ngga?] (R)

[Kalau sarannya itu sih kalau sarannya yang yola tanya itu tadi itulah. Dikurangin lah batas bukunya itu. Biar nggak susah juga kan masih soalnya nyarinya gitu. Apalagi adik-adik yang sekarang kan nanti. Karena pasti judulnya udah sering dipakai orang] (NS)

[Iya] (R)

[Makanya kadang sulit jadinya orang itu gitu kan] (NS)

[Oh...ya, terakhir nih nina, kalau misalnya ada adik tingkat yang baru mau mulai nulis atau lagi ngerjain gitu. Ada nggak tips atau strategi dari nina supaya bisa cepat dan rajin ngerjainnya gitu?] (R)

[Gimana tadi Yola?] (NS)

[Tips atau saran atau strategi dari nina gitu, untuk adik-adik yang baru memulai atau yang lagi nulis sekarang, biar mereka semangat] (R)

[Mending cari judul yang nggak usah yang sulit-sulit. Yang mudah aja, walaupun udah dipakai orang tapi lebih dikembangkan aja gitu] (NS)

[Oh... iya] (R)

[Jangan yang sulit, sesuai kemampuan dia aja. Contohnya kan dia mampunya di vocabulary jadi ambilnya vocabulary aja. Jangan reading gitu, gara-gara nanti habis kalau vocabulary-nya udah diambil sama kawan-kawannya semua kayak gitu kan. Tetap itu aja dipertahankan. Nggak usah reading] (NS)

[Berarti harus sesuai minat gitu ya?] (R)

[Iya, sesuai minat aja biar lebih mudah] (NS)

[Ada lagi nggak nih kira-kira nina tipsnya? supaya rajin gitu] (R)

[Supaya rajin, kalau supaya rajin sering-sering baca-baca jurnal. Bukan rajin sih. Biar lebih paham, baca jurnal yang sama kayak judul kita] (NS)

[Ada nggak lagi kira-kira nina yang mau di-share tentang pengalamannya atau udah cukup sampai sini?] (R)

[Kayaknya cuma itu udah cukup] (NS)

[Oke..makasih ya nina untuk waktunya, maaf kalau misalnya ganggu]. (R)

[Iya, nggak apa-apa kok, santai] (NS)

[Sukses selalu ya, nina. Sehat-sehat] (R)

[Amin, kamu juga ya] (NS)

[Amiin, makasih banyak ya nina sekali lagi. Aku tutup ya] (R)

[Oke] (NS)

[Assalamu 'alaikum] (R)

[Wa 'alaikumussalam] (NS)

[DATUM 8]

Students 8 (AZ)

Researcher (R)

[Halo, assalamualaikum anggi, apa kabar?, udah lama gak jumpa] (R)

[Alhamdulillah baik] (AZ)

[Alhamdulillah..maaf ya anggi kalau ganggu waktunya, Jadi kayak gini, aku mau nanya-nanya tentang pengalamanmu waktu nulis skripsi, boleh gak?] (R)

[Boleh..] (AZ)

[Sebelumnya aku record, gak apa-apa kan Anggi?] (R)

[Gak apa-apa] (AZ)

[Sebelumnya anggi, aku mau nanya waktu sidang kemarin, gimana anggi, ada kendala gak atau lancar-lancar aja?] (R)

[Pas sidang, alhamdulillah gak ada kendala, cuma nervous aja sih] (AZ)

[Emang kemarin siapa aja penguji, anggi?] (R)

[Penguji sidang, mam Dhani, mam Eka, terus siapa lagi ya, lupa] (AZ)

[Gak apa-apa, gak apa-apa, kalau boleh tau nih anggi, berapanya nilai sidangmu kemarin?] (R)

[Nilai sidang 80 sekian] (AZ)

[Berarti A kan ya?] (R)

[Alhamdulillah] (AZ)

[Waktu yudisium kemarin, lulusnya IPK-nya berapa Anggi, kalau boleh tau?] (R)

[IPK-nya 3,54] (AZ)

[Siapa pembimbingnya anggi kemaren?] (R)

[Pembimbingnya mam Eka sama mam Dhani] (AZ)

[Bolehnya aku tau gimana cara bimbingannya kemarin, ada gak kira-kira kendalanya atau lancar?] (R)

[Kalau sama mam Eka, kan mam Eka sistem titip, jadi memang sebagian revisiannya ada juga yang gak terbaca kita kan. Kan namanya juga sistem titip, jadi kan ditulis mam itu yang apa gitu-gitu. Kadang kita tebak apa

yang mam itu maksud gitu. Di bilang mam kalau memang ada yang gak tau tulisannya atau gak paham apa yang direvisi, bisa dikabarin mam itu, chat aja mam itu] (AZ)

[Kalau sama pembimbing dua gimana?] (R)

[Kalau sama pembimbing dua awal-awal proposal itu agak lama juga memang kan, karena kan memang harus, tapi kalau sama mam Dhani harus semuanya ada gitu, referensi baru bukunya harus ada. Jadi memang agak lama juga sih, cuman gak terlalu lama kali kan karena memang waktunya mam Dhani ada gitu buat membimbing. Seminggu ke pembimbing dua, terus lagi proposalan kan seminggu mau dua kali, dua kali kadang tiga kali mau, pernah] (AZ)

[Pertama berarti titip aja berarti ya?] (R)

[Kalau.. iya pembimbing pertama kan mam Eka titip kemarin, apalagi sebelum sempro kan, setelah acc sama mam Dhani langsung ditaruh ke mam Eka. Agak lama, mam Eka sekitar tiga minggu lebih baru diperiksa. Terus kurevisi lah kan, cuman semalam itu kurevisi, nunggu lagi. Ada kendala juga mam itu lagi berobat itu sekitar dua minggu diperiksa mam Eka, baru yang ketiga lagi itu hampir dua minggu juga] (AZ)

[Berarti ada kendala juga dalam proses bimbingannya ya, nggi?] (R)

[Proses bimbingannya lama, pembimbing satu] (AZ)

[Topik skripsi kemarin apa, nggi?] (R)

[Exposition text] (AZ)

[Oh.. exposition text] (R)

[Iya..] (AZ)

[Kalau judulnya?] (R)

[The effect of The Strategy of Students' Reading Exposition Text Ability at the Grade XI SMAN 3] (AZ)

[Ada ga nggi, kira-kira kesulitannya waktu menulis skripsi?] (R)

[Pas awal proposal, sulit lah kan, karena kita kan gak tau, terus juga ada kata-kata di dalam proposalnya kan, kayak ada we nih, we ini siapa..] (AZ)

[Gak dibolehkan kayak pemakaian pronoun gitu ya?] (R)

[Ya itunya gak bisa kan, harus sesuai. Terus kalau di mam Eka, ini lah marginnya kan] (AZ)

[Gimana , nggi?] (R)

[Diatur margin proposalnya] (AZ)

[Oh marginnya yang berarti yang diatur gitu kan, rata kanan kirinya gitu ya?] (R)

[Ada juga before afternya, itu yang kemarin di mam itu kan before after itu harus 0-0] (AZ)

[Oh.. ada lagi nggi?] (R)

[Apa itu ya, spasi?] (AZ)

[Spasi, spasi] (R)

[Spasinya kan after before itu. Iya.. spasi baru footnote. Bagus sih, karena kan dari mendeley langsung] (AZ)

[Ada lagi nggi kira-kira?] (R)

[Yang susah di bab empat lah kalau di skripsi kan, banyak salahnya. Kadang pembimbing ini kan beda-beda. Nanti kita udah kayak gini bagusya, terus ketemu penguji ternyata gak sesuai sama maunya gitu loh. Maunya apa yang kayak punya penguji gitu. Kemarin setelah semha kayak gitu lah bedanya kan, beda cara mendeskripsikan. Kalau di semha itu kayak gini, kata pengujinya kayak gini, gitu loh. Jadi gak tau kita kan harus ngikutin siapa. Tapi kan ujung-ujungnya kita harus ke pembimbing] (AZ)

[Iya, iya. Oh.. gitu. Waktu nulis ada gak kira-kira kesulitan-kesulitan yang dialami waktu ngerjain gitu?] (R)

[Pas lagi nulis, referensi lah yang susah, cari-cari jurnal yang terbaru kan, sempat pusing juga cari-cari jurnal banyak yang gak terbaru. Terus kayak gitu lah, banyak begadangnya lah memikirkan ini itu. Transkripsi itu, kata-kata yang cocok] (AZ)

[Oh gitu.. emang anggi kalau nyari referensi dimana?] (R)

[Di Google Scholar kok biasa, sama kalau buku kan] (AZ)

[Dimana Anggi?] (R)

[Kalau buku nyarinya di e-book. Di e-book] (AZ)

[Kalau misalnya kayak jurnal artikel nyarinya di Google Scholar gitu ya?] (R)

[Iyaa] (AZ)

[Ada gak kira-kira kesulitan-sulitan lain gitu yang anggi alami? entah-entah moodnya gitu] (R)

[Moodnya sih memang] (AZ)

[Harus bagus gitu ya?] (R)

[Mengajar juga kan sempet, kayak gak terkejar lagi ini kayaknya, prosesnya tertuju kayak gitu lah karena lama proses bimbingannya itu. Harusnya kan, kalau misalkan cepat, bisa gitu loh. Itu kan sama mam Ek habis 2 bulan kalau gak salah jadinya kan, 3 minggu, 2 minggu habis sama mam Ek. Terus kemarin apa juga kan, akreditasi TBI. Pas mau daftar akreditasi TBI kan gak ada orang di kantor, menunggu-nunggu itu. Agak lama juga itu] (AZ)

[Oh.. karena jadwalnya sama berarti gitu, ya. Kalau dari anggi sendiri gak ada kendala dalam waktu berarti ya?] (R)

[Iya lah kalau waktu cuma kayak gitu lah. Hampir-hampir depresi juga] (AZ)

[Hampir depresi ngerjainya gitu] (R)

[Iya pusing] (AZ)

[Kalo uda gitu, biasanya anggi ngapain niar moodnya naik, biar semangat lagi ngerjainnya?] (R)

[Jajan sih, jajan-jajan. Kalau gak, keluar keliling nyari angin. Nanti kalau udah fresh lanjut lagi, gitu] (AZ)

[Oke-oke..ada lagi gak nggi kira-kira kesulitan yang lainnya?, kayak dari kampus gitu mungkin atau dari hal-hal lain, eksternal gitu?] (R)

[Gak sih yaa gak ngeganggu kerja juga kan pokoknya] (AZ)

[Oh.. anggi juga sambil kerja ya berarti?] (R)

[Iya, kerja toko bouquet. Jadi sambil..] (AZ)

(Jaringan panggilan putus-putus)

[Putus-putus, nggi] (R)

[Iya?] (AZ)

[Iya] (R)

[Oh.. bentar coba pake data.Udah bagus?] (AZ)

[Udah-udah. Gimana tadi, nggi?] (R)

[Kerja di toko bouquet, jadi ya sambil nungguin toko sambil ngerjain skripsi kayak gitu. Kalo mau bimbingan di tutup dulu tokonya baru bimbingan] (AZ)

[Berarti Anggi sendiri kerjanya gitu ya?] (R)

[Berdua sih sebenarnya sama temen kan, cuman kan kemaren kan karena masih semester 7 masih ada kelas kita kan] (AZ)

[Oh iya..] (R)

[Jadi kalo waktunya masuk ke kampus jadi gak ada yang ngejagain toko, jadi terpaksa ditutup] (AZ)

[Oh gitu.. tapi berarti kan gak ada masalah di waktu berarti ya kalo kayak gitu?] (R)

[Kalo waktu alhamdulillah] (AZ)

[Alhamdulillah. Ada gak nggi kira-kira kesulitan lain atau pengalaman anggi yang mau di share gitu?] (R)

[Pengalamannya, apa ya.. intinya kita harus rajin lah kita jumpai pembimbing itu kan. Kalo misalkan gak mau nunggu, di chat kian pembimbingnya bisa atau enggak bimbingan hari itu. Pokoknya kita harus sering-sering bimbingan, cepat kita. Kalo sering kita datang ke pembimbing itu kan pembimbing itu pun bosan nih itulah kita acc ujung-ujungnya gitu berarti. Kalo dia semangat dia, anak ini rajin..] (AZ)

[Intinya rajin gitu berarti] (R)

[Iya, kalo pas sidang itu pun dibilang mam Vinde, mam vinde lah satu pokoknya mam vinde tuh bilang, ini suatu pencapaian karena sejarahnya belum ada anak mem Eka yang cepat] (AZ)

[Oh iya sih memang] (R)

[Sejarah, jadi kek agak bangga juga lah alhamdulillah] (AZ)

[Kalo misalnya ada saran atau masukan gitu untuk dosen untuk kampus, kira-kira ada gak yang mau dikasih sarannya?] (R)

[Sarannya sih, kalo misalkan anak bimbingannya pengen pembimbingan itu, dia harus welcome, kalo misalkan dosennya gabisa bimbingan hari itu dibilang gitu biar kita nya juga ga perlu buru-buru ke kampus karena dosennya ga bisa. Berarti kayak dikasih tau lah jadwalnya, misalnya bisa atau gak ada lah list jadwal buat bimbingan] (AZ)

[Ada lagi gak nih kira-kira yang mau dikasih?] (R)

[Nggak sih kayaknya] (AZ)

[Terakhir nih nggi, kalo misalnya ada tips untuk adik-adik yang lain yang baru mulai skripsi atau yang ngerjain, ada gak kira-kira tips dari anggi atau strategi biar rajin atau cepet selesai skripsinya?] (R)

[Kalo misalkan, pokoknya cuman semangat lah bimbingannya kan, pokoknya kalo bisa bimbingan, bimbingan lah, harus bisa cepet, jangan lagi kayak kating-kating kita yang terdahulu gitu kan yang lama. Pokoknya orang itu kalo bisa tiga setengah tahun, kenapa gak gitu kan] (AZ)

[Harus rajin lah berarti ya bimbingannya?] (R)

[Iya.. rajin kita bimbingan di awal enak kita di akhir] (AZ)

[Iya sih memang..ada gak nih anggi kira-kira yang mau di share lagi pengalamannya?] (R)

[Udah sih itu aja] (AZ)

[Oke anggi, makasih waktunya ya anggi, maaf kalo misalnya mengganggu..] (R)

[Nggak sih] (AZ)

[Oke anggi.. sukses selalu apapun tujuannya..] (R)

[Amiin, kapan sidang, kapan sidang?] (AZ)

[Doain ya anggi masi nyari datanya dulu, ini harus dapet dulu soalnya baru bisa apa semua] (R)

[Oh.. iya semoga cepat ya..] (AZ)

[Amiin semoga cepat menyusul, oke..kututup ya nggi, assalamu'alaikum] (R)

[Wa'alaikumussalam] (AZ)

APPENDIX II

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Nurun Najiah

Reg. Number : 2120300039

Study Program : TBI

Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidempuan, 13 October 2025

Participant,



Nurun Najiah
Reg. Num. 2120300039

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Fitri Wahyuni Nasution

Reg. Number : 2120300063

Study Program : TBI

Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

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Padangsidempuan, 13 October 2025

Participant,



Fitri Wahyuni Nasution
Reg. Num. 2120300063

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Tapi Rumondang Bulan Harahap

Reg. Number : 2120300057

Study Program : TBI

Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidempuan, 13 October 2025

Participant,



Tapi Rumondang Bulan Harahap
Reg. Num. 2120300057

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Laila Tul Husna Harahap

Reg. Number : 2120300034

Study Program : TBI

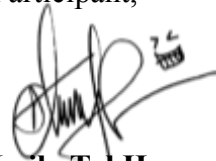
Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidimpuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidimpuan, 13 October 2025

Participant,



Laila Tul Husna Harahap
Reg. Num. 2120300034

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Wanti Lestari Panggabean
Reg. Number : 2120300054
Study Program : TBI
Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidempuan, 13 October 2025

Participant,



Wanti Lestari Panggabean
Reg. Num. 2120300054

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Suci Aprina Rangkuti

Reg. Number : 2120300027

Study Program : TBI

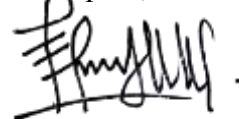
Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidempuan, 13 October 2025

Participant,



Suci Aprina Rangkuti
Reg. Num. 2120300027

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Nina Sakinah Siagian

Reg. Number : 2120300046

Study Program : TBI

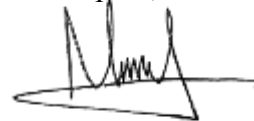
Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syhadada Padangsidimpuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidimpuan, 13 October 2025

Participant,



Nina Sakinah Siagian
Reg. Num. 2120300046

INTERVIEW VALIDATION STATEMENT

The name who signed here:

Name : Anggi Zahra Rani Lubis

Reg. Number : 2120300048

Study Program : TBI

Faculty : Tarbiyah and Teacher Training Faculty

I hereby declare that I have participated as a respondent in an interview conducted for the research project belongs to **Yolanda Izmi Azizah** entitled “**The Difficulties of The English Education Department Students of UIN Syahada Padangsidempuan in Writing Thesis**”. The interview was conducted honestly and voluntarily, and the information I provided truly reflects my personal experiences and opinions related to the topic.

I also confirm that the interview was genuinely conducted, and the transcript accurately represents my statements and opinions during the interview. I give my consent for this interview transcript to be used as research data for academic purposes, while my identify will remain accordance with research ethics.

Padangsidempuan, 13 October 2025

Participant,



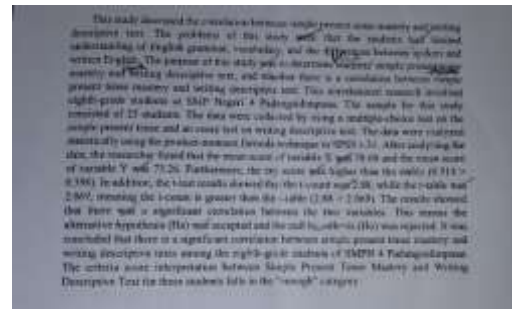
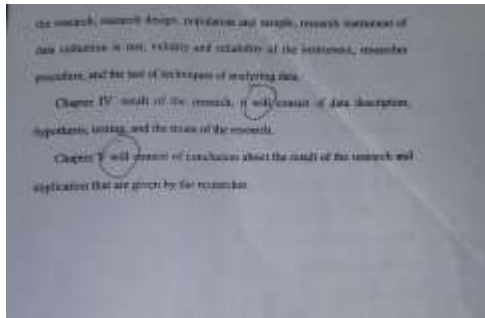
Anggi Zahra Rani Lubis

Reg. Num. 2120300048

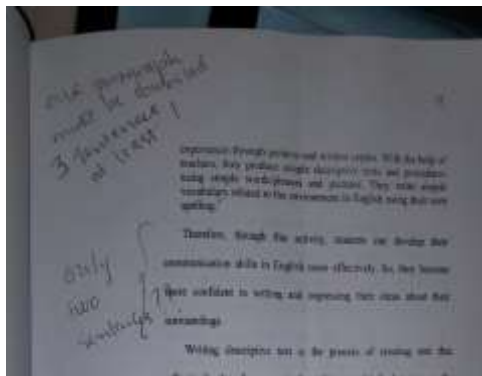
APPENDIX III

DOCUMENTARY EVIDENCE FROM PARTICIPANTS

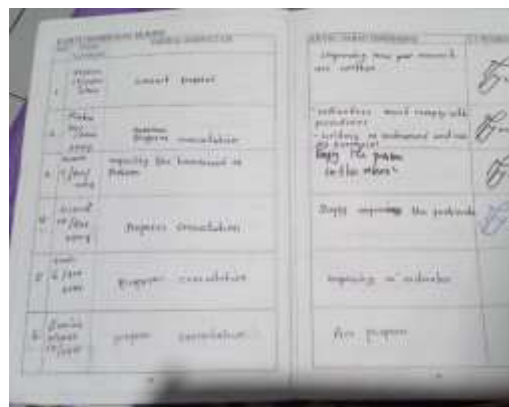
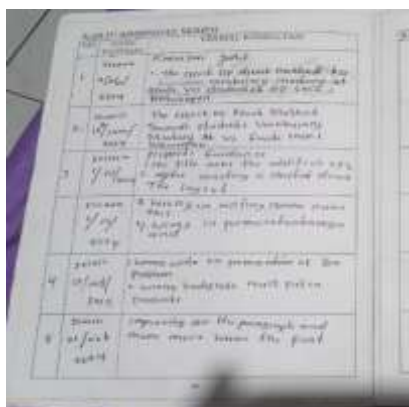
1. Tenses



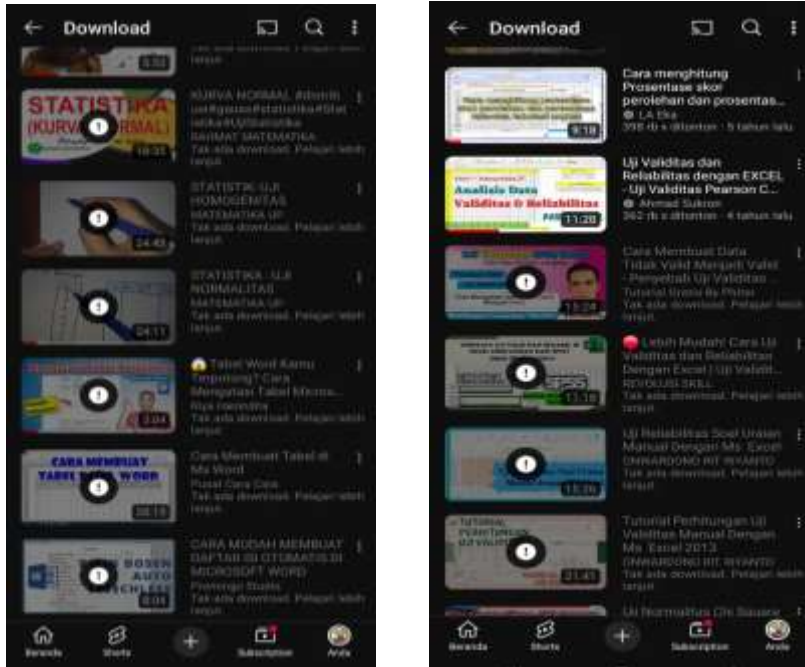
2. Arranging the theories



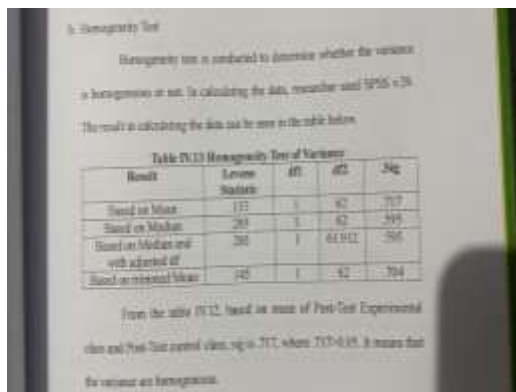
3. Determining the theories



4. Watching Youtube tutorials to learn apps



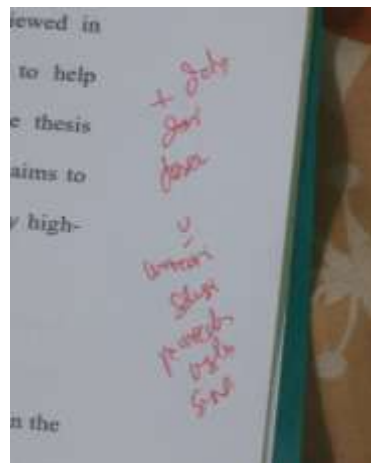
5. Don't know how to read number in SPSS

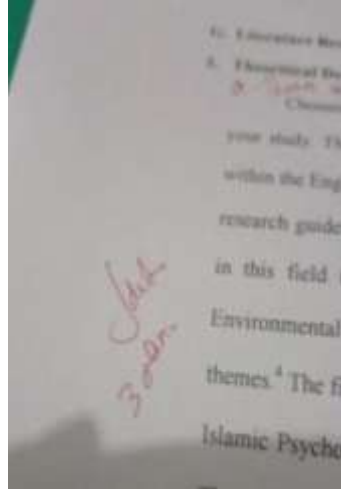
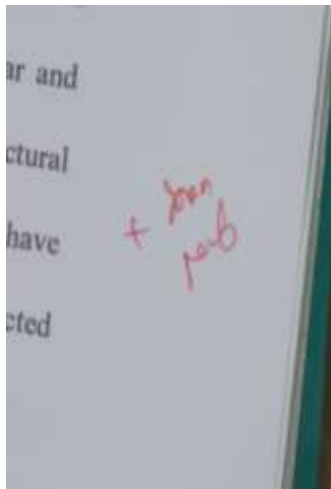


6. Repeated guidance



7. Unreadable revisions

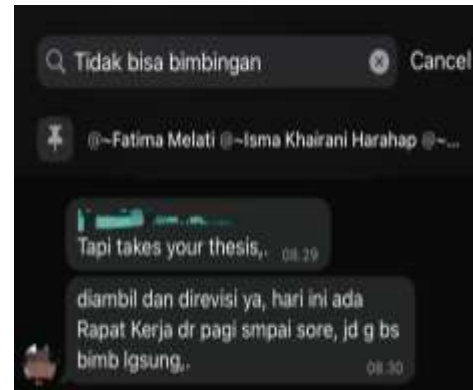




8. Non face-to-face guidance



9. Meetings with supervisors



10. Finding data source (Book)





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Nomor : B 1664/Un.28/E.1/PP.00.9/05/2025
Tipe : -
Materi : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

8 Mei 2025

Dr. Eka Sustri Harida, M.Pd. (Pembimbing I)
Ida Royani, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah sebagai berikut:

Nama	: Yolanda Izmi Azizah
NIM	: 2120300018
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Difficulties of The English Education Department Students of UIN Syahada Padangsidimpun in Writing Thesis

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Hasan Ahmad Addary Padangsidimpun Nomor 112 Tahun 2025 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A
NIP 19801224 200604 2 001


Fitri Ravani Siregar, M.Hum.
NIP 19820731 200912 2 004



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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22060 Faksimile (0634) 24022

Nomor : 387 /Un.28/E.1/TL.00.9/08/2025

11 Agustus 2025

Lampiran :-

Hal : Izin Riset

Penyelesaian Skripsi

Yth. Dekan Fakultas Tarbiyah Dan Ilmu Keguruan UIN Syahada Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yolanda Izmi Azizah
NIM : 2120300018
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Binjai

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "*The Difficulties of The English Education Department Students of UIN Syahada Padangsidimpuan in Writing Thesis*"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas .

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.]
NIP. 19801224 200604 2 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0634) 22080 Faximili (0634) 24022
Website: uinsyahada.ac.id

SURAT KETERANGAN

Nomor : 5433 /Un.28/E.1/PP.00.9/10/2025

yang bertanda tangan di bawah ini :

Nama : Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP : 19801224 200604 2 001
Pangkat/Gol. Ruang : Pembina / (IV/a)
 Jabatan : Wakil Dekan Bidang Akademik dan Kelembagaan/ Lektor
 Kepala
Unit Kerja : Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam
 Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan ini menerangkan bahwa mahasiswa di bawah ini:

NIM	Nama	Program Studi
2120300018	Yolanda Izmi Azizah	Tadris Bahasa Inggris

adalah benar telah melaksanakan penelitian di Program Studi Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad
Addary Padangsidimpuan dengan judul Skripsi "The Difficulties of The English
Education Department Students of UIN Syahada Padangsidimpuan in Writing
Thesis"

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 21 Oktober 2025

Wakil Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001