

**WRITING DIFFICULTIES IN THESIS WRITING  
EXPERIENCE BY STUDENTS AT UNIVERSITAS ISLAM  
FATMAWATI SUKARNO BENGKULU**

**THESIS**

Submitted as a Partial Requirement for Degree of Sarjana  
Pendidikan (S.Pd) in English Education Study Program



By

Name : Amalia Ulpa

NIM : 1516230016

**BENGKULU**

**ENGLISH EDUCATION STUDY PROGRAAM  
FACULTY OF TARBIYAH AND TADRIS  
UNIVERSITAS ISLAM NEGERI FATMAWATI  
SUKARNO BENGKULU**

**2023**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**RATIFICATION**

This is to certify the thesis entitled **“Writing Difficulties in Thesis Writing Experience by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu”** by Amalia Ulpa, NIM: 1516230016.

Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Thursday, 26 January 2023, and has been approved by the board of Thesis Examiners as the requirement for degree of Sarjana in English Education Program.

Chairman

**Dr. Edi Ansvah, M.Pd**  
NIP.197007011999031002

Secretary

**Endang Haryanto, M.Pd**  
NIDN. 2004058601

Examiner 1

**Dr. Svamsul Rizal, M.Pd**  
NIP.196901291999031001

Examiner 2

**Feny Martina, M.Pd**  
NIP. 198703242015032002

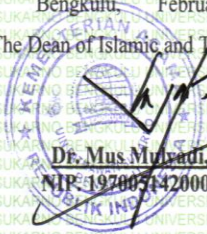
Bengkulu, February 2023

The Dean of Islamic and Tadris Faculty.

**Dr. Mus Muhsadi, M.Pd**  
NIP: 197005142000031004

UNIVERSITAS

FATMAWATI SUKARNO





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatahi Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.uinbengkulu.ac.id](http://www.uinbengkulu.ac.id)

**ADVISORS SHEET**

**Subject** : Amalia Ulpa  
**NIM** : 1516230016  
**To** : The Dean of Islamic Education and Tadris Faculty UIN FAS  
In Bengkulu

*Assalamua'alaikum wr.wb*

After reading thoroughly and giving necessary advice, herewith, as the advisors, we state that the thesis of:

**Nama** : Amalia Ulpa  
**NIM** : 1516230016  
**Judul** : Writing Difficulties in Thesis Writing Experience by Students  
at Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Has already fulfilled the requirements to be presented before the board of examiners (Munaqosyah) to gain the bachelor degree in English education.

Thank you for the attention.

*Wassalamu'alaikum Wr.Wb*

Bengkulu, January 2023.

First Advisor

Second Advisor

**Dr. Edi Ansvah, M.Pd**  
**NIP. 197007011999031001**

**Feny Martina, M.Pd**  
**NIP.198703242015032002**

UNIVERSITAS

FATMAWATI SUKARNO

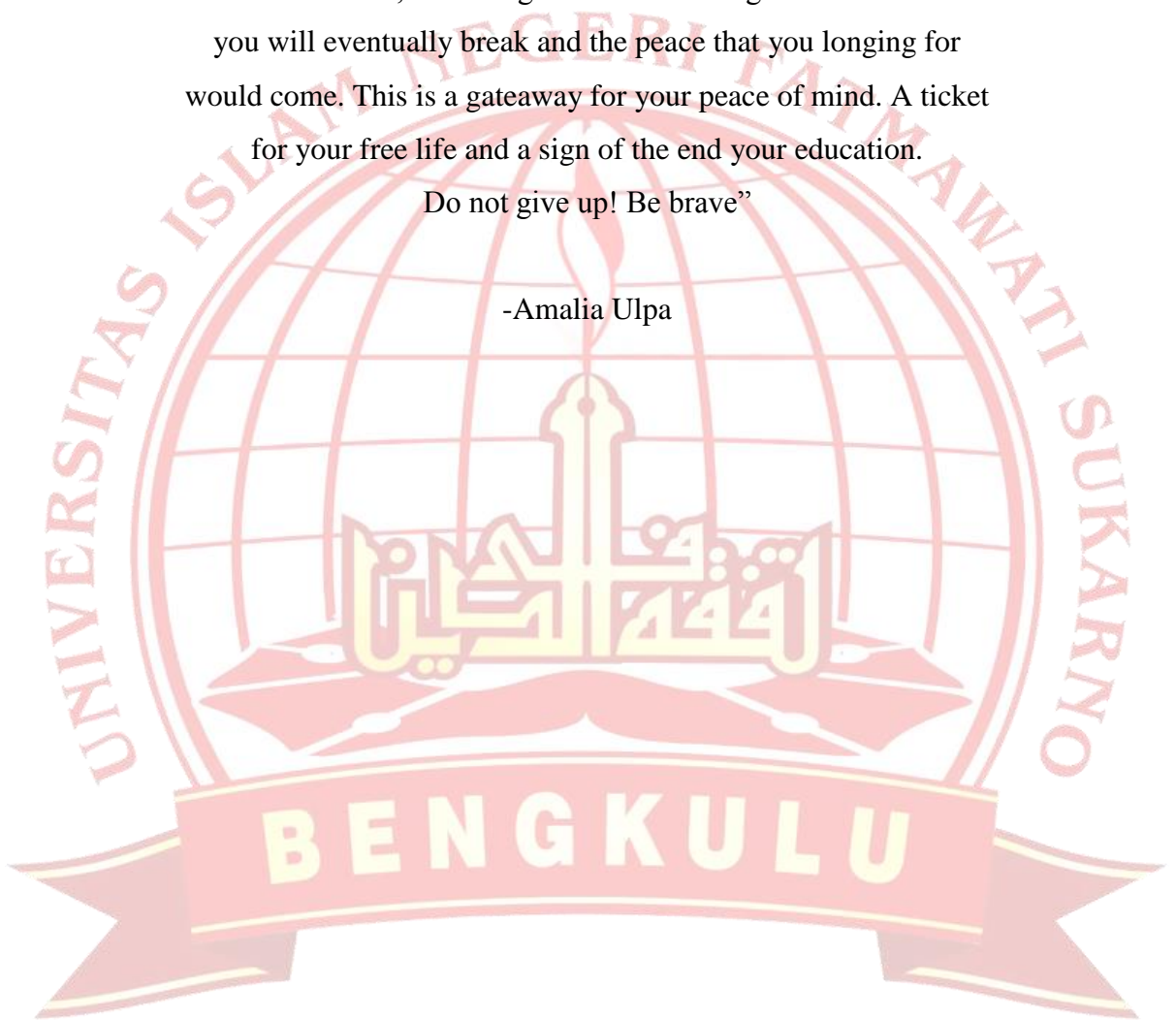


## MOTTO

“As hard as it is, let’s hang in there. The long thread that binds you will eventually break and the peace that you longing for would come. This is a gateway for your peace of mind. A ticket for your free life and a sign of the end your education.

Do not give up! Be brave”

-Amalia Ulpa



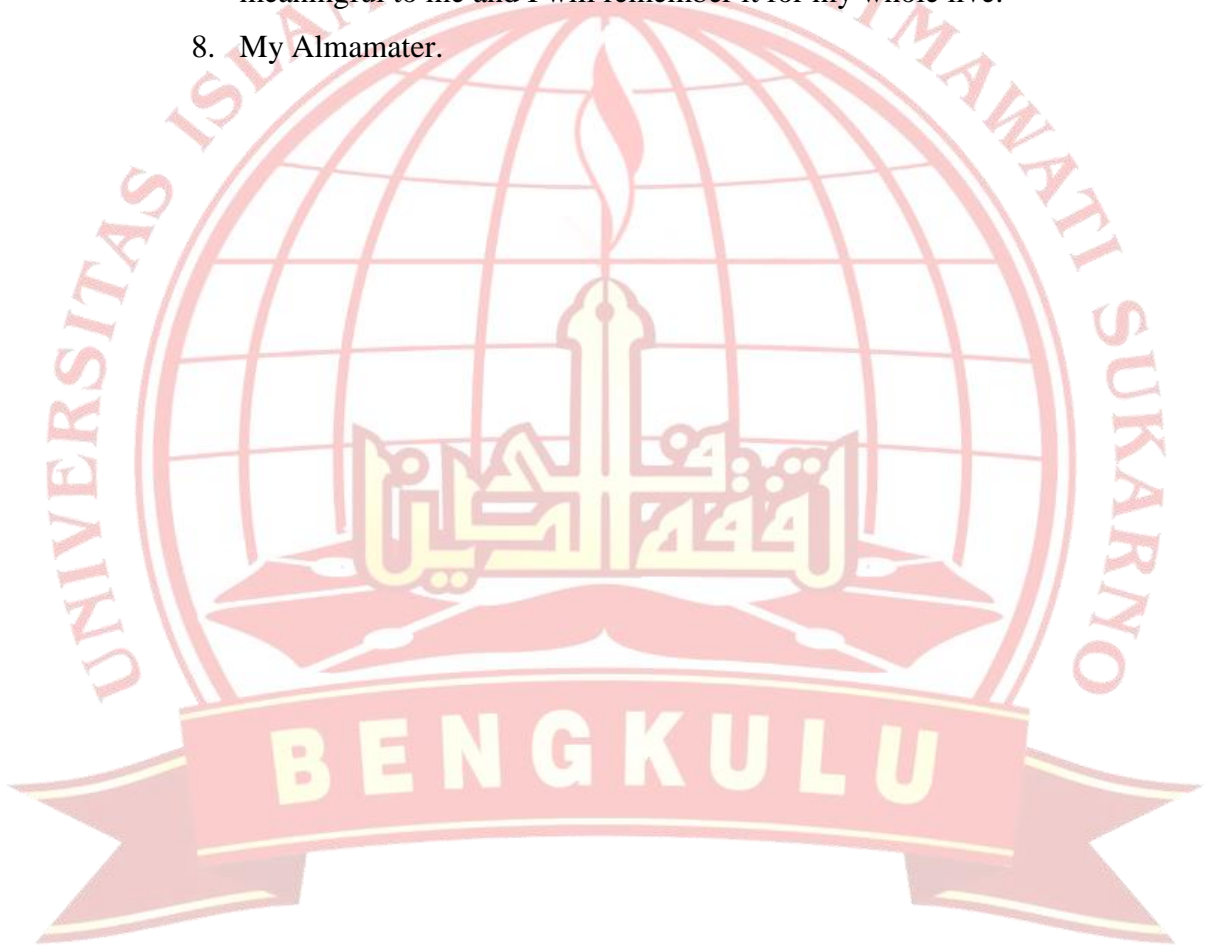
## DEDICATION

With deep gratitude, with the completion of this Thesis, the writer would like to dedicate it to:

1. Thank you Allah SWT the most gracious, the most merciful, without his help nothing is accomplished. My humblest gratitude and love to the holy Prophet Muhammad SAW.
2. To my beloved parents, Hasan and Sapraini, without your love and endless support I would not be here. I want to thank you for your patience, it took me a long time to finish my education but you never scold me for my mistake. Mother, this thesis I dedicate to you, to finish this thesis is one of the proof of my love for you. Thank you.
3. To my sister and brother, Nurul Maulida, Mimi Khairiah, and Ammar. Thank you so much for helping me in everyway that possible. You help me when I needed that the most. I really hope that someday, I could repay all your help and kindness.
4. To my cheer up team, Bungsu, Ihsan, Anggi, thank you for your support and listening to my story without judging me.
5. To my niece and nephew, Rafka, Hana, Arsyi, and Afifah. You guys makes me laugh when I was feeling sad. Thank you for being a little sunshine in my dark days.
6. For my beloved special girl friends: Dayang, Dini, Indri, Deltanita, and Desiani, without your help, I did not know what to do. Dayang and Dini thank you so much for your

support and kindness, you help me when no one would. I am so grateful for our friendship.

7. For my Class TBI A (2015), Thank you Allah SWT for given me a chance to know and meet you all. This friendship is so meaningful to me and I will remember it for my whole live.
8. My Almamater.



## PRONOUNCEMENT

Name : Amalia Ulpa  
NIM : 1516230016  
Study Program : Tadris Bahasa Inggris  
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled “Writing Difficulties in Thesis Writing Experience by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu” is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography. If later proven that my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2023

Stated By



Amalia Ulpa  
NIM: 1516230016

## ACKNOWLEDGMENT

Praise to Allah SWT, who has given blessings and health to the writer so that she can complete this research, blessings and greetings may always be bestowed on the role model for us, the Prophet Muhammad SAW, his family and friends.

The author' thanks to those who have helped guide, and motivated the completion of this thesis, especially the supervisor, I hope that all assistance becomes a good deed and the accompaniment of prayers from the author so that all parties receive rewards from Allah SWT.

1. Prof. Dr. H, Zulkarnain, M.Pd as the Rector of UINFAS Bengkulu.
2. Dr. Mus Mulyadi, M.Pd as the Dean of Tarbiyah and Tadris faculty of UINFAS Bengkulu.
3. Feny Martina, M.Pd. The head of English Education Study Program of UINFAS Bengkulu
4. Dr. Edi Ansyah, M.Pd as the first supervisor and Feny Martina, M.Pd as the second supervisor.
5. All lecturers and staff in the Tarbiyah and Tadris Faculties who have educated, provided advice, and taught useful sciences to students.

The author realizes that there are still many shortcomings in the preparation of this thesis proposal, therefore the writer

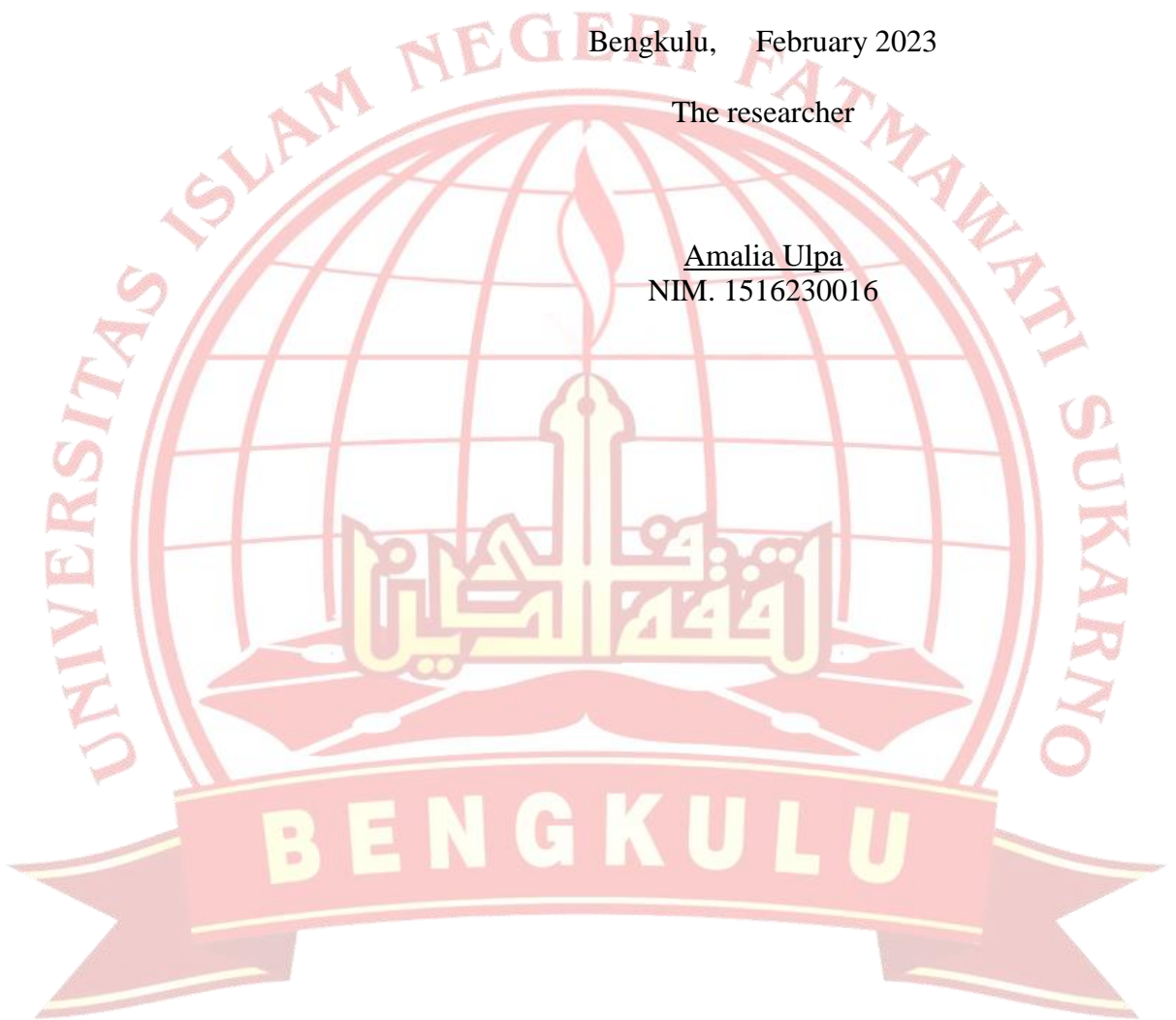


expects criticism and suggestions from all parties for the perfection of further writing.

Bengkulu, February 2023

The researcher

Amalia Ulpa  
NIM. 1516230016



## ABSTRACT

AMALIA ULPA 2022. Writing difficulties in thesis writing experience by students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu. Thesis, study program of English Department, Faculty of Tarbiyah and Tadris, State University of Fatmawati Sukarno Bengkulu, in Academic Year 2021/2022.

Advisors: 1. Dr. Edi Ansyah, M.Pd  
2. Feny Martina, M.Pd

**Keywords: writing difficulties, thesis, causes**

Writing is one of the skills in English and should be achieved when we learn English. The students must master writing in order to write thesis. The purpose of this research is to find what difficulties it is for students' in writing their thesis and the causes of the problems. The subject of this study were 30 students in English department of Universitas Islam Negeri Fatmawati Sukarno Bengkulu that had graduated in 2019. The method of this study was descriptive quantitative research. This study used two instruments to collect the data by questionnaire and interview about the difficulties in writing thesis. This study using descriptive statistic test. The result of the research that had been conducted by researcher with the number of 30 questionnaire question and 30 sample, based on SPSS 16 calculation. The students difficulty with high category is obtained by 2 students (6.7%). Students in medium category there are 20 students (66.7%) and students with low category there are 8 students (26.7%).

## ABSTRAK

AMALIA ULPA 2022. Writing difficulties in thesis writing experience by students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu. Thesis, study program of English Department, Faculty of Tarbiyah and Tadris, State University of Fatmawati Sukarno Bengkulu, in Academic Year 2021/2022.

Advisors: 1. Dr. Edi Ansyah, M.Pd  
2. Feny Martina, M.Pd

**Keywords: writing difficulties, thesis, causes**

Menulis adalah salah satu keahlian dalam Bahasa Inggris dan harus dikuasai Ketika belajar Bahasa Inggris. Para murid harus menguasai keahlian menulis agar dapat menulis skripsi. Tujuan dari penelitian ini adalah untuk mengetahui seberapa kesulitan murid-murid dalam menulis skripsi dan penyebab dari kesulitan itu. Subjek penelitian ini adalah 30 mahasiswa di jurusan Bahasa Inggris Universitas Islam Negeri Fatmawati Sukarno Bengkulu yang telah lulus di tahun 2019. Metode dari penelitian ini adalah descriptive quantitative. Penelitian ini menggunakan dua instrument dalam pengambilan data dengan menggunakan kuesioner dan interview tentang kesulitan-kesulitan dalam menulis skripsi. Penelitian ini menggunakan uji statistic deskriptif. Hasil dari penelitian yang telah dilakukan peneliti dengan sebanyak 30 pertanyaan angket dan sebanyak 30 sampel, berdasarkan perhitungan SPSS 16. Kesulitan siswa dengan kategori tinggi didapatkan oleh 2 siswa (6.7%), Kesulitan siswa dengan kategori medium di alami oleh 20 siswa (66.7%), dan Kesulitan siswa dengan kategori rendah sebanyak 8 siswa (26.7%).

## TABLE OF CONTENT

<b>COVER</b> .....	i
<b>RATIFICATION</b> .....	ii
<b>ADVISOR SHEETS</b> .....	iii
<b>MOTTO</b> .....	iv
<b>DEDICATION</b> .....	v
<b>PRONOUNCEMENT</b> .....	vii
<b>ACKNOWLEDGMENT</b> .....	viii
<b>ABSTRACT</b> .....	x
<b>ABSTRAK</b> .....	xi
<b>TABLE OF CONTENT</b> .....	xii
<b>LIST OF TABLES</b> .....	xv
<b>LIST OF FIGURES</b> .....	xix
<b>LIST OF APPENDICES</b> .....	xxi
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Identification of Problem .....	7
C. Limitation of Problem .....	8

D. Research Questions .....	8
E. Research Objectives.....	9
F. Significant of the Research .....	9
G. Definition of Key Terms .....	11

## **CHAPTER II LITERATURE REVIEW**

A. Nature of Writing .....	13
B. Technical Writing .....	24
C. Academic Writing .....	26
D. Kinds of Academic Papers .....	29
E. Thesis Writing .....	32
F. The Problem in Writing Thesis .....	41
G. Review of Previous Study .....	49

## **CHAPTER III RESEARCH METHOD**

A. Research Design.....	55
B. Population and Sample.....	56
C. Data Collection Technique.....	58
D. Data Analysis Technique .....	61

## **CHAPTER IV RESEACH RESULT AND DISCUSSION**

A. Result .....	65
-----------------	----

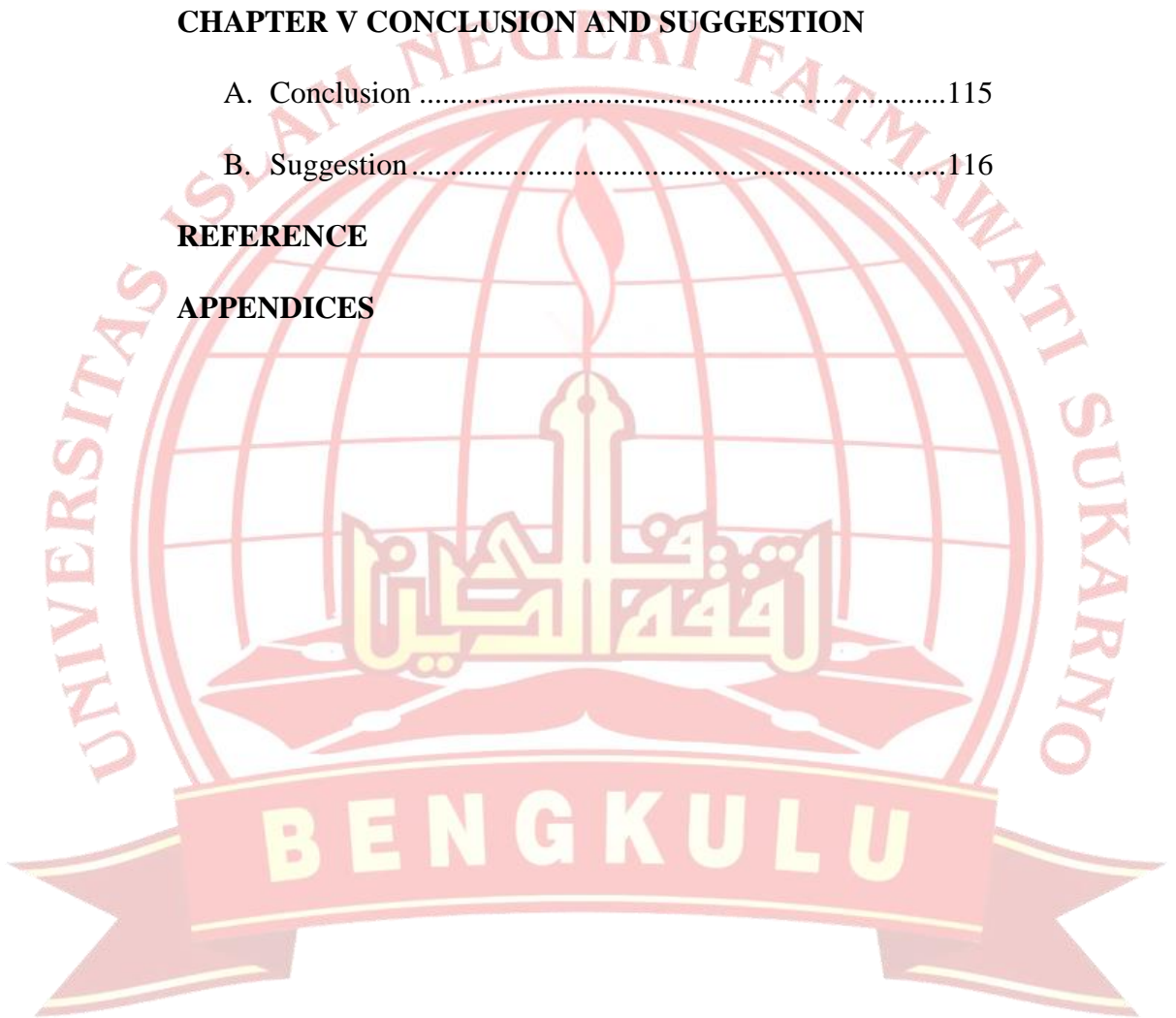
B. Data Analysis .....	65
C. Discussion .....	107

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	115
B. Suggestion .....	116

## **REFERENCE**

## **APPENDICES**



## LIST OF TABLES

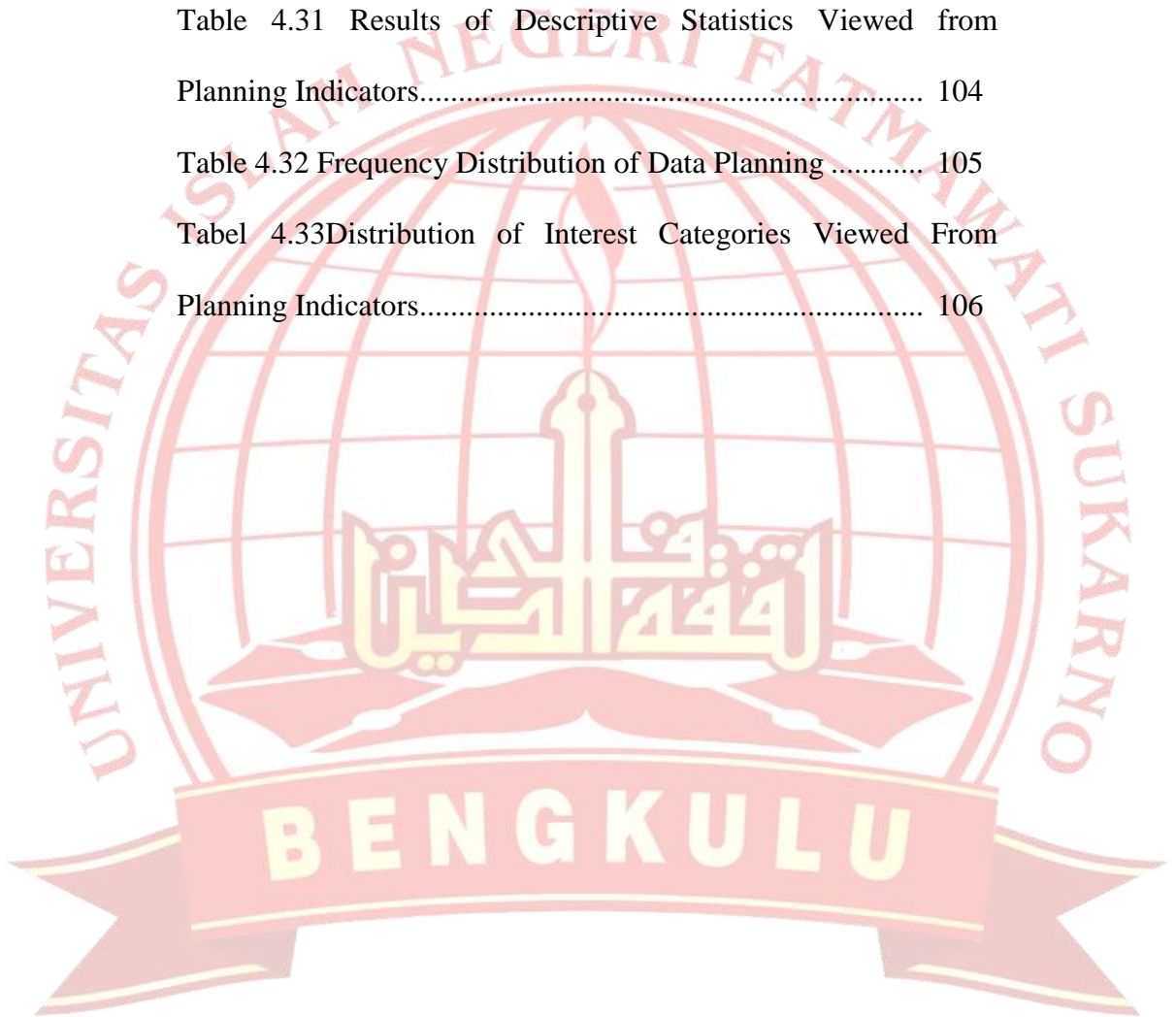
Table 2.1 Example of Complexity .....	43
Table 2.2 Example of Formality .....	44
Table 3.1 Table of Scale Value .....	60
Table 3.2 Result of correlation intervals and determination..	64
Table 4.1 Descriptive Statistical Results of Questionnaire Of Student's Difficulties In Writing Thesis Viewed From All Indicators .....	66
Table 4.2 Overall Data Frequency Distribution .....	67
Table 4.3 Distribution of categories of writing difficulties in terms of all influencing indicators .....	69
Table 4.4 Results of Descriptive Statistics Viewed from the Complexity Indicator .....	70
Table 4.5 Frequency Distribution of Data Complexity.....	71
Table 4.6 Distribution of difficulty category in terms of complexity Indicators.....	73
Table 4.7 Results of Descriptive Statistics from the Formality Indicator .....	74

Table 4.8 Frequency Distribution of Formality Data.....	75
Table 4.9 Distribution of Interest Category in terms of formality indicators.....	77
Table 4.10 Results of Descriptive Statistics Viewed from the Precision Indicator .....	78
Table 4.11 Precision Data Frequency Distribution.....	79
Table 4.12 Distribution of Interest Category in View of the Precision Indicator .....	81
Table 4.13 Descriptive Statistical Results Viewed from Objectivity Indicators.....	82
Table 4.14 Objectivity Data Frequency Distribution.....	83
Table 4.15 Distribution of Interest Categories in View of Objectivity Indicator .....	84
Table 4.16 Results of Descriptive Statistics Viewed from the Explicitness Indicator.....	85
Table 4.17 Explicitness Data Frequency Distribution .....	86
Table 4.18 Distribution of Interest Categories Viewed From the Explicitness .....	88



Table 4.19 Results of Descriptive Statistics in terms of Accuracy Indicator .....	89
Table 4.20 Distribution of Accuracy Data Frequency .....	90
Table 4.21 Distribution of Interest Categories in terms of Accuracy Indicators .....	92
Table 4.22 Results of Descriptive Statistics Hedge Indicators .....	93
Table 4.23 Hedge Data Frequency Distribution .....	94
Table 4.24 Distribution of Interest Categories in View of the Hedge Indicator .....	95
Table 4.25 Descriptive Statistical Results in View of Responsibility Indicators .....	96
Table 4.26 Frequency Distribution of Data Responsibility ...	97
Tabel 4.27 Distribution of Interest Categories Viewed From Responsibility Indicator .....	99
Table 4.28 Results of Descriptive Statistics Viewed from Organization Indicators .....	100
Table 4.29 Distribusi Frekuensi Data Organization .....	101

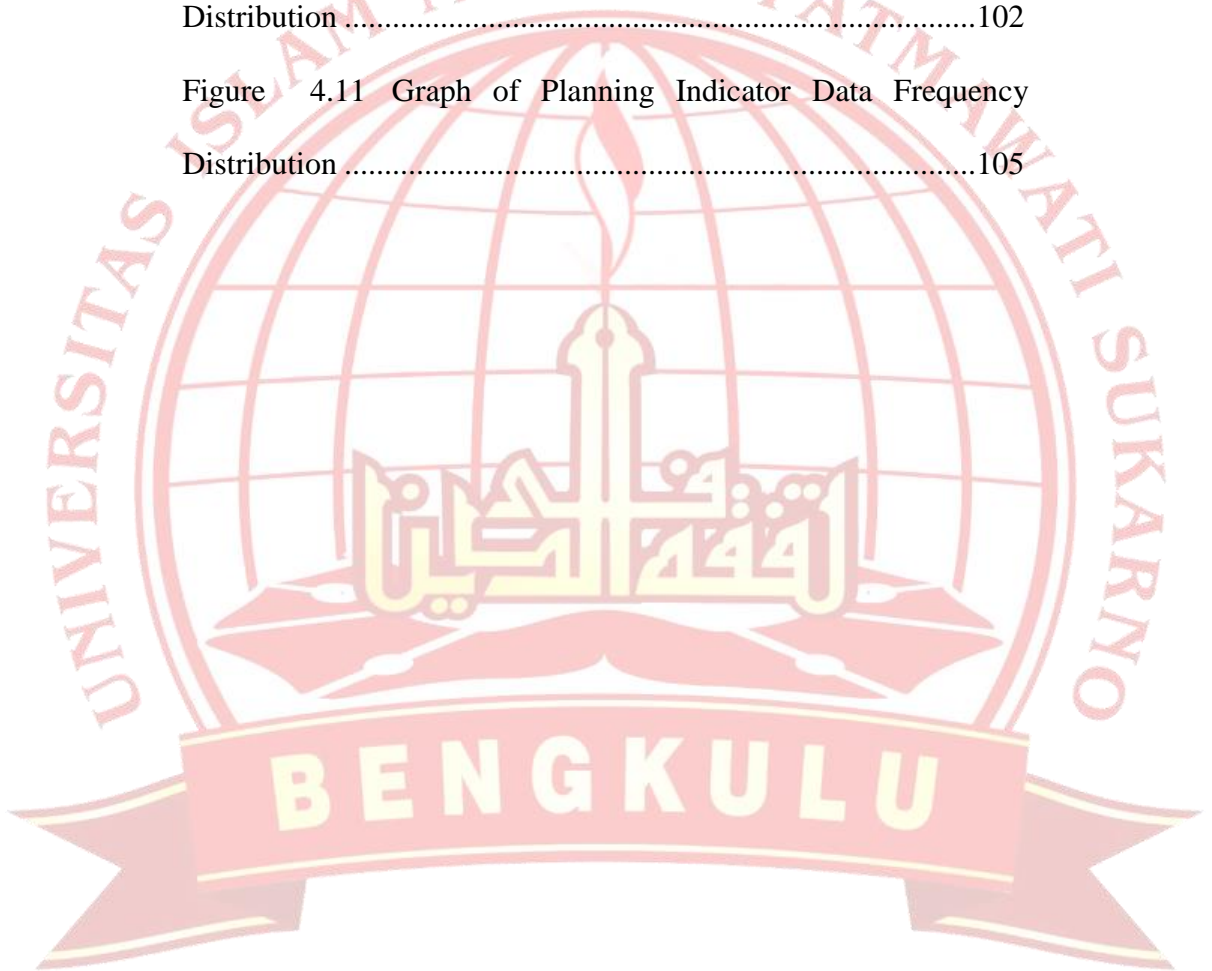
Table 4.30 Distribution of Interest Categories Viewed from Organizational Indicator.....	103
Table 4.31 Results of Descriptive Statistics Viewed from Planning Indicators.....	104
Table 4.32 Frequency Distribution of Data Planning .....	105
Tabel 4.33 Distribution of Interest Categories Viewed From Planning Indicators.....	106



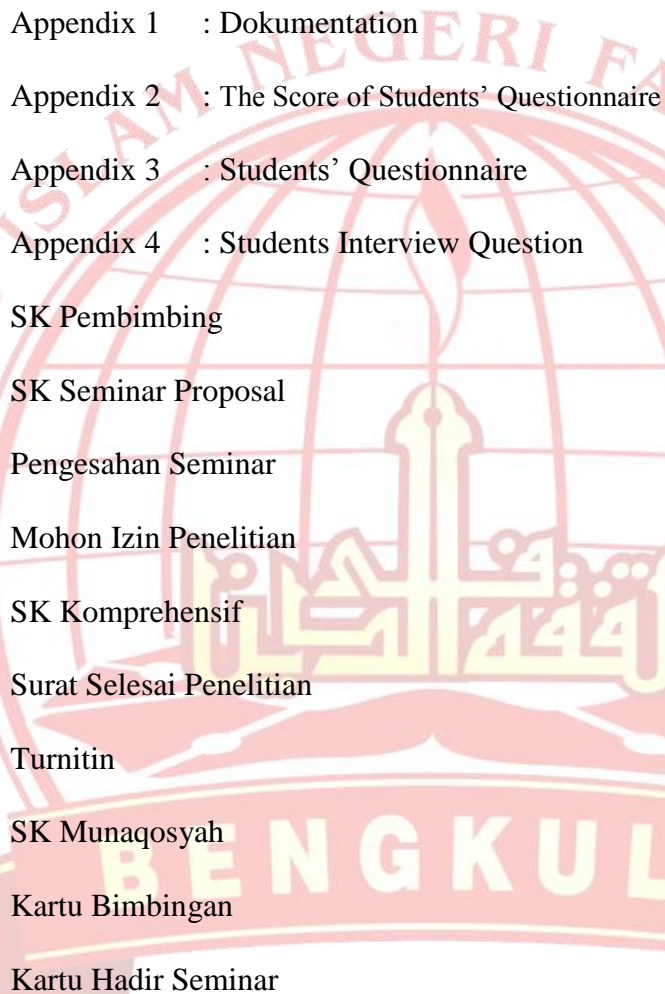
## LIST OF FIGURES

Figure 4.1 Graph of Data Frequency Distribution is difficult to write a thesis as a whole.....	68
Figure 4.2 Graph of Data Frequency Distribution difficulties in writing thesis indicators of complexity.....	72
Figure 4.3 Graph of Frequency Distribution of Formality Indicator Data.....	76
Figure 4.4 Graph of Frequency Distribution of Precision Indicator Data.....	80
Figure 4.5 Graph of Frequency Distribution of Objectivity Indicator Data.....	83
Figure 4.6 Explicitness Indicator Data Frequency Distribution Graph.....	87
Figure 4.7 Graph of Frequency Distribution of Accuracy Indicator Data.....	91
Figure 4.8 Hedge Indicator Data Frequency Distribution Graph.....	94

Figure 4.9 Graph of Responsibility Indicator Data Frequency Distribution .....	98
Figure 4.10 Graph of Organization Indicator Data Frequency Distribution .....	102
Figure 4.11 Graph of Planning Indicator Data Frequency Distribution .....	105



## LIST OF APPENDICES

- 
- Appendix 1 : Dokumentation
- Appendix 2 : The Score of Students' Questionnaire
- Appendix 3 : Students' Questionnaire
- Appendix 4 : Students Interview Question
- SK Pembimbing
- SK Seminar Proposal
- Pengesahan Seminar
- Mohon Izin Penelitian
- SK Komprehensif
- Surat Selesai Penelitian
- Turnitin
- SK Munaqosyah
- Kartu Bimbingan
- Kartu Hadir Seminar

# CHAPTER I

## INTRODUCTION

### A. Background

English is the official language around the world. People use language to communicate each other. It is well-known that “English is the most widely used language in the world” (Wierzbicka, 2006,) Many countries use English as their mother tongue, another use it as a second language, and the rest use it as their foreign language. Indonesia is the country that use English as a foreign language. Nowadays, language is not only use in the daily conversation, but also in education. When people try to communicate each other, language is the most significance important of communication.

In Indonesia, learning English is very important. English becomes one of the subjects that must be taught in school. Indonesia learn English from young age and continued until entering university. Fact mention that

education in Indonesia is falling behind the other countries. Durasyi state that be seen in survey of Programme for International Students Assessment (PISA 2003), which stated that the comparison of reading literation of Indonesia is on level 39 in the world from 41 countries. Where Finlandia become the first level with the average score of 546, whereas Indonesia at 371 of average score. In addition, he said that The lowest of reading capability involves to writing ability. It is mean that Indonesian people low interest and ability to read and write and still having the difficulties in writing ability.

In Indonesia curriculum of 2013, writing skill is one of the four skills that students must master in English subject. They are taught to write a text in English since in junior high school. Although, writing is the last skill that students must master, it does not mean that writing is easy. Ur 1996 (in Nurhasanah, 2016) mention that, writing goal is to extend the idea and message. Because the purpose of writing is to gather the idea, it should be in a sentence, a paragraph, and a text.

In teaching-learning process of the English subjects, there are certain skills need to be implemented. In English, four skills should be mastered, they are listening, speaking, reading, and writing. Those skills are very important. One of the most important skill that student should be achieved in university especially in English department is writing. The writer will discuss about writing.

The ability to write a text is a fundamental requirement for the university students since the prerequisite of the university graduation is the submission of their final project report as a product of a research. According to Oshima and Hogue (2006) in academic writing, the writer should pay attention to the readers who will read the writing, the tone of the writing and the purpose of the writing. When you write, it is most often for a purpose (Hashim, 2005). On branch of writing, academic writing consists of research papers, theses, assignments and reports. Generally, the people who read the academic writing are the scholars, lecturers, students, or the researchers. Thus, the tone and the



purpose of writing must be different. To write an academic writing especially a thesis is not an easy job. It takes lot of time and emotions, energy, thought in the process. According to Mertens (2010: vii), “Writing is a complex and cognitively demanding activity”. In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph.

Students often get difficulties when they are asked to write their own ideas in English, because as we know English in the context is not our first languages. White and Arndt (1991:14) state that a second language learner will need quite a long time to create an idea in writing something. Oshima and Hogue (1999:3) also agree that academic writing is not easy. Fadda (2012) support that academic writing in English at advanced levels is as challenge even for native English speaker. Therefore, they explain that academic writing is not easy to do especially for

the second language learner because it is need a lot of study to practice in order to develop learner' writing skill.

In faculty of teacher training and education of Universitas Islam Negeri Fatmawati Sukarno Bengkulu, a thesis is an academic essay written by the student in consultation with two supervisors. Thesis writing is an academic writing activity of research. Hardling (2004) states that thesis writing is an activity done by a researcher to report the findings of their research in a written form. Budiharso (2009: 136) also adds that the aim of writing a thesis is to do research examination and to practice writing a research result. To summarize the argument that thesis is an academic writing by conducting research supervised by a supervisor and then writing the research results in written form.

Based on the writer experience, there are a lot of students having difficulties the researcher conducted a preliminary interview in the 2015 class of students who had graduated in 2019. This preliminary interview was conducted

in June 2020. Some students who had graduated said that they had difficulty in writing their thesis due to several influencing factors. Some of them said that their lack of skills in academic skills made it difficult for them to develop ideas and their lack of understanding in English made it even more difficult. The student who was interviewed by the researcher stated that the lack of responsibility in providing evidence and justification for claims makes them do the plagiarism. The students have difficulties in technical writing as they have difficulties in following the features of academic writing in thesis writing. Some features of academic writing are: complex, formal, precision, objective, explicit, accuracy, hedged, and responsible, organization and planning (Michael Jonas. M 2018). Based on the previous findings above, the researcher conducted a research in the English department of Universitas Islam Negeri Fatmawati Sukarno Bengkulu to investigate the students' difficulties in writing thesis. The title of this research is "Writing Difficulties in Thesis

Writing Experience by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu”.

### **B. Identification of Problem**

As discussed above, writing thesis in English poses many difficulties for the majority of English as a foreign (EFL) students. The students in the English department of universitas Islam Negeri Fatmawati Sukarno Bengkulu also have to face the difficulties in writing a thesis in order to complete the bachelor`s degree. The difficulties that they had experience included the ten main feature of technical writing in academic writing namely complexity, formality, precision, objective, explicitness, accuracy, hedged, responsible, organization and planning (Michael Jonas. M 2018). Some factors of lack in technical writing skill that they are not understand the procedure to produce a good academic writing. Thus, the data in this study was collected from the alumni in order to find out the difficulties in writing thesis faced by English student in the English students in the English department of Universitas Islam

Negeri Fatmawati Sukarno Bengkulu which were identified through some factors namely technical Writing.

### **C. Limitation of Problem**

The research investigated the difficulties in writing thesis faced by the English department alumni of Universitas Islam Negeri Fatmawati Sukarno Bengkulu that had graduated in March and September 2019. They had all completed the requirement of producing a thesis in completing the requirement of their bachelor`s degree, which follows they all had faced the difficulties of thesis writing. This current research is limited to investigate the difficulty in writing in terms of ten main features of technical writing in academic writing based on Michael Jonas (2018).

### **D. Research Questions**

Based on the background of the study above, the researcher sets two statements of the problems, they are :

1. What difficulties do the students have in writing their thesis?
2. What are the causes of the difficulty ?

### **E. Research Objective**

Based on the research questions above, the objective of this research :

1. To investigate the difficulties those are faced by the students in writing their thesis.
2. To investigate the causes of difficulty which are faced by the students in writing their thesis.

### **F. Significant of the Research**

Theoretically, this research is expected to give a real portrait about the difficulties in writing thesis faced by English Department students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu as EFL students. Furthermore, this study hopefully can be a significant input for other research to conduct further or similar research. Practically, this research is expected to be useful for English department students and English lecturer.

#### **1. Students**

The final result of this research hopefully will help students to write a thesis as it is one of

requirements to obtain the degree of Sarjana Pendidikan in English Study Program. It provides some information for the students on how they organize the thesis and they know the problems faced by other students, this way they can improve their ability in writing thesis and it may guide them and the writer expects that the students will be able to obtain a lesson from this research so that the same problems can be avoided and resolved.

## **2. Lecturers of English Education**

The result in this study can be used to help the lecturers to understand the problems faced by the students, so they can provide more meaningful feedback to their students and can provide students with better method and media for use in writing the thesis.

## **3. Other researchers**

The result can be used as a reference for those who want to conduct the similar research and give information and general guidance

## **G. Definition of Key Terms**

In order to avoid the ambiguity or misinterpretation, and to make it easy in understanding the title of this research, the key terms are defined as follow:

### **1. Writing Difficulties**

Problem in this research refers to students difficult in writing thesis main component.

### **2. Thesis**

Thesis writing is an activity done by a researcher to carry out the findings of their research finding in the form of writing (Hardling, 2004).

### **3. Causes**

A reason for a condition or something to happen.



## CHAPTER II

### LITERATURE REVIEW

#### A. Nature of Writing

Harmer (1988) state that writing is a part of language skill which has to master if they want to master in language. Therefore, students can use writing as a medium to learn English as a foreign language in a way they could put the idea into an idea. Bryne (2008) states that writing is the act of arranging symbols using certain rules to form words, and then words have to be arranged to form sentences. It is means that writing has it is own rules that should be followed by the writer in order to communicate effectively.

Writing is a one way to express ideas in order to communicate with others effectively. Brown (2004) supports that writing as a skill has its own features and conventions, such as grammatical and lexical features of language. Westwood (2008) asserts that written language becomes the most difficult skill because its development involves the

effective coordination of many different aspects such as cognitive, linguistic, and psychomotor process. Thus, it is that writing is seen as a complicated skill that has its own rules and is difficult even for a native speaker.

Another definition of writing skill is also defined by Urquhart and McIver, Nunan, Harmer and also Leo. Urquhart and McIver (2005) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teacher should help students generate content and discover purpose. Also, it is stated that reader, purpose, and occasion define all types of writing and effective writing fulfills the writer's intentions and meet the readers needs. In conclusion writing is an complex process that requires a lot of thoughts.

Writing becomes a must in education institution. It is a complex and challenging activity for many student. As Brown (2004) states that every educated child in develop

countries learn the basic writing skills in his or her native language, but very few learn to express their ideas clearly with logical and well-developed organization as the intended purpose. It is mean writing becomes harder for foreign language learners as they also expected to write well. writing is a productive skill as students have to actively produce language in order to write. Writing involves all aspects of language: grammar, vocabulary, word order, spelling and logical arrangement of ideas. Learning writing is not just a matter of composing a product, but also following the steps of writing process (Brown, 2001).

According to Silva (1993), a foreign language writer is more laborious, less fluent, and less productive, perhaps reflecting a lack of lexical resources. The problems are the result from the different aspects between the students native language and foreign language they are writing in.

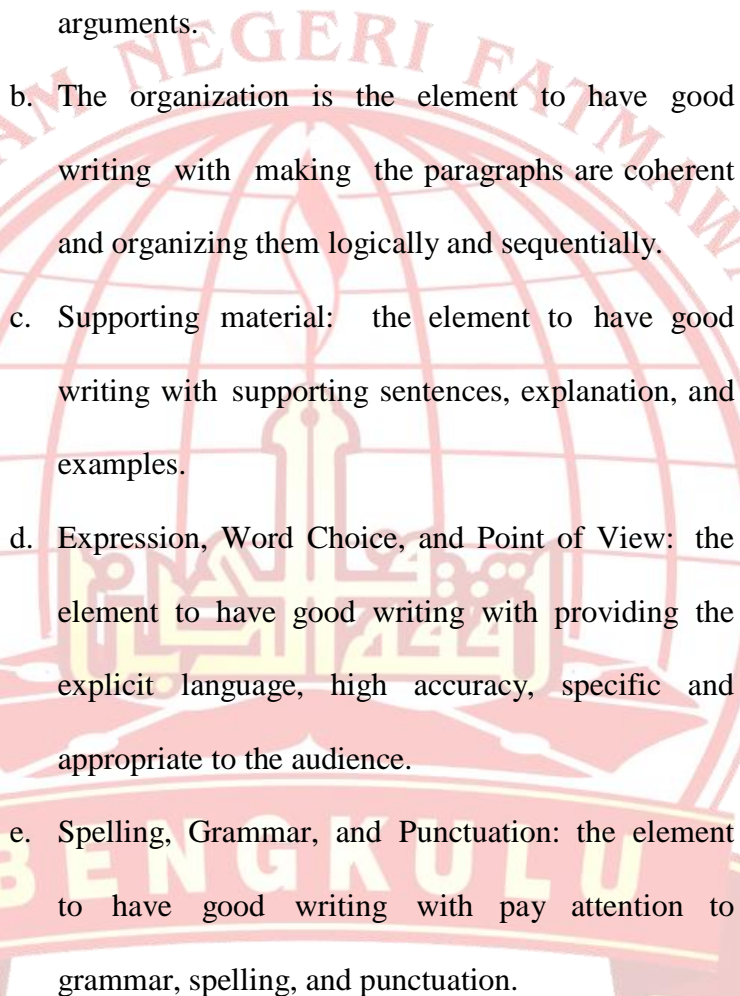
Furthermore, According to Nunan (2003), writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into

statement and paragraph clearly. It is means that there are some thoughts in writing make them into a good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbol or an email message. Similarly, Leo (2007) states that writing is as a process of expressing ideas or thoughts in words. As a process, writing consists of the various stages of drafting, reviewing, redrafting and writing.

Based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve student's writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

### **1. Elements of Writing**

According to Wilbers, S (2008), five elements of effective writing described below.

- 
- a. Central Idea: is the element to have good writing with focusing the topic, organizing the ideas and arguments.
- b. The organization is the element to have good writing with making the paragraphs are coherent and organizing them logically and sequentially.
- c. Supporting material: the element to have good writing with supporting sentences, explanation, and examples.
- d. Expression, Word Choice, and Point of View: the element to have good writing with providing the explicit language, high accuracy, specific and appropriate to the audience.
- e. Spelling, Grammar, and Punctuation: the element to have good writing with pay attention to grammar, spelling, and punctuation.

While according to Junaid G.J (2012), there are five components of writing. The five elements are

content, organization, vocabulary, language use, and mechanics.

- a. Content is the topic development serviced by the writer. It is how the writer delivers his thoughts about the topic in paragraphs.
- b. The organization is how the writer makes his paragraphs coherent with each other.
- c. Vocabulary is the use of diction in organizing the paragraphs without making the ideas or topic is hazy.
- d. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.
- e. Mechanics refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, word sentences, paragraphs by

using knowledge of the structure, and some others related to one another.

Based on the description above it can be conclude that in the elements of writing there are several aspect in it which is Central Idea, The organization, Supporting material, Expression, Word Choice, and Point of View, Spelling, Grammar, and Punctuation. In order to have a good writing the aspect above was needed.

## **2. The Process of Writing**

Seow in Renandya and Richard (2002) says that in teaching writing as a process, writing teacher has to construct the four basic writing stages (planning, drafting, revising and editing) and three other stages that teacher has to bring to the classroom activity, namely, responding, evaluating and post-writing.

### **a. Planning (Pre-writing)**

Pre-writing is activity that encourages students to write. In this stage teacher or supervisor stimulates the students to generate their ideas to

start writing. Some activities that can be used in this planning stage are group brainstorming, clustering, rapid free writing, and questions.

**b. Drafting**

At drafting stage, the students are directed to focus on the writing fluency. They are free to write and generate their ideas. In this process, students also focus on the content and meaning of the writing. In addition, students can be encouraged to convey their messages to different audiences, such as peers, other classmates and so on.

**c. Responding**

In this stage teacher or supervisor respond to the students draft by giving comment or suggestion whether orally or written.

**d. Revising**

In revising stage, the students are reviewing their writing and revise it based on the feedback given by their teacher or friends. Revising is not just



an activity of examining language errors but is done to improve global content and the organization of ideas so that the intention of the writer is clear to the reader.

**e. Editing**

In this stage the students are asked to put their draft which has been revised as they prepare their final draft to be evaluated by the teacher or supervisor. They have to be focused on correcting the grammar, punctuation, spelling, diction, sentence structure, and paragraph organization.

**f. Evaluating**

In this stage the teacher evaluates and scores students' work. The teacher should have some aspects of competencies that will be measured. Asking the students to evaluate their own work or to evaluate each other's work and give peer feedback can be one of the alternative ways that can

be used by the teacher in this stage. It will lead them to be more responsible for their own writing.

**g. Post-writing**

Is any activity that conducted in the end of writing lesson. The activities in this stage include sharing students' works, making conclusion and giving feedback, giving motivation to the students, etc.

To conclude, there are several steps that always appearing in the process of writing. Those steps are planning, drafting, editing, and revising or final drafting. The writer should at least follow those four steps to produce a good writing production.

**3. Purposes of Writing**

When someone writes, he has a purpose. According to the text he planned to write. Based on Competency Standard (SK) and Basic Competencies (KD) 24 , students are expected to be able to express

meaningful ideas in terms of functional texts and simple short essays in descriptive, narrative, and procedural form (Depdiknas 2006).

Braine and May stated in Tita Nurul Fajriani (2011) research, there were three written objectives namely writing to inform, writing to persuade, and writing to entertain:

The first is expository or informative writing. The writer shares knowledge and provides information, direction, or ideas. Examples of informative writing are describing events or experiences, analyzing concepts, speculation about cause and effect, and developing new ideas. Also this type of writing can include biographies about famous people or someone from the life of the writer. The second is expressive writing/narrative writing. This is a type of personal or imaginative expression, which the writer produces from a story or essay. This type of writing is often used for entertainment, pleasure, discovery, or just, because

pleasant writing can include poetry and short plays. The third is persuasive writing, the writer tries to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples that the writer uses to support express views. This type of writing can include evaluating books, films, consumer products, or controversial issues or problems. Authors can also use personal experience or emotional interest to protest in supporting their views (O'malley and Pierce).

For the purpose of writing, letters of various types will always be of a useful type to be exploited, but in addition, The purpose of academic writing is to record contemporary thought, investigate and research new discoveries, and provide a means of passing knowledge from generation to generation in the form of education.

## **B. Technical Writing**

According to Hamlin (2017), to learn how to write effectively for the professional world, you will study

common types of reports, special format items such as lists and headings, simple techniques for creating and using graphics in reports, and some techniques for producing professional-looking final copy. Thus, technical writing was used for professional world. Technical writing courses introduce you to some of the most important aspects of writing in the worlds of science, technology, and business—in other words, the kind of writing that scientists, nurses, doctors, computer specialists, government officials, engineers, and other such people do as a part of their regular work.

Additionally Kaushik (2014) Technical writing is a form of technical communication used in a variety of technical and occupational fields, such as computer hardware and software, engineering, chemistry, aeronautics and astronautics, robotics, finance, consumer electronics, and biotechnology. Thus, technical writing was used in many fields that aim to convey a particular piece of information to a particular audience for a particular purpose.

### C. Academic Writing

Academic writing is the kind of writing that required to do in college or university (Turmudi, 2017). This kind of writing differs from other kinds of writing such as personal, literary, journalistic, or in business writing (Turmudi, 2014). Academic writing remains one of the main ways you will be assessed in University, then it is an important skill to master. Academic writing is a complex task, but it is made all the more challenging in University. Oshima and Hogue (1998) said that writing, particularly academic writing is not easy. A study and practice needed to develop this skill. It is important to note that writing is a process, not a product both for native speakers and new learners of English. It is means that academic writing is a major task at the university. it is formal and has its own characteristics.

At the level of the university, especially university in Indonesia has a requirement as if students would like to finish their study they must write scientific research (Turmudi, 2020). It means that in order to finish the study in

university, students must write scientific research. The thesis is academic writing and it so differs from another kind of writing. Harmer (2002) said that students will more concerned about language focus, the most benefit greatly is writing subject. In the form of academic writing, there is a need for a detached and objective approach. An academic argument appeals logically and provides evidence in support of an intellectual position. Thus, it is important to present your arguments in a logical order. Another important part of academic writing is to ensure that his/her work is fully and correctly referenced. Academic writing covers many different areas. For example, the researcher needs to pay attention to spelling, grammar, and punctuation. In conclusion, not only the writer needs to consider sentences and paragraph structures, but also the layout of his/her work.

According to Zhu (2004) Academic writing research that has examined writing in specific disciplinary courses indicates that writing serves different purposes in different courses and requires students to assume different social roles,

and that communicative conventions are intricately intertwined with the content for, the aims of, and student roles in writing. More specifically, academic readers approach student writing with different sets of expectations, depending on the goals of writing, the perceived roles of the student writers, and the academic readers' own disciplinary expertise. In most forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. According to Bowker (2007), "Academic writing is a special genre of writing that prescribes its own set of rules and practices". Academic writing focused the written product with in deep investigation over the resource to provide relevant product.

Academic writing is one of the cornerstones of university study. In all disciplines, students (and their teachers) need writing to express their ideas clearly. However, academic writing can come in many forms and you may be asked to write an essay, a report or even a



reflective journal article. These different types of academic writing adhere to specific styles but all of them have similarities.

While according to Michael Jonas. M (2018), ten main features of academic writing are often discussed. Some features of academic writing are: complex, formal, precision, objective, explicit, accuracy, hedged, responsible, organization, and planning. It uses language precisely and accurately.

#### **D. Kinds of Academic Papers**

Academic papers are papers written academically where in the process of writing it, it requires the writer to have a vocal and critical thinking to investigate specific topics. Usually, academic papers are written in a form of scientific studies. As it stated above that the writer needs to have a critical thinking towards specific topics that are written. In writing academic paper, the writing is purposed to investigate cases related to the writer's field of study, to find

the answer to a significant question, or to prove existing theories about something.

Dudley-Evans and John (1988) state that in university, writing academic papers is very important to be mastered by the students, because in university, students are asked to make several academic papers, such as essay, research paper, scientific journal and article and thesis. Therefore, the students are demanded to master this skill. In order to identify the English academic papers written by university students, the kinds of each paper is described as follows.

1. Essay

Essay is one of academic papers usually written in a short form of writing and only talk about specific object. In writing essay, the writer usually writes to persuade the readers about significant topic (2001). Thus, in writing essays, the students should write their own opinion about the specific topic they write with the aim to persuade the readers regarding to their opinion about their topic.

## 2. Research Paper

Research paper is a scientific paper where the writer interprets the finding of things they have researched in a scientific writing form. In writing research paper, the writer needs to do a research to find the answer of information related to the study and should present the writer's own perspective supported by experts' ideas. Therefore, in research paper, the writing should not only come from the writer's opinion about the things being researched, but should be backed up by experts' theories to support the writer's ideas.

## 3. Scientific Journal and Article

Scientific journal and article are also included in kinds of scientific papers where the writer does a research and present their research finding. Scientific journal is intended to be published periodically. Just like a research paper, it is a publication based on empirical evidences.<sup>22</sup> In scientific journal and article, it is published regularly throughout the year and also present

the writer's ideas based on the findings of their research supported by expert ideas.

#### 4. Thesis

Thesis belongs to scientific paper that also becomes the kinds of academic paper that must be written by college students in order to finish their study. In thesis, it is also the same with other scientific papers, where the content is based on evidence that presents the writer's ideas, backed up with other ideas from the previous researches.

#### **E. Thesis Writing**

A thesis is a document submitted for an academic degree or professional qualification presenting the author's research and findings. Students are required to conduct independent research work thesis writing in order to complete the degree of Sarjana Pendidikan in English Education in annual program under the Fakultas Tarbiyah, Universitas Islam Negeri Fatmawati Sukarno Bengkulu. Paltridge (2002) has defined thesis as written product of a

systematic study that results from a period of supervision of the supervisor. Thesis writing can be taken as a piece of independent research to be successfully completed as a part of a bachelor's or master's degree course (Hart 2005). Therefore, thesis is a scientific paper written by a student and supervised by a supervisor which is intended for a higher level of study.

Thesis writing should be understood as an investigation requiring an authentic proposal performed by a student, and in the process investigation of theories or previous studies and the categorization of authentic or current data are required (Owens, 2009). It generates scientific mindedness and facilitates the learning of how to identify a research topic and research problem, how to formulate research questions and objectives, how to design and implement a research, how to manage and interpret data and how to report a research. Thesis work needs to be done in such a precise and systematic way so that the students' knowledge, skill, attitudes and values becomes apparent in the thesis work.

Thesis writing process normally starts from choosing an area and then a sub and sub-area in our subject. After that, we need to collect and assemble reference materials and relevant documents. Then selecting a problem or point for further elaboration, we need to develop a proposal known as thesis proposal. The thesis proposal describes our idea; theme and the method of research that we plan to take up.

### **The Major Elements of Thesis**

Thesis writing process normally starts from choosing an area and then a sub and sub-area in our subject. Next, we need to collect and assemble reference materials and relevant documents. After selecting a problem or point for further elaboration, we need to develop a proposal known as thesis proposal. The thesis proposal describes our idea; theme and the method of research that we plan to take up.

Thesis should be written or accomplished in accordance with framework or format prescribed by the departments or campuses or universities. There seems to be slight differences in the format of the thesis in different faculties

of T.U. Even within the same faculty, different departments have their own format to be followed.

In thesis, there are major elements or schematic structure required to be included as proposed by the theorists. These elements include abstract introduction, literature review, methodology, results and discussion and conclusion (Halifudin, 2014). Sharma (2008) has mentioned following framework for thesis writing which is prescribed by the Faculty of Education.

#### 1. Preliminary pages

It includes cover page, inside cover page, declaration, recommendation for acceptance, recommendation for evaluation, evaluation and approval, dedication, acknowledgement, abstract, table of contents, list of tables and charts and list of abbreviations and symbols. The cover page and inside cover page include the information such as the title of the thesis, the name of the researcher, date of submission and the name of the institution to which the

thesis is submitted. Similarly, declaration is written by the researcher claiming the originality of his thesis. The recommendation for acceptance and evaluation are written in the theses by the supervisors and research guidance committee with a request to the concerned body to evaluate and approve the theses. Precise summary of the thesis is stated in the abstract section. Finally table of contents, the list of tables and charts and the abbreviations and symbols are presented in different pages.

## 2. The body of the thesis

The body of the thesis includes five different chapters. In the first chapter, we write an introduction including a precise background of the study, an explicit statement of problem, some clear objectives, research questions, significance of the study, delimitations of the research and operational definition of the key terms. Chapter two of the thesis includes review of the related literature. The review can be of both theoretical and



empirical. This chapter also includes implications of the review of related literature and conceptual framework as a summary of the theory used in the research. The third chapter of the thesis presents the methodology ,including research design, samples, sampling procedures, data collection tools and procedures and data analysis and interpretation procedures. The fourth chapter states the analysis and interpretation of the data. Different charts, tables, figures, descriptions explanations, discussions, narratives etc. are used in order to process and display the collected data. Finally, in the fifth chapter effective conclusion of the entire thesis is written. Based on the analysis, findings and recommendations are also presented. These are the specific suggestions for policy level and practice level.

### 3. Reference and Appendice

These are the parts that appear after the main body. The reference section presents the comprehensive list of books, articles, theses and other reading materials

which are cited in the body of the thesis. Similarly appendices section presents tools of the research for example: questionnaires, tests, etc.

Writing thesis following above mentioned format is not an easy task for the majority of the students who are studying M.Ed. in English. They may face various challenges due to their incomplete knowledge of research methodology, lack of commitment, limited availability of resources, less support from the side of the supervisors, etc.

The framework provided by Paltridge and Starfield (2007) was found to be more appropriate for the purpose of this research, and was adapted using advice from other similar guides.

**Table 2.3. Universal Framework For Thesis Writing**

Preliminary pages	Title page
	Committee page
	Dedication page
	Acknowledgment

	Abstract
	Table of contents
	List of Tables, Figures, abbreviations, etc.
Chapter 1: Introduction	General background information on the study
	Purpose and significance of the research
	Research questions and hypothesis
	Definition of key terms
Chapter 2: Review of the literature	General review of relevant literature and report on theoretical frameworks relevant to the problem
	Report on previous research relevant to the problem (major findings, how they were obtained and what can be learned from them)
	Critique of previous research studies (problems in design,

	instrumentations and analysis techniques as well as their contribution to the literature)
	Statement of the gap in the literature and the rationale for the study
Chapter 3: Method	Research design
	Participants
	Research instruments
	Procedures
Chapter 4: Results	Statistical techniques for data analysis
	Findings of the research
Chapter 5: Discussion and conclusion	A re-statement of the research problem
	A re-statement of the results
	Discussion and interpretation of the findings in relation to previous research on the topic
	Limitations
	Implications

	Suggestions for further research
References / Bibliography	Comprehensive list of all sources
Appendices	Questionnaires, tests, etc

### F. The Problem in Writing Thesis

In the process of mastering writing, there are some challenges or difficulties faced by the students. Such challenges may start from finding the idea and then drafting. It is to manage their writing, elaborating and exploring their ideas so that it can cover all of their ideas that they want to pour in their papers and so on. Moreover, the difficulties in writing lie not only in exploring and managing the idea, but also in translating the idea into readable text (Richards, 2002).

Al Fadda states that the challenges that commonly faced by the students in writing academic writing are differentiating between written and spoken words and phrases, using grammar including subject-verb agreement and creating sentences together to make a coherent

paragraph. In addition, Amin and Alamin (2012) Other difficulties are grammar mistakes that can make students difficult in paraphrasing and summarizing other's work, instead they just copy and paste. There are so many researches regarding to the students' problems in writing English academic papers, from that also found that there are a lot of challenges faced by students in English academic writing. It starts from the difficulties in finding and constructing the idea to the difficulties in grammatical aspects. While according to Michael Jonas. M (2018), in the quora.com site, ten main features of academic writing are often discussed. Some features of academic writing are: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately. It is also well organized and planned.

### 1. Complexity

Complex elements than spoken language always indicate written communication. It is using dense lexical, varied diction, and longer words. According to Koutraki

(2015) Written texts are lexically dense compared to spoken language - they have proportionately more lexical words than grammatical words. Therefore written texts are shorter and have longer, more complex words and phrases. The example of complexity in writing academic:

**Table 2.1 Example of Complexity**

Spoken	Written
Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.	Every previous visit had left me with a sense of the futility of further action on my part.
The cities in Switzerland had once been peaceful, but they changed when people became violent.	Violence changed the face of once peaceful Swiss cities
Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.	Improvements in technology have reduced the risks and high costs associated with simultaneous installation.

## 2. Formality

Academic writing is relatively formal (Michael Jonas. M 2018),. In general this means that in an essay, colloquial words and expressions should be avoided. Writing in a formal way helps your writing to sound more credible and authoritative. In academic writing formality, should write words out in full rather than contracting or abbreviating them. Both abbreviations and contractions are a sign of informality and casualness in writing. The example of formality in writing academic:

Write words out in full rather than contracting or abbreviating them. Both abbreviations and contractions are a sign of informality and casualness in writing.

**Table 2.2 Example of Formality**

Contractions:	Full words:
I'm, we're, I've,	I am, we are, I have,
we've, she's,	we have, she is,
aren't, didn't,	Are not, did not,
can't, shouldn't.	cannot, should not.
Abbreviations:	Full words:
e.g., i.e., etc.,	for example, that is, cetera,



cf., viz., vs., &	Compare, namely, versus, and.
-------------------	-------------------------------

### 3. Precision

Bernstein (2009) state that Precision writing is a style of written communication whose the primary objective is to convey information. Precision writing is distinct from fiction writing, where the main objective is story telling. In addition, precision writing is distinct from persuasive writing, which is appropriate for political, legal, and commercial objectives. Precision writing is appropriate for documents that convey technical information, such as reports and articles. In conclusion, precision in writing academic is an appropriate mode of writing for technical communication.

### 4. Objectivity

Written language is in general objective rather than personal (Rao, 2018). Therefore has fewer words that refer to the writer or the reader. This means that the

main emphasis should be on the information that writer want to give and the arguments the writer want to make. According to the study smarter survival guide, Writing in an objective or impersonal way unable writer to sound more convincing or persuasive to academic audiences. Avoid expressing personal judgement Using phrases such as “I think” or “I believe” may give an impression of bias. Instead, use neutral phrases that refer to the evidence rather than personal feelings. It is means that academic writing objective is writing that is general in nature without allowing anything persuasive, so the writer should use neutral phrases.

#### 5. Explicitness

Academic writing is explicit about the relationships in the text (Rao 2018). Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

## 6. Accuracy

In academic writing, the use of vocabulary needs to be accurate (Rao, 2018). Specialist language can be learned by reading widely about a topic in the target language. Time also needs to be spent finding precisely the words needed to convey less specialized ideas or information. Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing.

## 7. Hedge

In any kind of academic writing, it is necessary to make decisions about the stance on a particular subject, or the strength of the claims (Rao, 2018). Hedging language in academic writing is used to express caution and avoid strong, unqualified statements that may be easily disproven. Different subjects prefer to do this in

different ways. A technique common in certain kinds of academic writing is known by linguists as a 'hedge'.

#### 8. Responsibility

In academic writing one must be responsible for, and must be able to provide evidence and justification for, any claims. It is also responsible for demonstrating an understanding of any source texts used.

#### 9. Organization

Academic writing is well organized. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of the text. Once it is decided on the genre, the structure is easily determined.

#### 10. Planning

Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

In conclusion, there are ten typical writing features that should be considered in scientific writing in order to produce a good paragraph which is Complexity, Formality,

Precision, Objectivity, Explicitness, Accuracy, Hedging, Responsibility, Organization, And Planning.

### **G. Review of Previous Study**

Before choosing this topic, the researcher found several studies related to this study. First, The first studies conduct by Tira Nur Fitria (2021) entitled “Analysis of Efl Students’ Difficulties in Writing and Completing English Thesis” in the study it can be explain that the study was conduct to find out the difficulties in writing and finishing their thesis. It was carried out in Institute Teknologi Bisnis AAS, Indonesia. The results showed that There are several internal factors of EFL students’ difficulties in writing and finishing a thesis. In internal factors are difficulty in choosing the title of the thesis, feel are not sure (pessimistic), bored/saturated, doubtful/pessimistic, fears or worries, having a health problem or down while working on and completing the thesis. Other factors are students' ability in understanding the systematics of writing the thesis, tending to use translation tools, have difficulty

in grammar, have difficulty choosing the right vocabulary, spelling, and punctuation in writing the thesis correctly. While external factors are having communication problems with supervisors and supervisors' writing, have difficulty in finding references related to thesis titles in the internet, there are no complete reference sources and no free access to digital libraries on campus, having technical problems on devices such as laptops/computer, have cost or financial problems, personal problems, surrounding environment is not/less conducive. While having a part-time job, have a busy life with hobbies or personal pleasures, and have a busy life in organizations both on and off- campus. do not influence them in working on and completing the thesis. The preparation stage in writing a thesis using English is very important because, without careful preparation, students will have difficulty later.

The second studies entitled "Exploring Students Difficulties in Writing". A case study at the department of English education UIN Syarif Hidayatullah Jakarta. Conduct

by Sarah Alfiah Humairoh (2021). The researcher has grouped the difficulties into five aspects in the linguistic problems category. Students still faced difficulties using tenses and choosing tenses when they wrote an essay in linguistic problems. Students also have to know about the function of each tense. Other than that, punctuation and spelling also become students' difficulties in linguistic problems. Sometimes, students felt they did not need punctuation marks like commas in their writings. Students only realized that they had missed punctuation when the lecturer corrected their essays. However, reading a lot before writing an essay is also one solution to eliminate students' difficulties in writing essays. With practice, students will know the difficulties they face in writing, so they know the quality of their writing.

Third studies entitled "Exploring Students' Challenges in Writing English Academic Paper: A Case Study in English Language Education Department of Uinsa" conduct by Yulita Ekasari (2020). In this research he analyze the

problems in writing their research. Based on the results of the questionnaire and interview, it can be concluded that the challenges that are mostly faced by many students are related to the grammatical aspects, such as the problems in using subject-verb agreement, the problems in using conjunction, preposition and punctuation and spelling. This is followed by other challenges such as constructing idea and making their writing understandable. The researcher concludes that there are found various strategies used by the students to help them in writing English academic papers. Based on the data from questionnaire, most students choose to learn from an example of good academic writing. Followed with other strategies where the students usually read a lot of references to help them finding their idea for writing. While from the results of the interview, there also found strategies such as making target and schedule to write to avoid laziness when writing English academic papers.

From the explanation above, the researcher found the similarities with this thesis, that is the focus on the research



is to find out the difficulties in writing the thesis that students faced when writing their thesis. Also, the researcher find the differences in this research is the difference aspects that the researcher focus on finding while writing their thesis. Researcher will try to analyze another problem from the study above. This study focused on the difficulties in writing thesis faced by the graduate students in the English Department of Universitas Islam Negeri Fatmawati Sukarno Bengkulu. The difficulties were identified through the technical features in academic writing such as: complex, formal, precision, objective, explicit, accuracy, hedged, and responsible, organization and planning.



**BENGGKULU**

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study is a descriptive-quantitative method, and it present the data with a descriptive-quantitative method. A descriptive method is describing and interpreting a current event, condition and situation of the present. Johnson & Christenson (2000) state that the primary purpose of descriptive research is to provide an accurate description or figure of the status or characteristic of a situation or phenomenon.

According to Sugiyono (2007), quantitative is a scientific method because it has fulfilled the rules, such as concrete/empirical, objective, measurable, rational and systematic. Meanwhile, Nazir in Simanjuntak says that descriptive method is a method of research that makes the description of the situation of event or occurrence. Furthermore, according to Riffe and Fico in Seth Myers'(2009) thesis, quantitative content analysis is the

systematic and replicable examination of symbol of communication , which have been assigned numeric values according to valid measurements rules, and the analysis of relationships involving those values using statistical methods, in order to describe the communication, draw inferences about its meaning, or infer from the communication to its context, both of production and consumption. Thus, based on the definition above, the researcher concluded that this thesis using descriptive quantitative method. Which this method explain about scientific method that absolutely rational and systematic and also the data numerical, certainly this is using content analysis that will investigate the Writing Difficulties in Thesis Writing Experienced by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

## **B. Population and Sample**

### **1. Population**

The population of this research is class of 2015 TBI A that had graduated in 2019 in total of 30 people of

the English department students from Universitas Islam Negeri Fatmawati Sukarno. The alumni were chosen by the researcher because they had been through all the process in writing thesis. Therefore, they knew well the difficulties in writing thesis.

## **2. Sample**

This study used the sampling total technique. Sugiyono (2018) states that total sampling is a sampling technique in which all of member of population are sampled. The sample was based on the criteria that the students had been through the entire process in writing thesis, which means the entire population to fulfill the criteria. Thus the total sample of this research was 30 graduated students from TBI A class in English Department of Universitas Islam Negeri Fatmawati Sukarno.

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

The primary data that was used in this research was collected directly from the respondents. The data was obtained through questionnaire and interview.

#### **1. Questionnaire**

The questionnaire was designed mainly to find out the response of the question what were the difficulties faced by graduate students in writing thesis in the English Department of Universitas Islam Negeri Fatmawati Sukarno and what are the causes of the problem. The questionnaire was adapted from Dwihandini (2013) designed by using the theory of Brown (2007) about the factors affecting the students' difficulties in writing thesis in foreign language. By using the factors from the theory, the study implemented suitable items of questionnaire for the participants. The problem classification in the questionnaire is mentioned below.

1. Complex,
2. Formal,
3. Precision,
4. Objective,
5. Explicit,
6. Accuracy,
7. Hedged,
8. Responsible,
9. Organization
10. Planning

(Adapted from Michael Jonas. M 2018)

The model of questionnaire used in this research was close-ended. It means that respondent answered the question based on the answers provided that was prepared by the researcher. The questionnaire that was used for knowing a research question the researcher decided to use closed-ended questionnaires with designed by Likert Scale. According to Kinear that Likert Scale is the most common scale that is used in

measuring attitude, opinion and perception of respondents toward subject. In the questionnaire it was contains five statements and each statement has scale value ranging from 1 to 4. The scale indicates of positive sense of strongly agree has a score 4, the scale indicates of positive sense of agree has a score 3, the scale indicates sense of neutral has a score 2, and the scale indicates of strongly disagree has a score 1.

**Table 3.2 Table of Scale Value**

<b>Responses</b>	<b>S</b>
Strongly Agree (SA)	4
Agree (A)	3
Neutral (N)	2
	1

## **2. Interview**

The interview was held by the researcher to find out the response of the question ‘what is the difficulties aspect of writing thesis that students experience while writing the thesis that were linked to their answer in the

questionnaire. It was also held to support the data for the first research question. The research subject was given the freedom and opportunity in expressing their idea, opinion, statement and their feeling about the problems and the causes of problems in writing their thesis.

### **C. Data Analysis Technique**

The researcher did some procedures before obtaining the data. First, the researcher distributed the instrument to the alumni of TBI A class of 2015 that had graduated in 2019 to get the data for the first research question. Then, the researcher interviewed them to get the data for the second research question and to support the data from questionnaire. After the data was obtained, the researcher analyzed the data from the questionnaire using quantitative data. The researcher used quantitative method, as stated by Crowell, quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on



instruments. Thus, the data was analyze using statistic procedure using SPSS.

The data were obtained from the questionnaire and interview. After the respondents filled out the statements on the questionnaire, the answer from each respondent for each item on the questionnaire was counted by the researcher. The score of each student's answer of the questionnaire was analyzed in order to determine the most dominant difficulties in student's experience.

Factor that has the highest percentage is considered as the most dominant problems faced by the students in writing their thesis. The interview was used by the researcher to dig detailed information from respondents. The interview was held in face to face method. The interview was held after the researcher counted the responses of the students in the questionnaire. The questions of the interview were underlined to the causes of difficulties faced by the students in writing their thesis.

Descriptive statistics are part of statistics that function to collect data, determine statistical values and make diagrams or graphs about something so that it is easy to read and understand. Descriptive analysis for each research variable is used to determine the arithmetic mean (Mean), Mode (Mo), Median (Me), and standard deviation (SD).

The purpose of descriptive analysis is to identify the tendency of the distribution of each research variable or describe a situation as it is without being influenced from within the researcher.

To identify the average trend of each variable, the ideal mean (M) and ideal standard deviation (SD) of each variable are used where:

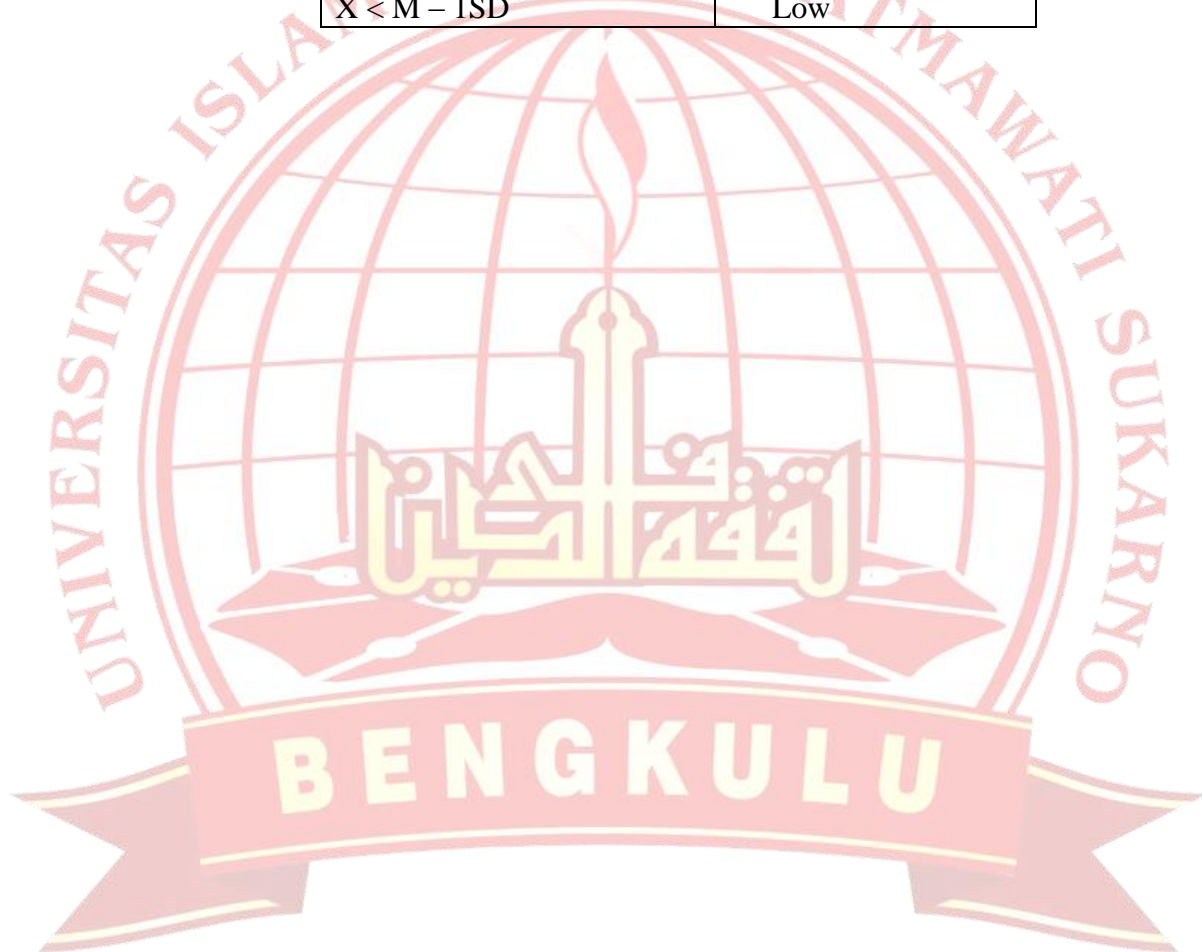
$$-M = \frac{1}{2} (\text{highest score} - \text{lowest score})$$

$$-SD = \frac{1}{6} (\text{highest score} - \text{lowest score})$$

The trend of each indicator is classified into 3 (three) categories, namely:

**Table 3.2**  
**Result of correlation intervals and determination**

Intervals	Classification
$M + 1 SD \leq X$	High
$M - 1SD \leq X < M + 1 SD$	medium
$X < M - 1SD$	Low



## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

#### A. Results

This chapter consist of the research result of the research and discussion that contains data analysis in detail. The findings of the study cover the result of the data about the writing difficulty in thesis writing experienced by students.

#### B. Data Analysis

This section will explain the results of research related to students difficulties in thesis writing experience. The research results were guided by data originating from the results of a questionnaire filled out by TBI graduate students.

The results of this study are presented in tabular form to make it easier to understand. From the research results obtained the following results:

- 1. The data on the results of the Questionnaire of Student's Difficulties in Writing Thesis are reviewed from all indicators**

After all the questionnaire data was filled in by the respondents, then the data was processed and analyzed. In analyzing the data as, it is done by describing the data which includes the mean, median, mode, frequency distribution, and standard deviation. The results of the overall descriptive statistics can be seen based on the following table:

**Table 4.1**  
**Descriptive Statistical Results of Questionnaire Of**  
**Student's Difficulties In Writing Thesis Viewed From**  
**All Indicators**

Statistics		
TOTAL		
N	Valid	30
	Missing	0
Mean		81.67
Std. Error of Mean		2.012
Median		83.00
Mode		83
Std. Deviation		11.021
Variance		121.471
Range		47
Minimum		57
Maximum		104
Sum		2450

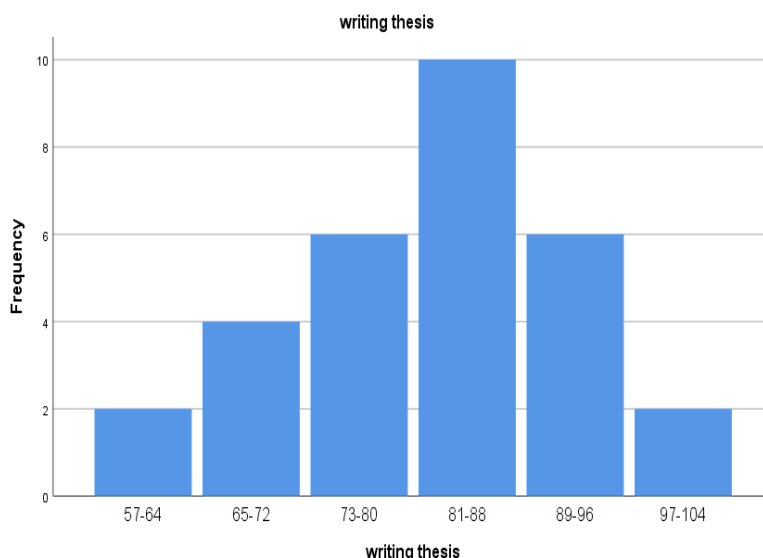
From the questionnaire, the overall data was obtained with the highest score achieved by the respondents being 104 and the lowest score being 57. From these data, the average (mean) was 81.67, the median (Me) was 83, the mode (Mo) was 83, and a standard deviation of 11.021.

The frequency distribution of the difficulty of writing thesis as a whole can be seen in the following table:

**Table 4.2**  
**Overall Data Frequency Distribution**

		writing thesis			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57-64	2	6.7	6.7	6.7
	65-72	4	13.3	13.3	20.0
	73-80	6	20.0	20.0	40.0
	81-88	10	33.3	33.3	73.3
	89-96	6	20.0	20.0	93.3
	97-104	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the overall frequency distribution table, it can be described graphically as follows:



**Figure 4.1 Graph of Data Frequency Distribution is difficult to write a thesis as a whole**

Then to find out the Writing Thesis category of each aspect can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion.

The highest ideal score of the 30 item items is 120 and the lowest ideal score is 30. Range (R) =  $120 - 30 = 90$ . Mean Ideal (M) =  $1/2 (120+30) = 1/2 (150) = 75$  and ideal standard deviation (SD) =  $1/2 (120 - 30) = 1/2 (90) = 75$ .

And the interval width for the three interest categories SD =  $75/6 = 12.5$ . Thus, the distribution of the category Questionnaire of Student's Difficulties in Writing Thesis

category in terms of all indicators can be seen in the following table:

**Table 4.3**  
**Distribution of categories of writing difficulties in terms of all influencing indicators**

Interval	Category	Frequency (f)	F relatif %
$87,5 \leq X$	Hard / Very hard	2	6,7 %
$62,5 \leq X < 87,5$	Medium / Hard	20	66,7 %
$X < 62,5$	Low / Medium	8	26,7%
TOTAL		30	100 %

From the results of data analysis with the SPSS program in the difficulty of writing a thesis there were 2 students in the high category or found it very difficult, 20 students found it difficult, and 8 students found it quite difficult (low).

**2. The data on the results of the Questionnaire of Student's Difficulties in Writing Thesis are reviewed**

**for each indicator**

a. Complexity



Description of the data on the results of the Questionnaire of Student's Difficulties in Writing Thesis in terms of Complexity which includes the average (mean), median, mode, frequency distribution, and standard deviation (standard deviation). Descriptive statistical results in the Complexity indicator can be seen based on the following table:

**Table 4.4**  
**Results of Descriptive Statistics Viewed from the Complexity Indicator**

Statistics		
TOTAL		
N	Valid	30
	Missing	0
Mean		15.4
Std. Error of Mean		.344
Median		16
Mode		16
Std. Deviation		2.683
Variance		3.545
Range		8
Minimum		3
Maximum		11
Sum		216
a. Multiple modes exist. The smallest value is shown		

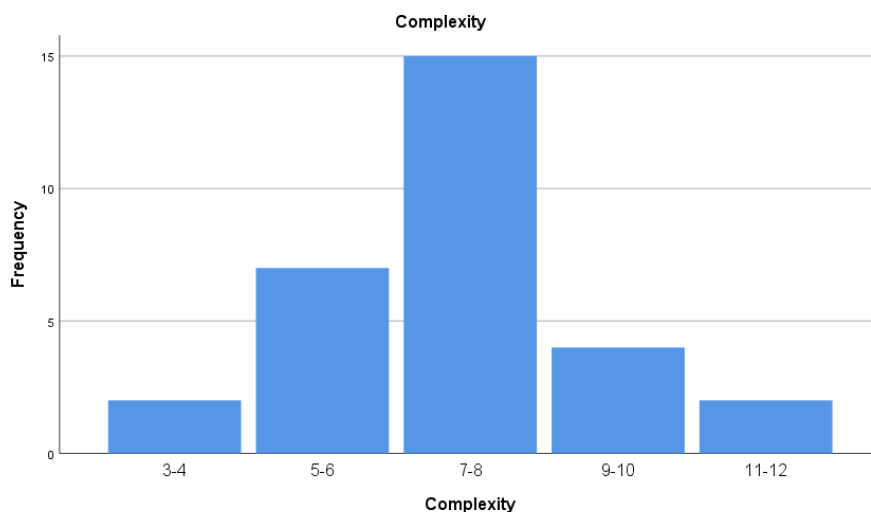
From the questionnaire in terms of the Complexity indicator, it was obtained data on student difficulties in writing thesis with the highest score achieved by respondents being 20 and the lowest score being 8. From these data also obtained an average (mean) of 15.4, median (Me) of 16, the mode (Mo) is 16, and the standard deviation is 2.683.

The frequency distribution of student difficulty data in writing thesis in terms of complexity indicators can be seen in the following table:

**Table 4.5**  
**Frequency Distribution of Data Complexity**

		Complexity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-4	2	6.7	6.7	6.7
	5-6	7	23.3	23.3	30.0
	7-8	15	50.0	50.0	80.0
	9-10	4	13.3	13.3	93.3
	11-12	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the overall frequency distribution table, it can be described graphically as follows:



**Figure 4.2 Graph of Data Frequency Distribution difficulties in writing thesis indicators of complexity**

Then to find out the complexity category of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 11 and the lowest ideal score is 3. Range (R) =  $11 - 3 = 8$ . Mean Ideal Price (M) =  $\frac{1}{2} (12+3) = \frac{1}{2} (15) = 7.5$  and ideal standard deviation (SD) =  $\frac{1}{2} (12 - 3) = \frac{1}{2} (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for the categories of students' difficulties in

writing thesis in terms of Complexity can be seen in the following table: distribution of difficulty category in terms of complexity indicator

**Table 4.6**  
**Distribution of difficulty category in terms of Complexity Indicators**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	0	0 %
$3 \leq X < 12$	Medium / Hard	30	100 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the complexity indicator shows that all respondents are in the moderate category or find it difficult to write thesis.

b. Formality

Description of the data on the results of the Questionnaire of Student's Difficulties in Writing Thesis in terms of formality which includes the average mean, median, mode, frequency distribution, and standard

deviation. The results of descriptive statistics in formality category can be seen based on the following table:

**Table 4.7**  
**Results of Descriptive Statistics from the**  
**Formality Indicator**

Statistics		
X <sup>2</sup>		
N	Valid	30
	Missing	0
Mean		8.23
Std. Error of Mean		.345
Median		9.00
Mode		9
Std. Deviation		1.888
Variance		3.564
Range		8
Minimum		4
Maximum		12
Sum		247

From the questionnaire, in terms of formality category, the data of student's difficulties in writing thesis with the highest score achieved by the respondent being 12 and the lowest score being 4. From these data it was also obtained an average (mean) of 8.23, a median (Me)

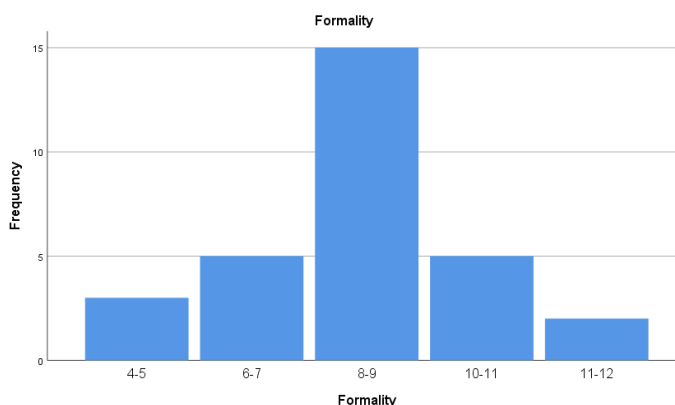
of 9, the mode ( $M_o$ ) is 9, and the standard deviation is 1.888.

The frequency distribution of student difficulty data in writing thesis in terms of formality indicators can be seen in the following table:

**Table 4.8**  
**Frequency Distribution of Formality Data**

		Formality			
		Frequency	Percent	Valid Percent	Cumulative Percent
valid	4-5	3	10.0	10.0	10.0
	6-7	5	16.7	16.7	26.7
	8-9	15	50.0	50.0	76.7
	10-11	5	16.7	16.7	93.3
	11-12	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table of frequency distribution of formality indicator data, it can be illustrated by the graph as follows:



**Figure 4.3 Graph of Frequency Distribution of Formality Indicator Data**

Then to find out the formality indicators of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 8$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of formality can be seen in the following table:

**Table 4.9**  
**Distribution of Interest Category in terms of formality indicators**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	1	3,3 %
$3 \leq X < 12$	Medium / Hard	29	96,7 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the formality indicator shows that 1 respondent is in the high category or finds it very difficult and 29 respondents are in the moderate category or finds it difficult to write a thesis.

c. Precision

Description of the results of the Questionnaire of Student's Difficulties in writing Thesis data in terms of Precision which includes the mean, median, mode, frequency distribution, and standard deviation. The results of descriptive statistics in terms of precision indicators can be seen based on the following table:



**Table 4.10**  
**Results of Descriptive Statistics Viewed from the**  
**Precision Indicator**

Statistics		
X3		
N	Valid	30
	Missing	0
Mean		8.37
Std. Error of Mean		.320
Median		8.00
Mode		8
Std. Deviation		1.752
Variance		3.068
Range		6
Minimum		5
Maximum		11
Sum		251

From the questionnaire, in terms of the Precision indicator, it was obtained Questionnaire of Student's Difficulties in Writing Thesis data with the highest score achieved by respondents was 11 and the lowest score was 5. From these data it was also obtained an average (mean) of 8.37, a median (Me) of

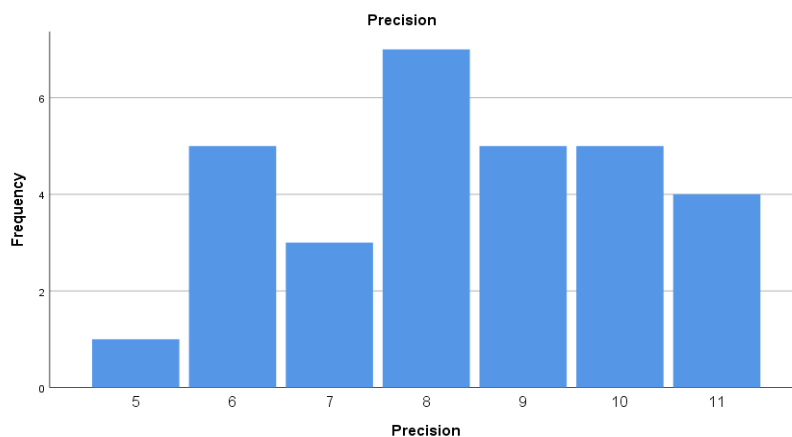
8, the mode ( $M_o$ ) is 8, and the standard deviation is 1.752.

The frequency distribution of student difficulty data in writing their thesis in terms of the precision indicator can be seen in the following table:

**Table 4.11**  
**Precision Data Frequency Distribution**

Precision					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	3.3	3.3	3.3
	6	5	16.7	16.7	20.0
	7	3	10.0	10.0	30.0
	8	7	23.3	23.3	53.3
	9	5	16.7	16.7	70.0
	10	5	16.7	16.7	86.7
	11	4	13.3	13.3	100.0
Total		30	100.0	100.0	

Based on the frequency distribution table for the Precision indicator data, it can be described graphically as follows:



**Figure 4.4 Graph of Frequency Distribution of Precision Indicator Data**

Then to find out the Precision indicator of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 8$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of Precision can be seen in the following table:

**Table 4.12**  
**Distribution of Interest Category in View of the Precision Indicator**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	0	0 %
$3 \leq X < 12$	Medium / Hard	30	100 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Precision indicator shows that all respondents are in the moderate category or find it difficult to write a thesis.

d. Objectivity

Description of the results of the Questionnaire of Student's Difficulties in Writing Thesis data in terms of objectivity which includes the mean, median, mode, frequency distribution, and standard deviation.

Descriptive statistical results in terms of Objectivity can be seen based on the following table:

**Table 4.13**  
**Descriptive Statistical Results Viewed from Objectivity**  
**Indicators**

Statistics		
X4		
N	Valid	30
	Missing	0
Mean		7.77
Std. Error of Mean		.377
Median		8.00
Mode		8
Std. Deviation		2.063
Variance		4.254
Range		8
Minimum		3
Maximum		11
Sum		233

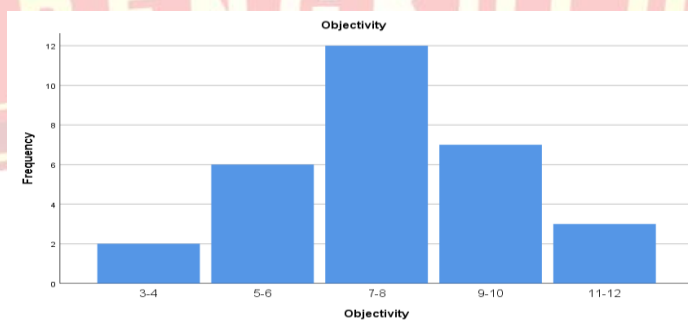
From the questionnaire, in terms of the Objectivity indicator, it was obtained Questionnaire of Student's Difficulties in Writing Thesis data with the highest score achieved by respondents was 11 and the lowest score was 3. From these data also obtained an average (mean) of 7.77, median (Me) of 8, the mode (Mo) is 8, and the standard deviation is 2.063.

The frequency distribution of student difficulty data in writing thesis in terms of the Objectivity indicator can be seen in the following table:

**Table 4.14**  
**Objectivity Data Frequency Distribution**

		Objectivity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-4	2	6.7	6.7	6.7
	5-6	6	20.0	20.0	26.7
	7-8	12	40.0	40.0	66.7
	9-10	7	23.3	23.3	90.0
	11-12	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the frequency distribution table for the Objectivity indicator, it can be described graphically as follows:



**Figure 4.5 Graph of Frequency Distribution of Objectivity Indicator Data**

Then to find out the Objectivity indicator of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 8$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of Objectivity can be seen in the following table:

**Table 4.15**  
**Distribution of Interest Categories in View of Objectivity**

<b>Indicator</b>			
Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	0	0 %
$3 \leq X < 12$	Medium / Hard	30	100 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Objectivity indicator shows that all respondents are in the medium category or find it difficult to write a thesis.

e. Explicitness

Description of the data on the results of the Questionnaire of Student's Difficulties in Writing Thesis in terms of explicitness which includes the mean, median, mode, frequency distribution, and standard deviation. Descriptive statistical results in terms of the Explicitness indicator can be seen based on the following table:

**Table 4.16**  
**Results of Descriptive Statistics Viewed from the**  
**Explicitness Indicator**

Statistics		
X5		
N	Valid	30
	Missing	0
Mean		8.67
Std. Error of Mean		.333
Median		9.00
Mode		9
Std. Deviation		1.826



Variance	3.333
Range	7
Minimum	5
Maximum	12
Sum	260

From the questionnaire in terms of the Explicitness indicator, it was obtained Questionnaire of Student's Difficulties in Writing Thesis data with the highest score achieved by students was 12 and the lowest score was 5. From these data also obtained an average (mean) of 8.67, a median (Me) of 9, the mode (Mo) is 9, and the standard deviation is 1.826.

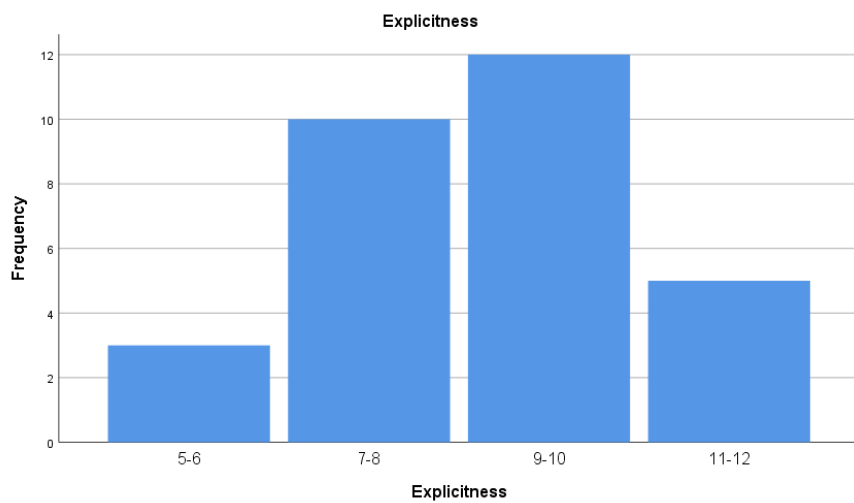
The frequency distribution of student difficulty data in writing thesis in terms of the Explicitness indicator can be seen in the following table:

**Table 4.17**  
**Explicitness Data Frequency Distribution**

Explicitness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-6	3	10.0	10.0	10.0
	7-8	10	33.3	33.3	43.3
	9-10	12	40.0	40.0	83.3
	11-12	5	16.7	16.7	100.0

	Total	30	100.0	100.0	
--	-------	----	-------	-------	--

Based on the table of distribution of the frequency of the Explicitness indicator, it can be illustrated by the graph as follows:



**Figure 4.6 Explicitness Indicator Data Frequency Distribution Graph**

Then to find out the Explicitness indicator of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 8$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) =$

4.5. And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of explicitness can be seen in the following table:

**Table 4.18**  
**Distribution of Interest Categories Viewed from the**  
**Explicitness Indicator**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	3	10 %
$3 \leq X < 12$	Medium / Hard	27	90 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Explicitness indicator shows that 3 respondents are in the high category or find it very difficult and 27 respondents are in the moderate category or find it difficult to write thesis.

f. Accuracy

Description of the results of the Questionnaire of Student's Difficulties in Writing Thesis data in terms of accuracy which includes the mean, median, mode, frequency distribution, and standard deviation. Descriptive statistical results in terms of Accuracy indicator can be seen based on the following table:

**Table 4.19**  
**Results of Descriptive Statistics in terms of Accuracy Indicator**

Statistics		
X6		
N	Valid	30
	Missing	0
Mean		8.67
Std. Error of Mean		.344
Median		9.00
Mode		9
Std. Deviation		1.882
Variance		3.540
Range		7
Minimum		5
Maximum		12
Sum		260

From the questionnaire, in terms of Accuracy indicator, it was obtained from the Questionnaire of

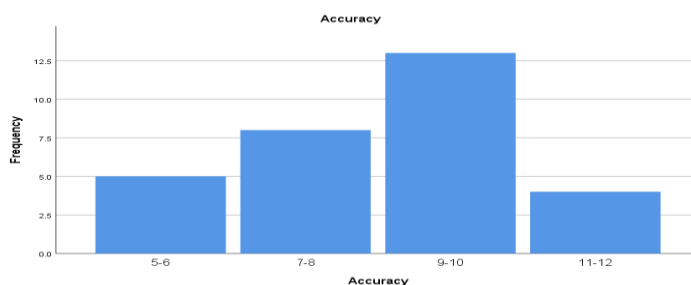
Student's Difficulties in Writing Thesis data with the highest score achieved by respondents was 12 and the lowest score was 5. From these data it was also obtained an average (mean) of 8.67, a median (Me) of 9, the mode (Mo) is 9, and the standard deviation is 1.882.

The frequency distribution of Students difficulty data in writing thesis in terms of accuracy indicators can be seen in the following table:

**Table 4.20**  
**Distribution of Accuracy Data Frequency**

		Accuracy			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-6	5	16.7	16.7	16.7
	7-8	8	26.7	26.7	43.3
	9-10	13	43.3	43.3	86.7
	11-12	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the Accuracy indicator frequency distribution table, it can be illustrated by the following graph:



**Figure 4.7 Graph of Frequency Distribution of Accuracy Indicator Data**

Then to find out the Accuracy indicators of each statement can be seen based on the average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 8$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of accuracy can be seen in the following table:

**Table 4.21**  
**Distribution of Interest Categories in terms of Accuracy Indicators**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	4	13,3 %
$3 \leq X < 12$	Medium / Hard	26	86,7 %
$X < 3$	Low / Medium	0	10%
TOTAL		30	100 %

From the table above it is known that the Accuracy indicator shows that 4 respondents are in the high category or find it very difficult and 26 respondents are in the moderate category or find it difficult to write thesis.

g. Hedge

The description of the results of the Questionnaire of Student's Difficulties in Writing Thesis results from Hedge indicator which includes the mean, median, mode, frequency distribution, and standard deviation. Descriptive statistical results in terms of the Hedge indicator below:

**Table 4.22**  
**Results of Descriptive Statistics Hedge Indicators**

Statistics		
X7		
N	Valid	30
	Missing	0

Mean	8.93
Std. Error of Mean	.299
Median	9.00
Mode	8
Std. Deviation	1.639
Variance	2.685
Range	6
Minimum	6
Maximum	12
Sum	268

From this questionnaire, in terms of the Hedge indicator, it was obtained from Questionnaire f Student's Difficulties in Writing Thesis data with the highest score achieved by respondents was 12 and the lowest score was 6. From these data also obtained an average (mean) of 8.93, a median (Me) of 9, the mode (Mo) is 8, and the standard deviation is 1.639.

The frequency distribution of student difficulty data in writing their thesis in terms of the Hedge indicator can be seen in the following table:

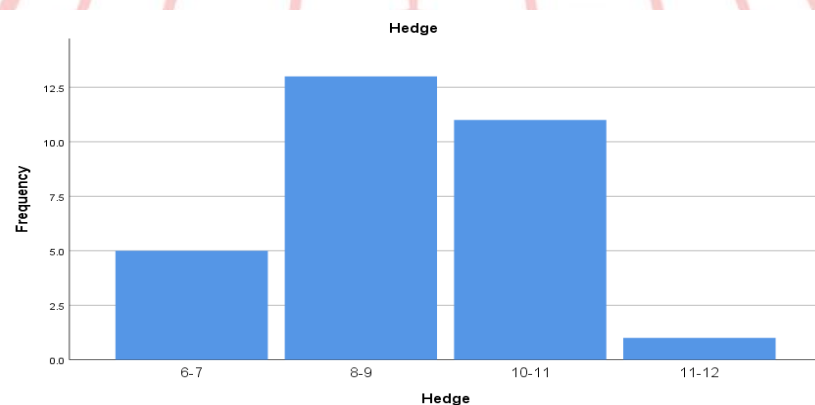
**Table 4.23**  
**Hedge Data Frequency Distribution**

<b>Hedge</b>
--------------



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-7	5	16.7	16.7	16.7
	8-9	13	43.3	43.3	60.0
	10-11	11	36.7	36.7	96.7
	11-12	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the Hedge indicator frequency distribution table, it can be described graphically as follows:



**Figure 4.8 Hedge Indicator Data Frequency Distribution Graph**

Then to find out the Hedge indicators of each statement, it can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 =$

8. Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$   
 and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2$   
 (9) = 4.5. And the interval width for the three SD  
 interest categories =  $7.5/6 = 1.25$ . Then the distribution  
 of the tendency for students to write their thesis  
 categories in terms of Hedge can be seen in the  
 following table:

**Table 4.24**  
**Distribution of Interest Categories in View of the**  
**Hedge Indicator**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	1	3,3 %
$3 \leq X < 12$	Medium / Hard	29	96,7 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the hedge  
 indicator there is 1 respondent in the high category or  
 found it very difficult to and 29 respondents were in the  
 moderate category or found it difficult to write thesis.

h. Responsibility

Description of the results of the Questionnaire of Student's Difficulties in Writing Thesis data in terms of Responsibility which includes the mean, median, mode, frequency distribution, and standard deviation. Descriptive statistic results in terms of the Responsibility indicators can be seen based on the following table:

**Table 4.25**  
**Descriptive Statistical Results in View of Responsibility Indicators**

Statistics		
X8		
N	Valid	30
	Missing	0
Mean		8.23
Std. Error of Mean		.243
Median		8.00
Mode		9
Std. Deviation		1.331
Variance		1.771
Range		7
Minimum		5
Maximum		12
Sum		247

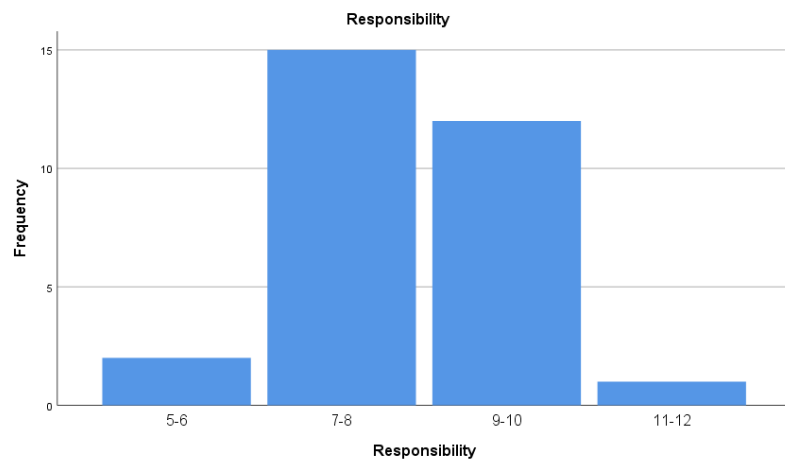
From the questionnaire in terms of the Responsibility indicator, it was obtained from Questionnaire of Student's Difficulties in Writing Thesis data with the highest score achieved by respondents was 12 and the lowest score was 5. From these data also obtained an average (mean) of 8.23, a median (Me) of 8, the mode (Mo) is 9, and the standard deviation is 1.331.

The frequency distribution of student difficulty data in writing thesis in terms of the Responsibility indicator can be seen in the following table:

**Table 4.26**  
**Frequency Distribution of Data Responsibility**

		Responsibility			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-6	2	6.7	6.7	6.7
	7-8	15	50.0	50.0	56.7
	9-10	12	40.0	40.0	96.7
	11-12	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table of the frequency distribution of the Responsibility indicator, it can be described graphically as follows:



**Figure 4.9 Graph of Responsibility Indicator Data Frequency Distribution**

Then to find out the Responsibility indicators of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is

12 and the lowest ideal score is 3. Range (R) =  $12 - 3 =$

8. Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$

and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2$

(9) = 4.5. And the interval width for the three SD

interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency of the difficulty categories of students to write thesis in terms of Responsibility can be seen in the following table:

**Table 4.27**  
**Distribution of Interest Categories Viewed from Responsibility Indicator**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	1	3,3 %
$3 \leq X < 12$	Medium / Hard	29	96,7 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Responsibility indicator shows that 1 respondent is in the high category or finds it very difficult and 29 respondents are in the moderate category or finds it difficult to write a thesis.

i. Organization

Description of the data on the results of the Questionnaire of Student's Difficulties in Writing Thesis in terms of Organization which includes the mean, median, mode, frequency distribution, and standard

deviation. Descriptive statistical results in terms of Organization indicators can be seen based on the following table:

**Table 4.28**  
**Results of Descriptive Statistics Viewed from**  
**Organization Indicators**

Statistics		
X9		
N	Valid	30
	Missing	0
Mean		8.03
Std. Error of Mean		.344
Median		8.00
Mode		8 <sup>a</sup>
Std. Deviation		1.884
Variance		3.551
Range		7
Minimum		4
Maximum		11
Sum		241
a. Multiple modes exist. The smallest value is shown		

From this Questionnaire, in terms of the Organization indicator, it was obtained from Questionnaire of Student's Difficulties In Writing Thesis data with the highest score achieved by students

was 11 and the lowest score was 4. From these data it was also obtained an average (mean) of 8.03, a median (Me) of 8, the mode (Mo) is 8, and the standard deviation is 1.884.

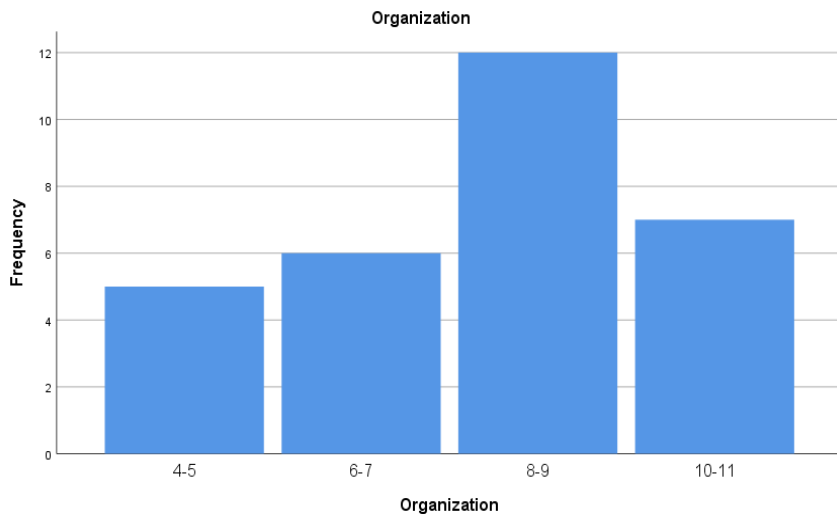
The frequency distribution of student difficulty data in writing thesis in terms of Organization indicators can be seen in the following table:

**Table 4.29**  
**Frequency Distribution Data Organization**

Organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4-5	5	16.7	16.7	16.7
	6-7	6	20.0	20.0	36.7
	8-9	12	40.0	40.0	76.7
	10-11	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Based on the frequency distribution table of the Organization indicators, it can be illustrated by the graph as follows:





**Figure 4.10 Graph of Organization Indicator Data Frequency Distribution**

Then to find out the Organizational indicators of each statement can be seen based on the ideal average score ( $M$ ) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range ( $R$ ) =  $12 - 3 = 8$ . Mean Ideal Price ( $M$ ) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation ( $SD$ ) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their

thesis categories in terms of Organization can be seen in the following table:

**Table 4.30**  
**Distribution of Interest Categories Viewed from Organizational Indicator**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	0	0 %
$3 \leq X < 12$	Medium / Hard	30	100 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Organization indicators show that all respondents are in the medium category or find quite difficult.

j. Planning

The description of the results of the Questionnaire of Student's Difficulties in Writing Thesis data in terms of planning which includes the mean, median, mode, frequency distribution, and standard deviation (standard deviation). Descriptive statistical results in terms of Planning indicators can be seen based on the following table:

**Table 4.31**  
**Results of Descriptive Statistics Viewed from Planning**  
**Indicators**

Statistics		
X10		
N	Valid	30
	Missing	0
Mean		7.57
Std. Error of Mean		.348
Median		8.00
Mode		7 <sup>a</sup>
Std. Deviation		1.906
Variance		3.633
Range		8
Minimum		3
Maximum		11
Sum		227
a. Multiple modes exist. The smallest value is shown		

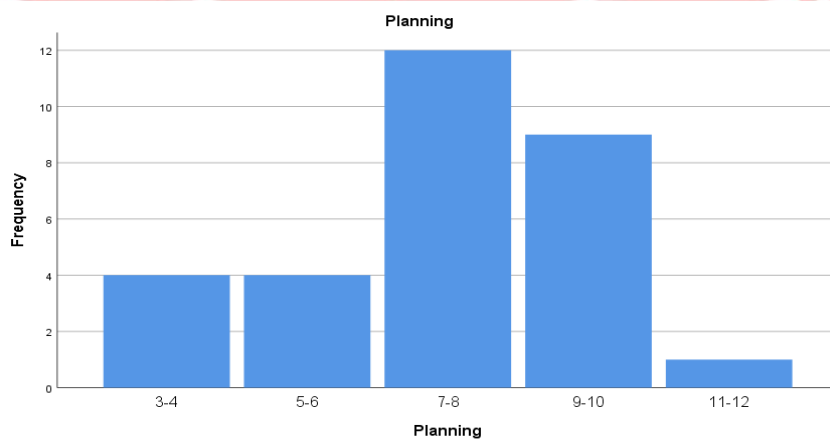
From the questionnaire, in terms of the Planning indicator, it was obtained Questionnaire of Student's Difficulties in Writing Thesis data with the highest score achieved by students was 11 and the lowest score was 3. From these data also obtained an average (mean) of 7.57, median (Me) of 8, the mode (Mo) is 7, and the standard deviation is 1.906.

The frequency distribution of data on students' difficulties in writing their thesis in terms of the Planning indicator can be seen in the following table:

**Table 4.32**  
**Frequency Distribution of Data Planning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-4	4	13.3	13.3	13.3
	5-6	4	13.3	13.3	26.7
	7-8	12	40.0	40.0	66.7
	9-10	9	30.0	30.0	96.7
	11-12	1	3.3	3.3	100.0
Total		30	100.0	100.0	

Based on the planning indicator frequency distribution table, it can be described graphically as follows:



**Figure 4.11 Graph of Planning Indicator Data Frequency Distribution**

Then to find out the Planning indicators of each statement can be seen based on the ideal average score (M) of each aspect which is used as a comparison criterion. The highest ideal score of the 30 item items is 12 and the lowest ideal score is 3. Range (R) =  $12 - 3 = 9$ . Mean Ideal Price (M) =  $1/2 (12+3) = 1/2 (15) = 7.5$  and ideal standard deviation (SD) =  $1/2 (12 - 3) = 1/2 (9) = 4.5$ . And the interval width for the three SD interest categories =  $7.5/6 = 1.25$ . Then the distribution of the tendency for students to write their thesis categories in terms of Planning can be seen in the following table:

**Table 4.33**  
**Distribution of Interest Categories Viewed from Planning Indicators**

Interval	Category	Frequency (f)	F relative %
$12 \leq X$	Hard / Very hard	0	0 %
$3 \leq X < 12$	Medium / Hard	30	100 %
$X < 3$	Low / Medium	0	0%
TOTAL		30	100 %

From the table above it is known that the Planning indicator shows that all respondents are in the moderate category or find it difficult to write a thesis.

### **C. Discussion**

Based on the overall data that has been described in the research results above, that this study aims to answer the research question in chapter I, namely to find out what difficulties do the students have in writing their thesis and what is the cause of the difficulty. To answer this question, the researcher will discuss the results of the analysis of the difficulty of writing thesis, which includes:

#### **1. Students Difficulties in Writing Thesis**

In this study, the number of statement items used was 30 questions out of 10 indicators, with each indicator having 3 statement items. Based on the results of the research that has been done, the results of calculating the data on students' difficulties in writing thesis with a total of 30 TBI students respond, it can be seen that for calculating the total score of the questionnaire results with

intervals of  $87.5 \leq X$  included in the high category or students who feel it is very difficult to write a thesis, so there are 2 students who are in the category of students who find it very difficult with a percentage of 6.7%. The total score of the questionnaire with intervals of  $62.5 \leq X < 87.5$  is included in the medium category or students who find it difficult to write a thesis, so that those who fall into the category of students who find it difficult are 20 people with a percentage of 66.7%. The total score of the questionnaire with interval  $X < 62.5$  is included in the low category or students find it quite difficult to write a thesis, so that those who fall into the category of students who find it quite difficult to write a thesis are 8 people with a percentage of 26.7%.

Based on the category of difficulty, it shows that most students find it difficult to write a thesis At Fatmawati Sukarno Islamic University Bengkulu.

## 2. The Causes of Difficulties Faced by Students

Based on the interview, the researcher got many kinds of answer from the students which are related to the causes of difficulties that are faced by them. The complexity indicator shows that all respondents are in the moderate category or find it difficult to write thesis. The results of causes the difficulty category show that students experience moderate difficulty when writing using conjunctions, compound sentences, and using punctuation marks.

The second difficulty, it is known that the formality indicators show that 1 respondent is in the high category or finds it very difficult and 29 respondents are in the moderate category or finds it difficult to write thesis. The results of the causes of difficulty category show that most students experience difficulties when writing using standard language, long and complicated sentences and finding it difficult to explain things logically in accordance with the rules of language writing.



Students' difficulties in the precision indicator becomes the third problem, it is shows that all respondents are in the moderate category or find it difficult to write thesis. The results of the causes of difficulty category show that students experience moderate difficulty in choosing the right and consistent words when writing their thesis.

The fourth difficulty based on the research analysis, it is known that the objectivity indicator shows that all respondents are in the moderate category or find it difficult to write thesis. The results of the causes of difficulty category show that students experience difficulty in objectivity at a moderate level when writing their thesis.

The fifth difficulty, it is known that the explicit indicator shows that 3 respondents are in the high category or find it very difficult and 27 respondents are in the moderate category or find it difficult to write thesis. The results of causes the difficulty category show that

most students have difficulty finding the right words to describe a situation and make coherent and cohesive paragraphs when writing their thesis.

The sixth difficulty, it is known that the Accuracy indicator shows that 4 respondents are in the high category or find it very difficult and 26 respondents are in the moderate category or find it difficult to write thesis.

The results of the causes of difficulty category are known to be that most students experience difficulties in grammar and the use of punctuation and the correct use of verbs when writing their thesis.

The seventh of students' difficulty, it is known that the hedge indicator shows that 1 respondent is in the high category or finds it very difficult and 29 respondents are in the moderate category or finds it difficult to write thesis. The results of the causes of difficulty category are known to be that most students have difficulty maintaining the value of claims made when writing their thesis.

The eighth, it is known that the Responsibility indicator shows that 1 respondent is in the high category or finds it very difficult and 29 respondents are in the moderate category or finds it difficult to write thesis. The results of causes of the difficulty category are known to be that most students have difficulty providing ideas and evidence that I quoted from other writers when writing their thesis.

The ninth of students' causes of difficulty, it is known that the organization indicators show that all respondents are in the moderate category or find it difficult to write thesis. The results of the difficulty category show that students have difficulty combining sentences and developing ideas logically when writing their thesis.

The last causes of students difficulty based on the research analysis, it is known that the planning indicators show that all respondents are in the moderate category or find it difficult to write a thesis. The results of the

difficulty category show that students have difficulty planning before writing a thesis.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research data analysis and discussion above, the researcher has grouped the difficulties into ten category in technical writing it can be concluded that Writing Difficulties in Thesis Writing Experienced by Students at Universitas Islam Fatmawati Sukarno Bengkulu are included in the medium category with a total of 30 respondents. This can be seen based on the results of research that has been conducted by researchers with the number of statement items as many as 30 questions and the number of samples of 30 students, then the calculation of difficulty with the high or very difficult category is obtained by 2 people (6.7%), students in the medium category or difficult there are 20 people (66.7%), students who are quite difficult/low there are 8 people (26.7%).

The students still faced difficulty using conjunction, punctuation marks and still having the difficulty to understand



the compound sentence. Likewise, students were having difficulty to understanding the long and complicated sentences. Some students were still confused to choose the right and consistent word when writing their thesis. Other than that, writing coherent and cohesive paragraph become students' difficulty in writing the thesis. And students still faced difficulties using tense and choosing tenses when they wrote.

## **B. Suggestion**

### **1. For the students**

The students have to be aware of their weakness while writing their thesis. The result shows that the calculation of difficulty most students with the 66.7% find it moderate difficulty or quite difficult for them to write a thesis in technical writing. The students should learn more about the technical writing to increase their knowledge and the usage of grammar and vocabulary. It is suggested to students to read, practice, and understand the components in making a good thesis.

## 2. For the lecturers

Based on the result in this research, it is suggested that the teachers should give more specific and clear explanation to the student about thesis writing. The teachers should allocate more time in teaching the students in the class.

## 3. For other researcher

The result of this research may be used as a reading references for researcher who wants to conduct similar study related to this topic. The finding of this research are expected to be used as a consideration for other researches who plan to conduct the study focus on students difficulty in writing thesis.

**BENGKULU**



## REFERENCE

- Annemarie Hamlin, Chris Rubio, Michele Desilva (2017). Technical Writing. Portland: Creative Commons.
- Brookes and Grundy (1991). Writing for Study Purposes. Cambridge: Cambridge University Press.
- Brown, H. D. (1998). Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice-Hall.
- Brown, H. D. (2000). Principles of Language Learning and Teaching (4th Edition). San Fransisco: Pearson Longman.
- Dennis S. Bernstein. 2009. Precision Writing. *Mechanical and Manufacturing Engineering Graduate Studies Newsletter*. [Volume 1, Issue 6].  
[https://umanitoba.ca/faculties/engineering/departments/mechanical/pdf/Graduate Newsletter-issue-6.pdf](https://umanitoba.ca/faculties/engineering/departments/mechanical/pdf/Graduate%20Newsletter-issue-6.pdf)
- Hardling, C. (2014). Planning and organizing a master thesis. United Kingdom: studymate
- Harmer, J., (1991) *The Practice of English Language Teaching*, Longman.
- Harmer, Jeremy. (2002). The Practice English Language Teaching. New York: Edinburg Gate.
- Hart, C. (2005). Doing your masters dissertation. New Delhi: SAGE di buku untuk thesis.
- Hashim, A. (2005). How to Write a Thesis: The Thesis Writing Journey from Start to Finish. Kuala Lumpur: ` University of Malaya Press.
- Junaid. 2012. *Venn Diagram Method For Students' Ability in Writing at Intensive English Class of Unismuh Makassar*. Exposure Journal. Vol. 1. No. 2.
- Leo, Sutanto. 2007. *Essay writing : English for Acadmic Purpose*. Yogyakarta. Andi Offset. limited.

- Maria Koutraki. 2015. *Complexity & Formality as Features of Academic Writing*. University of Crete
- Mayers, Alan. 2005. *Gateways to Academic Writing*. By Pearson Education : Longman.
- Mertens, N. L. 2010. *Writing: Process, Tools, and Techniques*. New York: Nova Science Publishers, Inc. dibuku mam
- O'Connell, F., & L., J. (2001). *A structural model of literature review: An analysis of Chinese postgraduate students' writing*. Paper presented at the BALEAP conference, Sheffield Hallam University, Sheffield, UK
- Oshima, Alice, - Ann Hogue. *Writing Academic English*. California Addison Wesley Publishing Company, 2006.
- Oshima, Hogue. (1998). *Writing Academic English (3rd Edition)*. Longman.
- Paltridge, B. (2002). Thesis and dissertation writing: An examination of published advice and actual practice. *English for Specific Purposes*, 21(2), 125–143
- Quora. *What Is the Purpose of Academic Writing?*, (Online). <https://www.quora.com/What-is-the-purpose-of-academic-writing>. Accessed 8<sup>th</sup> July 2022
- Richards, J and Renandya W. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Turmudi, D. (2014). *An Analysis of the Students' Trend in Writing Course. In the third uad*
- Turmudi, D. (2017). *Rethinking Academic Essay Writing: Selected Genres in Comparison*. *Premise: Journal of English Education*, 6(2), 119-137.
- Unan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill Companies, Inc.
- Urquhart, Vicki and Monette McIver. 2005. *Teaching Writing in the Content Areas*. United States of America: McREL. Hardling, Chris. (2004). *Planning and Organizing a Master's Thesis*. United Kingdom: Studymates limited.

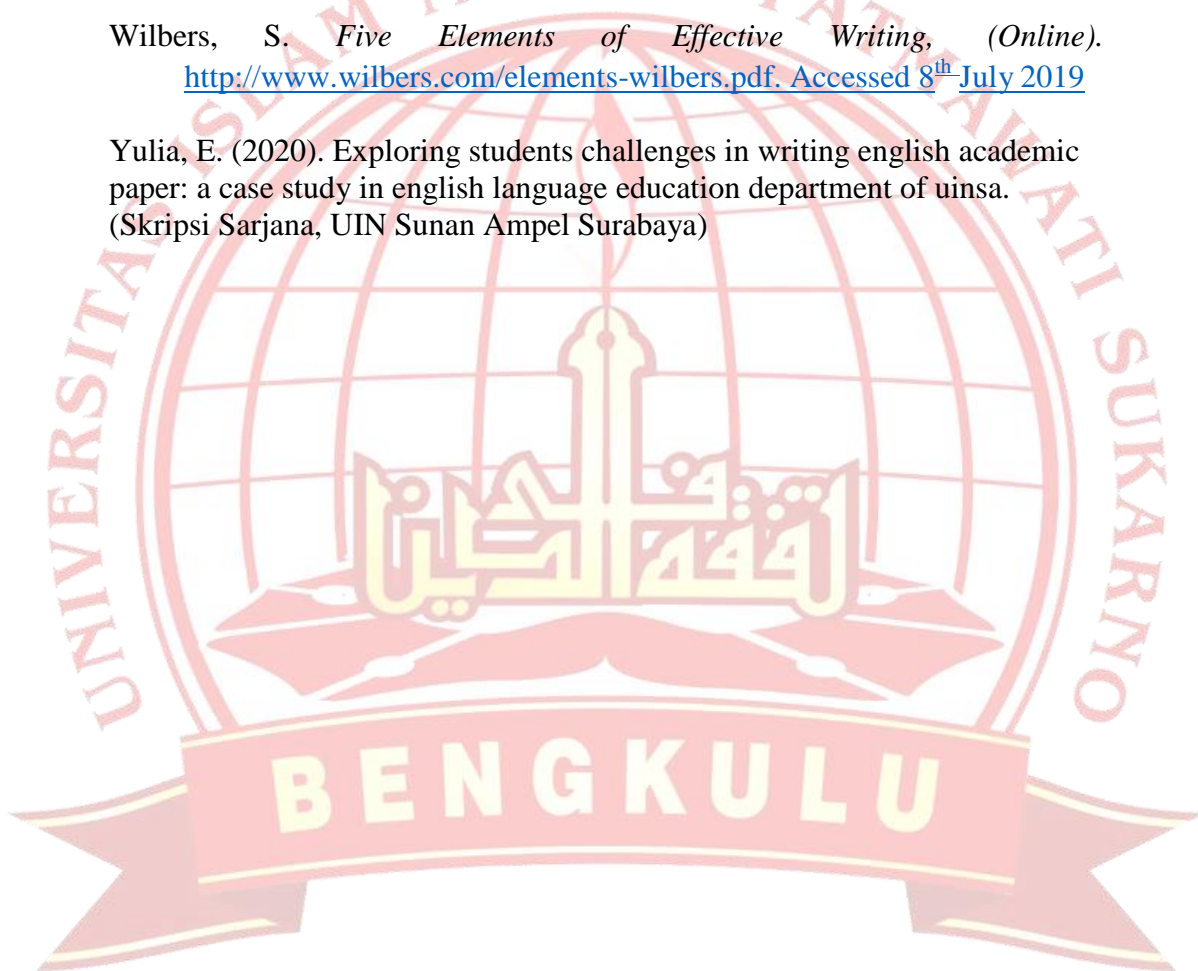
Westwood, P. 2008. *What Teachers Need to Know about Reading and Writing Difficulties*. Camberwell: ACER Press.

White, R and Arndt, V. 1991. *Process of Writing*. London: Longman Group. Ltd.

Wierzbicka, A. (2006). *English: Meaning and culture*. Oxford: Oxford University Press.

Wilbers, S. *Five Elements of Effective Writing*, (Online). <http://www.wilbers.com/elements-wilbers.pdf>. Accessed 8<sup>th</sup> July 2019

Yulia, E. (2020). Exploring students challenges in writing english academic paper: a case study in english language education department of uinsa. (Skripsi Sarjana, UIN Sunan Ampel Surabaya)





**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**


## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :


Nama : Amalia Ulpa  
NIM : 1516230016  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : Writing Difficulties In Writing Thesis Experienced By Students At Universitas Islam Negeri Bengkulu

Telah melakukan verifikasi plagiasi melalui program <http://www.tumitin.com> dengan ID 1992135440. Skripsi ini memiliki indikasi plagiasi sebesar 14% dan dinyatakan dapat diterima. Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya. Apabila terdapat kekeliruan dengan verifikasi ini, maka akan dilakukan peninjauan ulang kembali

Mengetahui,  
Ketua Tim Verifikasi

  
Dr. Edi Ansyah, M.Pd  
NIP 197007011999031002

Bengkulu,  
Yang Menyatakan

  
Amalia Ulpa  
NIM 1516230016



12/12/2023  
01  
[Signature]

## Cek turnitiin Amalia\_TBI

### ORIGINALITY REPORT

<b>14%</b>	<b>12%</b>	<b>3%</b>	<b>5%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

1	<a href="http://eprints.uny.ac.id">eprints.uny.ac.id</a> Internet Source	1%
2	<a href="http://www.coursehero.com">www.coursehero.com</a> Internet Source	1%
3	<a href="http://www.cenet.org.cn">www.cenet.org.cn</a> Internet Source	1%
4	<a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	1%
5	<a href="http://repository.iainbengkulu.ac.id">repository.iainbengkulu.ac.id</a> Internet Source	1%
6	<a href="http://repository.radenfatah.ac.id">repository.radenfatah.ac.id</a> Internet Source	1%
7	Dwi Monica Lestari. "An Analysis of the Students' Difficulties in Writing Undergraduate Thesis at English Education Study Program of Muhammadiyah University of Bengkulu", Premise: Journal of English Education, 2020 Publication	1%

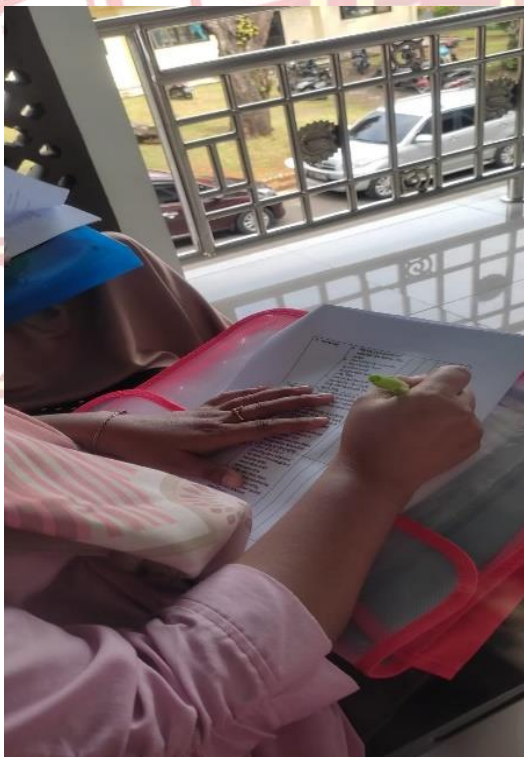
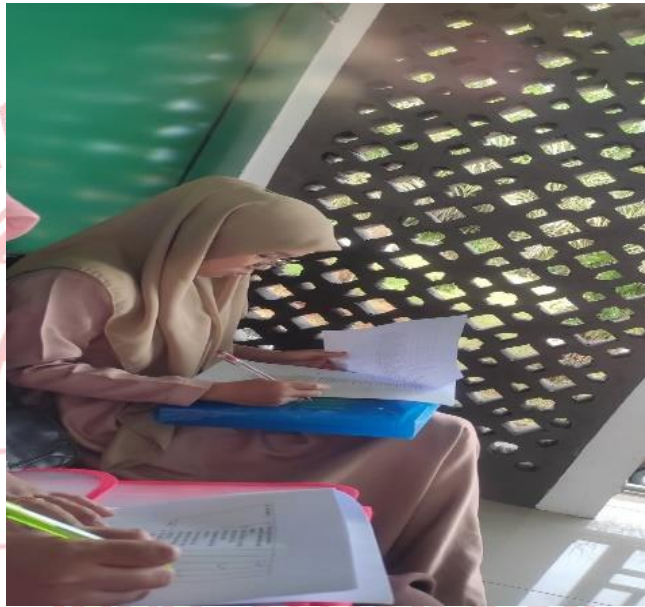
## RESEARCH DOKUMENTATION

Research Sites, Universitas Islam Negeri Fatmawati Sukarno Bengkulu



# RESEARCH DOKUMENTATION

Data Retrieval Process Through Questionnaire





## RESEARCH DOKUMENTATION

Data Retrieval Process Through Interview



## Data Retrieval Process Through Interview



UNIVERSITAS

WATI SUKARNO

### The Score of Students' Difficulties in Technical Writing Questionnaire

R E S P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	T O T A L
1	2	3	3	3	2	4	3	4	3	4	3	3	4	4	4	4	3	2	3	4	3	3	3	2	4	3	4	3	3	3	96
2	2	1	1	1	4	3	3	3	4	4	3	4	4	4	3	2	2	3	3	4	2	3	2	3	3	3	3	3	4	1	85
3	2	1	2	1	2	1	2	1	2	1	2	3	3	3	2	2	2	2	3	2	2	2	2	2	1	2	1	2	3	1	57
4	3	2	2	3	2	4	4	3	3	2	2	3	3	4	3	3	2	2	2	2	2	3	4	2	4	4	3	2	3	2	83
5	2	2	2	3	3	4	2	2	3	1	3	3	2	2	3	2	2	2	3	3	2	2	2	3	4	2	2	3	3	2	74
6	2	2	2	2	2	3	3	4	4	3	3	3	2	3	4	4	4	4	4	4	4	4	4	4	3	3	4	3	3	2	96
7	3	4	2	3	3	3	3	2	3	2	3	3	3	2	2	3	2	4	4	4	3	2	2	3	3	3	2	3	3	4	86
8	3	2	3	3	3	2	2	2	2	4	4	3	3	3	3	4	4	4	4	4	3	3	3	4	2	2	2	4	3	2	90
9	4	3	4	4	4	4	4	3	4	2	4	3	3	3	2	4	4	4	4	4	3	3	3	3	4	4	3	4	3	3	104
10	3	2	3	2	3	3	3	2	3	3	3	4	2	3	1	3	3	3	3	3	3	3	3	2	3	3	2	3	4	2	83
11	3	2	2	4	4	3	3	4	4	3	3	2	3	3	3	2	2	2	3	2	3	2	4	3	3	3	4	3	2	2	86
12	1	1	1	2	2	2	2	2	2	1	1	1	3	3	1	4	3	3	3	3	2	3	2	3	2	2	2	1	1	1	60
13	2	3	2	3	3	4	2	3	3	3	3	2	2	3	2	4	2	3	3	2	4	3	3	3	4	2	3	3	2	3	84
14	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	2	4	3	4	3	3	3	3	3	3	3	3	4	3	97
15	1	2	1	3	3	2	3	2	3	1	1	1	4	3	2	2	4	2	4	3	3	2	3	3	2	3	2	1	1	2	69
16	4	3	3	2	3	1	3	3	3	2	3	4	4	3	2	3	4	3	3	4	2	4	2	1	3	3	2	3	3	3	86
17	3	2	3	3	3	3	3	4	3	3	3	4	3	3	4	2	3	4	4	3	3	3	3	3	3	3	4	3	3	2	93
18	2	3	1	1	2	2	2	3	2	4	4	3	3	3	3	2	2	2	3	1	2	2	2	3	2	2	3	4	3	3	74
19	3	1	2	3	3	2	4	2	3	2	1	3	2	3	4	2	2	1	2	2	2	2	2	3	2	4	2	1	3	1	69
20	4	2	1	2	4	4	2	3	3	1	2	3	4	4	2	3	2	3	4	3	2	3	2	4	4	2	3	2	3	2	83
21	2	3	1	2	3	1	2	3	1	4	2	2	2	2	2	4	2	4	3	2	3	3	3	2	1	2	3	2	2	3	71
22	3	4	4	2	2	1	3	2	1	2	3	2	2	2	1	3	3	3	2	3	3	3	3	3	1	3	2	3	2	4	75
23	3	4	2	3	4	2	4	4	3	3	2	3	3	3	2	3	3	3	3	1	3	3	3	3	2	4	4	2	3	4	89
24	3	2	2	2	2	2	1	2	3	3	3	2	1	3	4	3	3	2	3	2	3	2	3	3	2	1	2	3	2	2	71
25	3	1	3	2	4	3	2	3	4	2	1	4	3	1	3	4	2	2	2	3	3	3	3	2	3	2	3	1	4	1	77
26	2	3	2	2	4	3	3	2	4	3	1	2	3	3	3	4	4	4	3	2	3	2	3	4	3	3	2	1	2	3	8



## Questionnaire of student's difficulties in writing thesis

Name :

Answer the statement below by giving a checklist mark based on your experience!

3: Neutral

1: Strongly Disagree

4: Agree

2: Disagree

Item	Statement/Pernyataan	4	3	2	1
1. Complexity	<p>a. I have difficulty in using conjunction/ Saya kesulitan menggunakan kata penghubung</p> <p>b. I have difficulties understanding compound sentences/ Saya kesulitan memahami kalimat majemuk</p> <p>c. I have difficulty using punctuation/ Saya kesulitan menggunakan tanda baca</p>				
2. Formality	<p>a. I have difficulty using formal or official language/ Saya kesulitan menggunakan Bahasa baku atau Bahasa resmi</p> <p>b. I have difficulty in expressing something logical according to the rules of language formation/ Saya kesulitan menjelaskan sesuatu secara logis berdasarkan aturan aturan penulisan Bahasa.</p> <p>c. I have difficulties in using long and complex sentence</p>				

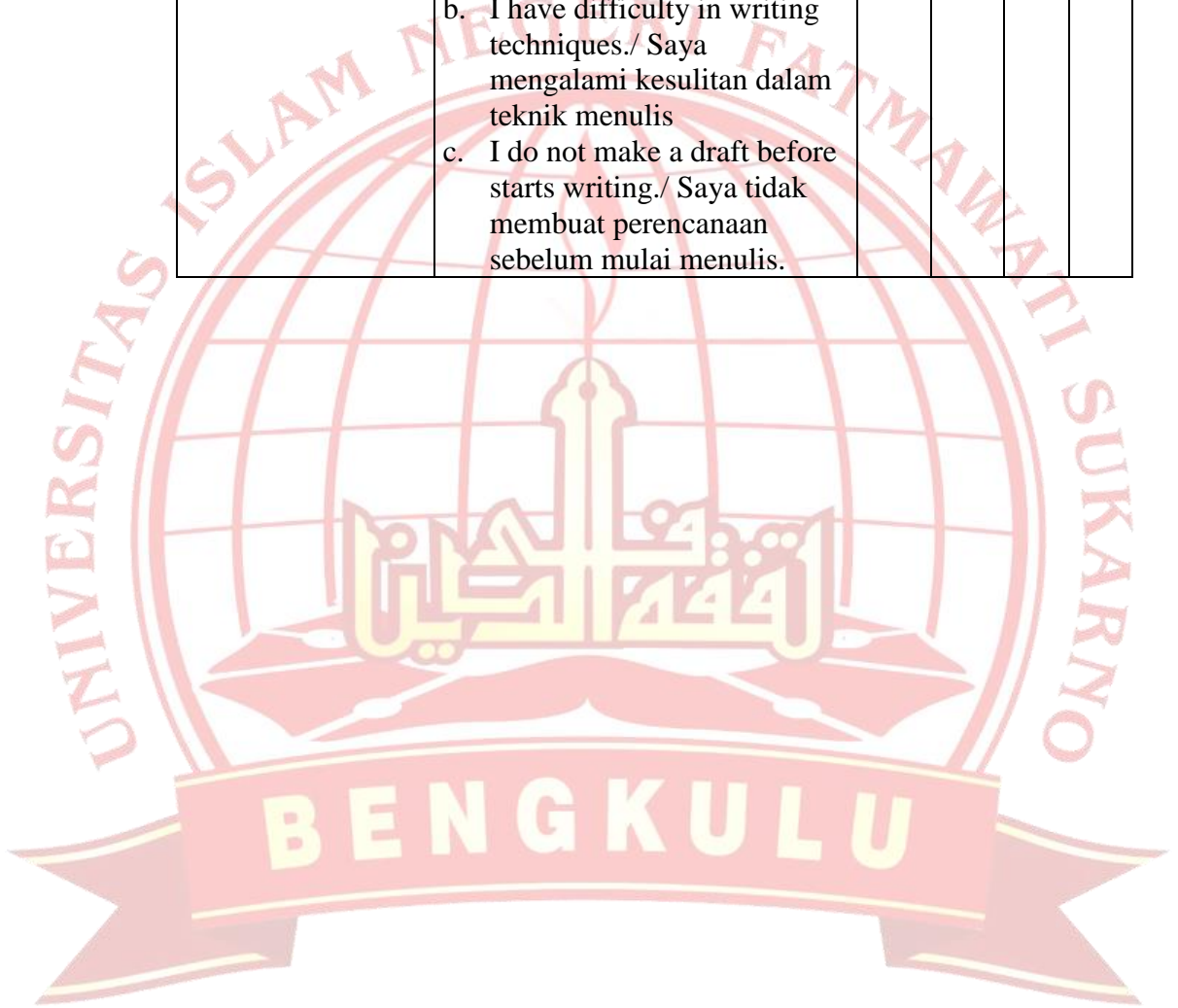
	structure/ Saya kesulitan menggunakan kalimat yang Panjang dan rumit.				
3. Precisor	<p>a. It is difficult in choosing the correct word to convey the exact meaning that the writer intended though/ Sulit dalam memilih kata yang tepat untuk menyampaikan makna yang penulis ingin sampaikan.</p> <p>b. I often using sloppy speech or exaggeration in language/ Saya sering menggunakan kata-kata yang ceroboh atau berlebihan dalam bahasa</p> <p>c. I have difficulty using inconsistent and varying word/ Saya kesulitan menggunakan kata yang tidak konsisten dan bervariasi.</p>				
4. Objectivity	<p>a. I have difficulty of not expressing personal opinion/ Saya mengalami kesulitan untuk tidak mengungkapkan pendapat pribadi.</p> <p>b. The writing style is not measurable and scientific fact/ Gaya penulisannya tidak terukur dan tidak berdasarkan fakta ilmiah.</p> <p>c. I often confuse in distorting the data/ Saya sering bingung dalam mendistorsi data</p>				

5. Explicitness	<p>a. I have difficulty in stating something that the meaning is easy to understand / Saya mengalami kesulitan dalam menyatakan sesuatu yang artinya mudah dimengerti</p> <p>b. I have difficulty in finding the word in direct expression of knowledge/ Saya kesulitan menemukan kata yang pas untuk menggambarkan situasi</p> <p>c. Difficult in making the paragraph coherent and cohesive/ Saya kesulitan dalam membuat paragraf koheren dan kohesif</p>				
6. Accuracy	<p>a. Having poor grammar/ memiliki tata bahasa yang buruk</p> <p>b. I have difficulty to put the correct tenses/ Saya kesulitan untuk menggunakan kata kerja yang benar</p> <p>c. I am not familiar with punctuation rules/ Saya tidak terbiasa dengan aturan tanda baca</p>				
7. Hedge	<p>a. Not familiar on how to opposed the other academic claims/ Saya tidak terbiasa menentang klaim akademis lainnya</p> <p>b. I have difficulty in keeping the value of the claim/ Saya mengalami kesulitan dalam</p>				

	<p>menjaga nilai klaim yang saya buat.</p> <p>c. I have difficulty on the use language of caution or uncertainty/ Saya mengalami kesulitan dalam menggunakan bahasa hati-hati atau ketidakpastian</p>				
8. Responsibility	<p>a. I have difficulty in providing the evidence of any claim/ Saya mengalami kesulitan dalam memberikan bukti pernyataan saya.</p> <p>b. I often take ideas from article without mentioning the author/ Saya sering mengambil ide dari artikel tanpa menyebutkan penulisnya</p> <p>c. I have difficulty in paraphrasing ideas taken from articles/ Saya mengalami kesulitan dalam memparafrasekan ide yang saya ambil dari artikel</p>				
9. Organization	<p>a. Difficult in combining sentences/ Sulit menggabungkan kalimat</p> <p>b. Poorly writing to organize/ Penulisan yang buruk untuk diatur</p> <p>c. I have difficulty in developing idea in logical way./ Saya mengalami kesulitan dalam mengembangkan ide secara logis.</p>				



10. Planning	<p>a. I do not make an outline before writing my thesis/ Saya tidak membuat outline sebelum menulis thesis.</p> <p>b. I have difficulty in writing techniques./ Saya mengalami kesulitan dalam teknik menulis</p> <p>c. I do not make a draft before starts writing./ Saya tidak membuat perencanaan sebelum mulai menulis.</p>				
--------------	---	--	--	--	--



## INTERVIEW OF STUDENTS' DIFFICULTIES IN WRITING THESIS

Name :

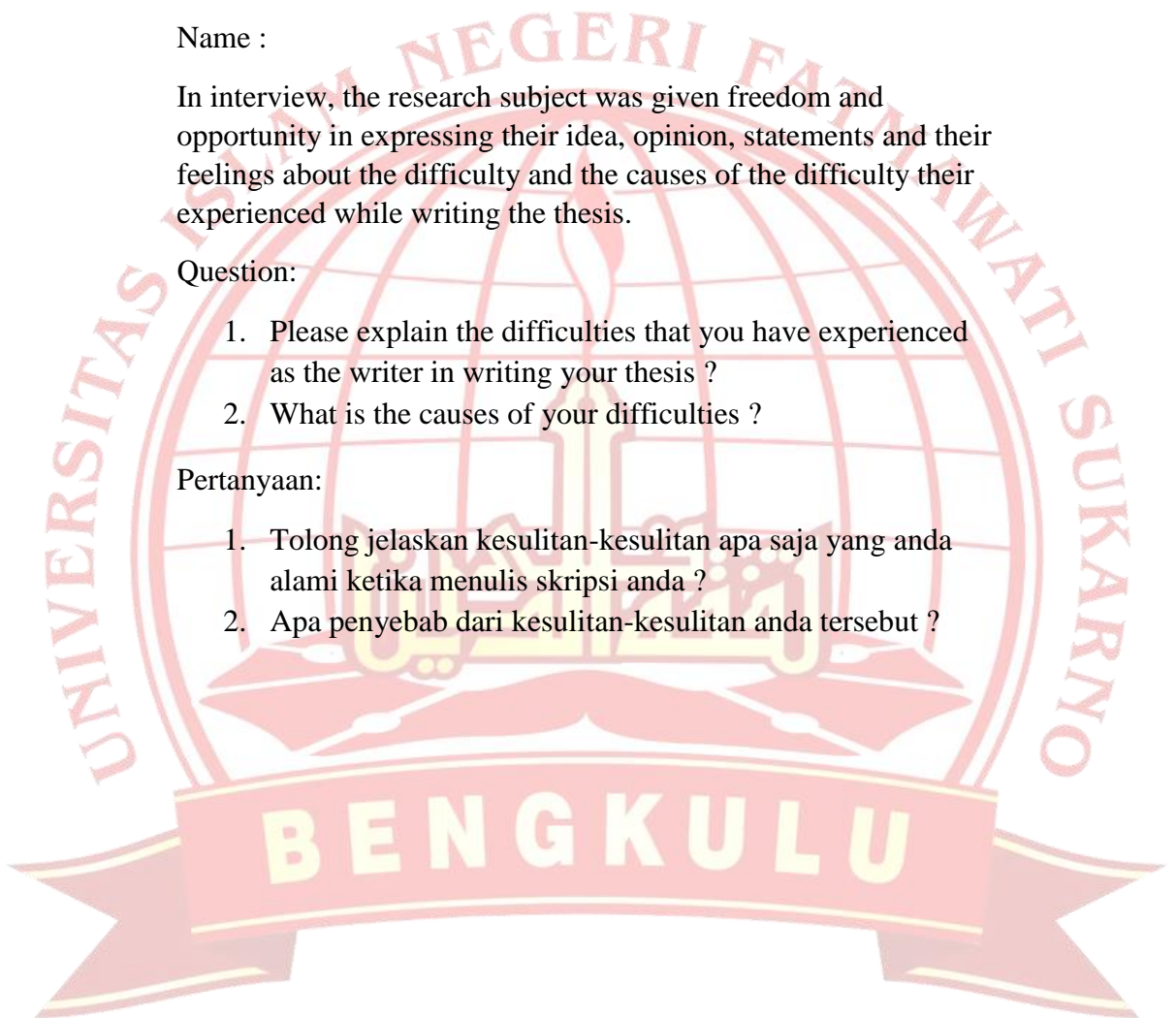
In interview, the research subject was given freedom and opportunity in expressing their idea, opinion, statements and their feelings about the difficulty and the causes of the difficulty their experienced while writing the thesis.

Question:

1. Please explain the difficulties that you have experienced as the writer in writing your thesis ?
2. What is the causes of your difficulties ?

Pertanyaan:

1. Tolong jelaskan kesulitan-kesulitan apa saja yang anda alami ketika menulis skripsi anda ?
2. Apa penyebab dari kesulitan-kesulitan anda tersebut ?



## SK Penunjukan



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

### SURAT PENUNJUKAN

Nomor : 1532 /Un.23/F.II/PP.00.9/06/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama : Dr. Edi Ansyah, M.Pd  
NIP : 197007011999031001  
Tugas : Pembimbing I
2. Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

- Nama Mahasiswa : Amalia Ulpa  
NIM : 1516230016  
Judul : Writing Difficulties In Thesis Writing Experience By Students  
At UIN Fatmawati Sukarno Bengkulu

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu  
Pada tanggal : 6 Juni 2022  
Dekan



**Tembusan:**

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

## SK Seminar Proposal Skripsi



### KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor : 295 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Edi Ansyah, M.Pd (Penyeminar I)
2. Feny Martina, M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris

Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 07 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Evi Cut Mulia 1811230161	08.00-09.00 WIB	Critical Discourse Analysis of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur
2.	Anesti Ayu Astuti 1516230132	09.00-10.00 WIB	The Correlation Between EFL Learning Strategies And Learning Style On English Students Achievements At The Eight Grades At SMP 19 Seluma In Academic Year 2021/2022
3.	Amalia Ulpa 1516230016	10.00-11.00 WIB	Writing difficulties in thesis writing experience by students at UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 6 Juli 2022  
Dekan,



## Pengesahan Seminar Proposal Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.uinbengkulu.ac.id](http://www.uinbengkulu.ac.id)

### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Amalia Ulpa, NIM : 1516230016 yang berjudul "Writing Difficulties in Thesis Writing Experience by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu". Telah diseminarkan oleh tim penyeminar pada:  
Hari/Tanggal : Kamis, 7 Juli 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Juli 2022

Penyeminar I

**Dr. Edi Ansyah, M.Pd**  
NIP. 197007011999031001

Penyeminar II

**Feny Martina, M.Pd**  
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nomor : *5062* / Un.23/F.II/TL.00/07/2022

20 Juli 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Koordinator Prodi Tadris Bahasa Inggris  
Di -  
UINFAS Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

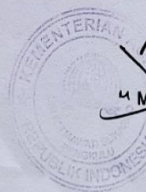
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**WRITING DIFFICULTIES IN THESIS WRITING EXPERIENCE BY STUDENTS AT UNIVERSITAS ISLAM FATMAWATI SUKARNO BENGKULU**".

Nama : Amalia Ulpa  
NIM : 1516230016  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi TBI UINFAS Bengkulu  
Waktu Penelitian : 21 Juli s/d 22 Agustus 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,



*Mus Mulyadi*



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor: 3946 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Achmad Ja'far Sodik, M.Pd.I  
(kompetensi UIN)
2. Zelvia Liska Afriani, M.Pd  
(kompetensi Jurusan/Prodi)
3. Dr. Edi Ansyah, M.Pd  
(Kompetensi Keguruan)

Assalamu'alaikum Wr Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 08 Juli 2022

Waktu : 08.00 -12.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Amalia Ulpa	1516230016
2	Masrini	1611230047
3	Adibu Dzakwar Putra Kerlis	1811230089
4	Ongki Saputra	1811230069

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 7 Juli 2022  
Dekan,



M. Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: [www.uinfashengkulu.ac.id](http://www.uinfashengkulu.ac.id)

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Saya yang bertanda tangan dibawah ini ketua prodi Universitas Islam Negeri Fatmawati Sukarno Bengkulu menerangkan bahwa:

Nama : Amalia Ulpa  
Nim : 1516230016  
Prodi : Tarbiyah dan Tadris  
Fakultas : Tadris Bahasa Inggris  
Judul penelitian : "Writing Difficulties in Thesis Writing Experienced by Students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu"

Nama tersebut diatas benar-benar telah melaksanakan penelitian di Universitas Islam Negeri Fatmawati Sukarno Bengkulu dari tanggal, 21 Juli s/d 22 Agustus 2022.

Demikian surat keterangan ini saya buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, Januari 2023

Ko. Prodi Tadris Bahasa Inggris

Feny Martina

NIP. 198703242015032002





UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211  
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172  
website: [www.uinfashengkulu.ac.id](http://www.uinfashengkulu.ac.id)

Bengkulu, 26 Januari 2023

Nomor : 0412./Un.23/F.II/PP.00.9/11/2022  
Lampiran : -  
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Dr. Edi Ansyah, M.Pd  
(Ketua)
2. Endang Haryanto, M.Pd  
(Sekretaris)
3. Dr. Syamsul Rizal, M.Pd  
(Penguji I)
4. Feny Marina, M.Pd  
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu

Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 26 Januari 2023  
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Sarah Sirentika 1811230144	08.00- 08.50	The Analysis Of Elf Students' Responses Toward "Ruangguru" Application As An Online Learning Media.
2.	Detta Silvia 1811230055	08.51- 09.40	The Accuracy Of The Student' Translation Of English Idiomatic Expression In The Novel Of Bristol Murder.
3.	Amalia Ulpa 1516230016	09.41- 10.30	Writing Difficulties In Thesis Writing Experience by Students At UINFAS Bengkulu
4.	Pipin Suryani 1911230070	10.31- 11.20	A Correlation Between Parents' Social Class and The Ability To Speak English as a Foreign Language For Adolescent In Dusun III Harapan Village Pondok Kelapa Central Bengkulu in 2022.
5.	Aa Natalia 1711230130	11.21- 12.10	The Implementaion Of Blended Learning On The Students Speaking Skill (Descriptive Qualitative Research Of The Twelfth Grades Students at MAN 1 Model Bengkulu.

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.



Dekan,

Mrs Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Amalia UPR Pembimbing I/II : Dr. Eri Angsh. M.Pd  
NIM : 1516230016 Judul Skripsi : Writing Difficulties in  
Jurusan : Tarbiyah dan Tadris Thesis Writing Experienced by Students  
Program Studi : TBI at UINFAAS Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	1-1-23	Supra	- teknik penulisan hasil penelitian tema penelitian	Dr. Eri
	5-1-23	Supra	- Masalah Supra penelitian Lampiran	Dr. Eri
	11-1-23	Supra	Free	Dr. Eri

Mengetahui,  
Dekan



Dr. Eri Angsh. M.Pd  
97005142000031004

Bengkulu, 6 Januari 2023

Pembimbing I/II

Dr. Eri Angsh. M.pd  
NIP. 197007011999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksi: (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Amalia Upa Pembimbing I/II : II Ferry Martina, M.Pd  
NIM : 151623006 Judul Skripsi : Writing Difficulties In  
Jurusan : FTT Writing Thesis Experienced by Students  
Program Studi : TB1 at Universitas Islam Negeri Fatmawati Sukarno  
Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	26-12-2022	chapter IV	Perbaikan <del>Result</del> Result Discussion	
2.	27-12-2022	chapter W	Perbaikan Result discussion	
3.	29-12-2022	chapter IV	Research Distribution	
4.	30-12-2022	chapter IV	Perbaikan	
5.	4.1-2023	chapter V	Perbaikan conclusion	
			Ace Murayanti	

Mengetahui,  
Dekan



Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu, 4 Januari 2023

Pembimbing I/II

Ferry Martina, M.Pd  
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Amalia Ufa Pembimbing I/II : I Dr. Edi Ansyah, M.Pd  
NIM : 1516230016 Judul Skripsi : Writing Difficulties in Thesis  
Jurusan : FTT Writing Experience by Students at  
Program Studi : Bahasa Inggris Universiti Fatmawati Sukarno Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	6-juni 2016	Bab 5	- teknik penulisan - cara menulis - kelayakan	E Ansyah
	8-juni 2016	Bab 6	- kelayakan - cara penulisan	E Ansyah
	12-juni 2016	Bab 7	- cara penulisan - metodologi	E Ansyah
	20-juni 2016	tes tulis & wawancara	- wawancara penulisan - kelayakan	E Ansyah

Mengetahui,  
Dekan



Muhyadi, M.Pd  
19700514200031004

Bengkulu, 20-6-2016

Pembimbing I/II

Edi Ansyah, M.Pd  
NIP. 19707011999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

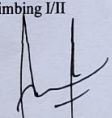
Nama Mahasiswa : Amalia Ulfa Pembimbing I/II : II Ferry Markina, M. Pd  
NIM : 1516230016 Judul Skripsi : Writing Difficulties In  
Jurusan : Tadris Dan Tarbiyah Writing thesis Experience by Students a  
Program Studi : Bahasa Inggris Universitas Islam Negeri Fatmawati Sukarno  
Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	7 Juni 2022	Chapter I	Perbaiki Background & grammar	↓
2.	8 Juni 2022	Chapter I	Margin & Perbaiki research question	↓
3.	9 Juni 2022	Chapter II	- Tambahkan theory writing - teori technical writing	↓
4.	10. Juni 2022	Chapter III	- Perbaiki academic writing	↓
5.	11 Juni 2022	Chapter II	- Perbaiki teori thesis writing	↓
6.	12. Juni 2022	Chapter III	- Perbaiki research teaching Method - Angket Questionnaire	↓
7.	13. Juni 2022	Au Sempus	Au Sempus	↓

Bengkulu, 13 Juni 2022

Pembimbing I/II

Mengetahui,  
Dekan  
  
Mulyadi, M.Pd  
NIP. 19700514200031004

  
Ferry Markina, M. Pd  
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

DAFTAR HADIR UJIAN SEMINAR PROPOSAL

Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris

Hari/Tanggal : Kamis, 07 Juli 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Amalia Ulpa 1516230016	Writing difficulties in thesis writing experience by students at UIN Fatmawati Sukarno Bengkulu	1. Dr. Edi Ansyah, M.Pd 2. Feny Martina, M.Pd	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Dr. Edi Ansyah, M.Pd	
2	Feny Martina, M.Pd	

SARAN PENYEMINAR

1	PENYEMINAR 1:
2	PENYEMINAR 2: Pabali xrai saran

AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1. Amalia Ulpa		6.	
2. Evi Cut Mulia		7.	
3. Anesh Ayu Astuti		8.	
4.		9.	
5.		10.	

Tembusan:

1. Dosen penyeminar 1 dan 2
2. Pengelola prodi
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan



Bengkulu, 6 Juli 2022  
Dekan FTT,

Mus Mulyadi, M.Pd  
NIP. 197005142000031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

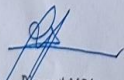
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0738) 51278-51171-51172- Faksimili (0738) 51171-51172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Amalia UPa  
Nomor Induk Mahasiswa : 1516230016  
Prodi : TBI


NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Seminar 25 April 2022		Deni Zenia Putri	1811230005	The influence of using TED talks videos on students' speaking skills, understanding research at	✓
2	Seminar 25 April 2022		Ferti Octavia	1811230128	Using experiential learning activities to improve English speaking skills in students in SMPN 6 Bengkulu city academic year 2021/2022	✓
3	Seminar 25 April 2022		Norika Sari	1811230120	The effect of identification of learning on students' reading comprehension (based experimental in the classroom)	✓
4	Seminar 25 April 2022		Estia Aswika	1811230111	The effect of the use of VOA Learning English App with special strategies on students' listening comprehension (based experimental research of students in SMA 2 Sukoharjo)	✓
5	Seminar 25 April 2022		Devi Wahyu Permata Sari	1811230019	The use of technology in English language learning in secondary schools: lesson and student perception in learning based class (A survey study in SMPN 10 Pekanbaru Kota dan Pekanbaru 2 de UIN Fatmawati Bengkulu)	✓
6						✓

Ketia Jurusan Bahasa

  
Rishawati, M.Pd  
NIP. 197405231999032002

Bengkulu, 20 Juni 2022

Ko. Prodi Tadris Bahasa Inggris

  
Feny Martina, M.Pd  
NIP. 198703242015032002