

**THE PROBLEM FACED IN WRITING THESIS BY EIGHTH SEMESTER
STUDENTS OF ENGLISH EDUCATION PROGRAM FKIP-UMM IN ACADEMIC
THE STUDENTS' PROBLEMS IN WRITING AN UNDERGRADUATE THESIS: A
CASE STUDY AT ENGLISH LANGUAGE TEACHING PROGRAM OF
MUHAMMADIYAH UNIVERSITY OF MATARAM**

(1) Irwandi (2) Merlin Arisanti

(1) Lecturer of English Department Muhammadiyah University of Mataram

(2) Student of English Department Muhammadiyah University of Mataram

ABSTRACT

The purpose of this study was to investigate the problems faced by Eighth semester students of English Education Program FKIP-UMM in academic year 2015–2016 in writing thesis, especially in internal and external factors. This study used case study. The subjects of this study was the Eighth semester students who composed their thesis. In this study, the writer used purposive sampling as sampling technique. So, the sample was 15 students. The instruments applied in this study were questionnaire and interview. The questionnaire was used for finding the students' problems in writing thesis. However, the interview was used to support the data obtained from questionnaire. The result of this study, showed that the problem faced in writing thesis by Eighth semester students of English Education Program, especially in internal and external factors. The first internal factors consisted of 33 % of students have problem in deciding the title of thesis, 20 % of students did not understand about how to write organization of their thesis, 20 % of students have problem in finding appropriate theories to support their thesis, 13 % of students have problem in deciding methodology which is suitable. The external factor was 33 % of students said "No" library of college provides variety of books that can help them to write their thesis. Those problems are dominantly caused by internal factors rather than the external ones. The internal factors include the knowledge of students while the external factor related to facility of college that support students in writing thesis.

Keywords: *Thesis, Problem in Writing Thesis*

INTRODUCTION

Thesis is a final project is written by students as part of the requirements of academic education in universities. Thesis is used as a prerequisite by students to obtain a bachelor's degree. For eighth semester students and have taken thesis courses, they have to write a thesis as a requirement to obtain a bachelor's degree.

The maximum time of writing a thesis is no more than one year. In fact, there are still students who cannot finish it on time, because for most students, write a thesis is not an easy job. It takes lot of time and depletes emotions, energy, thought in the process. The other problems is often experienced by students include difficulty in find the title of thesis, related literature and arrange the meeting time with their consultants. These cause students become stress, lazy, lose motivation and delay to work their thesis. They may end by deciding not to finish their thesis. The problem faced by students in writing thesis, mostly spoken by students come from the inside students themselves (internal) relate to knowledge and psychological, and the external factor relates to environment of the students.

Based on explanation above, the purpose of this study was to investigate the problems faced in writing thesis by eighth semester students of English Education Program FKIP-UMM in academic year 2015/2016, especially in internal and external factors.

REVIEW OF RELATED LITERATURE

2.1 The Definition of Writing

Writing is important part of communication skill. Harmer (1998) stated that writing is part of language skill which has to master if they want to master in language. 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. Writing can be used as a way to communicate with others effectively and efficiently (Hussni, 2014).Harsyaf, et. al. (2009 : 8) stated that writing can be the way to communicate with others successfully. Writing is one way to express ideas in order to communicate with others.

2.2 Kinds of Writing

Based on Brown (2003:219) stated that kinds of writing consist of personal writing, job related writing and academic writing.

1. Personal Writing

According to Brown, (2001: 358) personal writing is writing based on personal opinions or feelings rather than facts or evidence. The content of writing is based on personal observation, experience, or opinion. The kinds of personal writing are such as email, diary, messages etc.

- a. Email is a message or document sent using computer (Hornby, 1995:120).
- b. Diary is a book with a separate space or page for each day, in which you write down your future arrangements, meetings, etc., or one used to record your thoughts and feelings or what has happened on that day (Shirin, 2009:38).
- c. Message is written or spoken request, piece information, etc that is passed from one person to another indirectly (Hornby, 1995 :733).

2. Job Related Writing

Job related writing is considered well paid work and include memos, letter, advertisement, announcement and etc. (Brown, 2003:219).

- a. Memo is a short note to remind a someone, from superiors to subordinates (Shirin, 2009:50).
- b. Letter is a written or printed sign representing a sound used in speech (Hornby, 1995:677).
- c. Advertisement is public notice offering or asking for goods, services,etc. (Hornby, 1995:18).
- d. Announcement is an statement that informs people publicly (Hornby, 1995:41).

3. Academic Writing

Whitaker (2009) stated that academic writing means writing for university program. The instructor may have different names for the tasks of academic writing such as essays, report research papers such as research proposal and thesis.

2.3 Thesis

Chandrasekhar (2008) explains thesis is a work that has been undertaken by students in the form of a written record. Thesis is an obligation that must be undertaken by students as evidence has been doing a research as final project and as a requirement obtaining a college degree (Hidayat, 2009).Thesis is the results of field research and compiled by a student according to their field of study, as a requirement for obtaining a college degree. In thesis writing, there are some processes which have to complete.

1. Process in Writing Thesis

There are some process in making a good thesis such as *planning and prewriting; writing your best; good editing; presenting information visually*. (Lipson, 2005:123-192).

- a. Planning or and prewriting is important part of process in writing. Prewriting is everything you do before you begin to draft the paper. There are four step in prewriting is set up main categories, line up categories in order, file items in individual category and check for holes (Missing Categories).
- b. Then, writing your best. It means write or report your research with the best, with the following sense in the rules and regulations or guideline.
- c. Furthermore, the editing of the draft theses are already prepared. This is done to ensure the correctness and accuracy of the writings that have been made (improvement).
- d. And last, that all information should be submitted in writing clearly (visual), straightforward, and informative.

2. The Major Elements of Thesis

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, 2014:121:180).

- a. **Abstract:** is a summary of the contents of the thesis that have arranged, which includes parts - a staple part of the thesis that put in at the same time describing the contents and scope of the thesis.
- b. **Introduction:** is the opening part in introducing the thesis. This part includes background of the study, research question, purpose of the study, significant of the study, scope and limitation of study, and definition of key terms.
- c. **Review of related literature:** is presents the theories that support the study. The theory of genre analysis especially about aspects related to writing a thesis.
- d. **Research method:** describes about what are investigated in study, where the study is conducted, who the participants are, how the study is designed, how the data are collected, and how the data are analyzed.
- e. **Finding and Discussion:** contains the researcher's findings on his or her research and then the researcher discussed with other studies comparing.
- f. **Conclusion:** contains the presentation and analysis of data made by the researcher.

2.4 Problem in Writing Thesis

Murray (2006 :37) explain that internal and external factors was very influence in writing thesis. The internal factor is factor related with knowledge of students and external factor was environment. Moreover, Lipson (2005:233) explains the there are two kinds of problem in writing thesis. The first is internal factors. It is problem that come from inside of students. It is about knowledge of the student include: lack of knowledge about the substance of writing thesis, problem in deciding the title of thesis, problem in deciding the methodology, problem in finding appropriate theories, problem in finding proper literature, self-confidence and motivation (psychological of the students). The second is external factors. It is problem that come from outside of students include parents, the conditions of the college's environment that support the students in writing their thesis.

METHOD

The method of this study was a case study. The field of this study was to investigate the problem faced in writing thesis by Eighth semester students of English Education Program FKIP-UMM in academic year 2015/2016.

The total number of all population for doing this study is 61 students which divide into three classes (class A is 18 students, class B is 15 students and class C is 28 students). There

are 15 students from eighth semester of English Education program who become the sample for this research. They are chosen by using purposive sampling.

There are two kinds of instrument to collect the data. The first instrument is closed questionnaire because it will help the respondent to answer quickly, and enables researcher to analyze the data of all questionnaires have been collected (Sugiyono, 2014:143). The questionnaire follows the rules of the Guttman scale to form and consistent measure of the attitudes, opinions, perceptions of a person or group of people about a particular phenomenon that we want to know. In Guttman scale is only provided two alternative answers for example: Yes or not; agree-disagree; never-ever. Data obtained from the questionnaire Guttman scale can be considered nominal or ordinal scale (Sugiyono: 2014:96). The second is semi structure interview. Based on Sugiyono (2014:233), semi structure interview is used in depth interview category. The writer gave some question directly to the students. They have to answer based on their opinions or ideas directly. The purpose of this interview is to find problems more openly.

In collecting the data the writer used two kinds of technique to collect the data. The first instrument was the questionnaire and the second instrument was interview. The questionnaire is a technique of data collection is done by providing a set of questions or a written statement to the respondent to answer. The questionnaire is an efficient data collection technique if researchers know for certain variables to be measured and know what can be expected from the respondents (Sugiyono, 2014:142). The interview was technique of collection the data if the writer want to conduct a preliminary study to found problem that must be researched, and also if the writer want to know the things of participants were most in-depth and the number of participants is small (Sugiyono, 2014:137).

In collecting the data, there are some steps that are applied. *The* first step, came to the college for meeting with the students. The second step, gave questionnaire sheet to the students and asked them to fulfill the questionnaire sheet. The third step, interviewed the students directly used tape recorder, note book and camera as a tool to help the writer for collecting the data. The last step, collected the data and then analyzed the data obtained from the students.

In analyzing the data, the concept from Miles and Huberman is applied. Miles and Huberman (cited in Sugiyono, 2014), suggests that activity in the qualitative data analysis is performed interactively and takes place continuously until complete, so that the data is already saturated. Activities in the data analysis were data reduction, data display, and conclusion drawing/verification. Sugiyono (2014: 247) explains data reduction means summarizing, selecting things of the subject and focus on things that are important, look for themes and patterns. Thus the reduced data will provide more clearly, and facilitate the writer to conduct further data collection, and look for it when necessary. In displaying the data, Miles and Huberman (cited in Sugiyono 2014:249), states that the presentation of data can be done in the form of brief descriptions, table, charts, relations between categories, flowchart and etc. This study applies description to describe the problem faced in writing thesis by Eighth semester students of English Education Program, especially in internal and external factors. According to Miles and Huberman (cited in Sugiyono 2014:252), conclusion drawing/verification is the third step in the analysis of qualitative data. The conclusion is made base on the problem faced in writing thesis by eighth semester students of English Education Program, especially in internal and external factors. The data was also analyzed by using percentage of frequency. The frequency was obtained by calculating the statements of the students' choice in the questionnaire. The formula as shown the following:

Formula:

$$p = \frac{Fi}{\sum N} \times 100 \%$$

Where

p =presentation

Fi = frequency

$\sum N$ = the total number of sample

Adopted in Syahrial (1998)

RESULT AND DISCUSSION

After doing the research, it is found there are 4 internal problems influence the eighth semester students of English Education Program in writing thesis. They were problem in deciding the title of thesis, did not understand about organization of thesis, have problem in finding appropriate theories, and have problem in deciding methodology which is suitable.

In addition, there were 5 items of questionnaires refer to external factors. From those items, there was one major problem faced by Eighth semester students of English Education Program in writing thesis, it was library of college did not provides enough books that can help students to write their thesis.

CONCLUSION

Based on the purpose of the study, it can be concluded that there are some problems faced in writing thesis by eighth semester students of English Education Program FKIP-UMM in academic years 2015/2016, especially in internal and external factors. First is an internal factor. There were 33 % of students have problem in deciding the title of thesis, 20 % of students did not understand about how to write organization of their thesis, 13 % of students have problem in finding appropriate theories to support their thesis, 20 % of students have problem in deciding methodology. The problem faced by students in writing thesis relate to external factors related to facility of college that supports students in writing thesis. it was 33% of students or 5 students said that there is no representative library of college that do not provides enough books that can help students to write their thesis.

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