STUDENTS DIFFICULTIES IN WRITING THESIS AS THE FINAL TEXT AT IAIN PALOPO

Thesis

Submitted to English Language of S1 Faculty of Teacher Training and Education Of State Institute for Islamic Studies in partial Fulfillment for Degree of S.Pd in English Education

By

HARJUM

13.16.3.0135

Consultant

1. **Dr. Masruddin, S.S., M.Hum**
2. **Amalia Yahya, S.E., M.Hum**

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2020

THESIS APPROVAL

This thesis entitled **"Students Difficulties in Writing Thesis as The Final Text at IAIN Palopo"**, which is composed by **Harjum**, Reg. Number **13.16.3.0135**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in munaqasyah session which is carried out on **Monday, December 28th 2020 M**, coincided with **Jumadil-Ula 13th 1442 H**, it is authorized and acceptable as partial fulfillment of requirement for undergraduate degree in English language teaching.

Palopo,   2021

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E.,M.Hum   Chairman   (.............)

2. Dewi Furwana, S.Pd.I.,M.Pd   Examiner I   (.............)

3. Dr. Magfirah Thayyib, M.Hum   Examiner II   (.............)

4. Dr. Masruddin, M.Hum   Consultant I   (.............)

5. Amalia Yahya, S.E.,M.Hum   Consultant II   (.............)
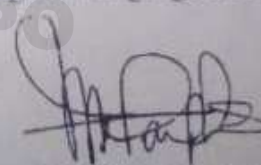
Approved by:

Rector of IAIN Palopo
pp. The Dean of Tarbiyah and
Teacher Training Faculty

Head of the Study Program
English Language Education

Dr. Nurdin K.,M.Pd
NIP. 19681231 199903 1 014

Amalia Yahya,S.E.,M.Hum
NIP. 19771013 200501 2 006

Thesis Entitled   : "STUDENT'S DIFFICULTIES IN WRITING A THESIS AS THE FINAL TASK AT IAIN PALOPO".

Written By:

  Name   : Harjum

  Reg. number   : 13.16.3.0135

  Faculty   : Tarbiyah and Teacher Training

  Study program : English Department

Has been corrected and approved to be examined.

Palopo, 14th December 2020

Consultant I   Consultant II

Dr. Masruddin, S.S., M.Hum   Amalia Yahya,S.E.,M.Hum
NIP.   NIP.

ACKNOWLEDGEMENTS

الْحَمْدُ لِلهِ رَبِّ ٱلْعَالمِيْنَ وَالصَّلاَةُ وَالسّلاَمُ عَلَى اَشْرَفِ ٱلْأَنْبِيَاءِ والْمُرْسَلِيْنَ
سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ

Alhamdulillahirabbil'alamin, express my highest gratitude to **Allah swt** for blessing, love, mercy on most of all change to finish this thesis although in a simple form.The researcher realize that there is much luckiness. Shalawat and salam are addressed to be beloved and chosen messenger the prophet **Muhammad Saw,** his family, his beloved friends and for the people who always follow his step and we hope we are the person that follow his step.

The researcherrealize that this thesis cannot be accomplished without help guidance, critics, advice, and motivation from the others that help me along my study. Therefore, in this chance, The researcher would like to express respecting and thanks, fullness to:

1. **Prof. Dr. Abdul Pirol, M.Ag,** as the head of IAIN Palopo, the first, the second, the third deputy head. All of the lecturers and their assistance and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance, during this study in IAIN Palopo.

2. **Drs. NurdinKaso, M.Pd,** as the dean of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic studies Palopo.

3. **AmaliaYahya, S.E., M.Hum.** The head of English study program IAIN Palopo, always support and give the best idea how to be a good person in understanding the English language as the tool of social interaction between I and all the people around the researcher during my study at IAIN Palopo.

4. **Dr. Masruddin, S.S., M.Hum.,** as the first consultant who always give me suggest, motivate, and conduct to repair this thesis.

5. **AmaliaYahya, S.E., M.Hum**., as the second consultant who always give me suggest, motivate, and conduct to repair this thesis.

6. **All the lectures** and **Staff of IAIN Palopo** who have given me facilities and the references to accomplish this thesis.

7. Thanks to my beloved parents: **Tamrin** and **Nurhayati** who always give their sincere prayers for success in my life. Beloved brother **Mukhsin** who always give support, motivation, and moral encouragement finish my study.

8. Thanks for my beloved friends **Saiful k Alhadar, Iskandar, Gita fadillah, Desti, Sofna, Fajar, Rifaldi, Risda Aksa, Saipullah Rahman** and my beloved senior English department **A. Muh. Aripuddin S.Pd.**, who helped, support, and spirit to finishing this thesis.

9. All of my friends class B,C,D and specially in BIG D ELT. 2013, my friends in Dormitory, HMPS BIG and that The researcher can't mention one by one. Thanks for their friendship and give mo tivation, help to me to finish this thesis.

May Allah swt., show define judgment of service who helped the researcher. In the end, the researcher has a big expectation that this thesis can be useful and give positive contribution for the readers and the others.

Palopo   2020

Researcher

<u>Harjum</u>

Reg. Num 13.16.3.0135

NOTA DINAS PEMBIMBING

Palopo, 14 Desember 2020

Perihal   : Skripsi

Lampiran   : -

Kepada

Yth, Ketua Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

Palopo

Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Harjum

NIM   : 13.16.3.0135

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Bahasa Inggris

Judul Skripsi   : Student's Difficulties in Writing a Thesis as the Final Task at IAIN Palopo

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb.

Pembimbing I

Dr. Masruddin, S.S., M.Hum
NIP.

NOTA DINAS PEMBIMBING

Palopo, 14 Desember 2020

Perihal   : Skripsi

Lampiran   : -

Kepada

Yth, Ketua Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

Palopo

Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Harjum

NIM   : 13.16.3.0135

Fakultas   : Tarbiyah dan Ilmu Keguruan

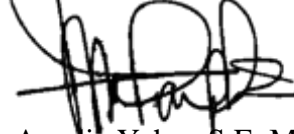Program Studi   : Bahasa Inggris

Judul Skripsi   : Student's Difficulties in Writing a Thesis as the Final Task at IAIN Palopo

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb.

Pembimbing II,

Amalia Yahya,S.E.,M.Hum
NIP.

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tanda dibawah ini:

Nama : HARJUM

NIM : 13.16.3.0135

Program Study : Bahasa Inggris

Menyatakan dengan sebenarnya bahwa :

1. Skripsi ini benar-benar merupakan hasil kerja karya saya sendiri, bukan laginasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

2. Seluruh bagian dari skripsi ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada didalamnya adalah tanggung jawab saya.

Demikian pernyataan ini dibuat sebagaimana mestinya. Bila mana dikemudian hari ternyata pernyataan saya tidak benar, maka saya bersedia menerima sanksi atas perbuatan saya tersebut.
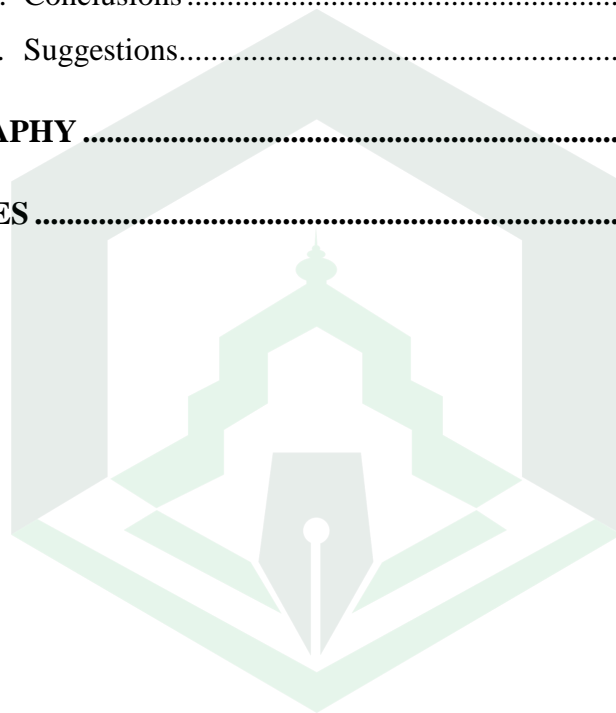
Palopo, 28th Desemer 2020

Yang Membuat Pernyataan

HARJUM
13.16.3.0135

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

ABSTRACT

Harjum, 2020. "*Students Difficulties in Writing Thesis as The Final Text at IAIN Palopo*".English Education Program, TarbiyahFaculty and Teacher Science at IAIN Palopo.Consultan I Dr. Masruddin, S.S.,M.Hum., and Consultan II Amalia Yahya, S.E., M.Hum.

This thesis discusses about the problem of the last semesters in writing a thesis. Objective the research is to investigate the difficulty of the last semesters in writing thesis used questionnaire. Respondents are the last semesters students of English EducationProgram, Tarbiyah Faculty and Teacher Science at IAIN Palopo. The technique used in this research is descriptive quantitative method. where data collection is done by providing questionnaires and documentation, then triangulation tecnique is used to analyze the data.In this research, several factors were found that difficulty students to writing thesis at the last semester. The first factor was internal factor, namely the lack of students ability in writing thesis. the second factor was external factor, namely the difficulty students communicating with their supervisor, while the supporting factor was motivation, environment and campus governmentsystem.

Key words   : Students Difficulties In Writing Thesis.
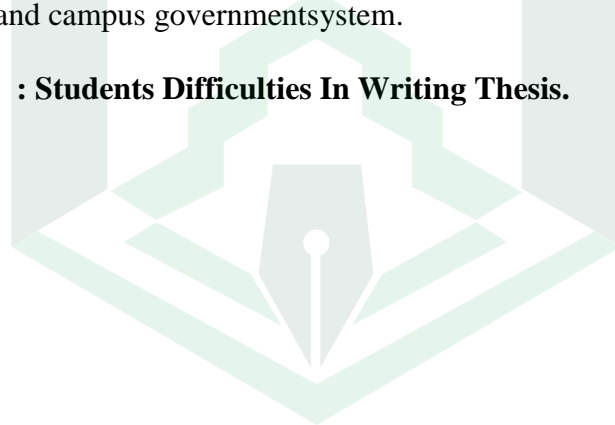
CHAPTER I

INTRODUCTION

A. *Background*

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

Teaching writing is one of the challangeable task in English as a foreign language. At IAIN Palopo especially for the students of English Study Program, writing is separately taught as well as other skills in English. In the case of writing, most of student face a serious problem to develop their writing skill. Such as expressing their ideas, vocabulary, tenses, making good sentences and so on. The students are not so interested in learning Writing. They thought that learning writing just about Tenses and grammar. It showed when the researcher interviewed some students of English Study Program, most of them choose Writing as the last skill to be interested in learning English. It is relevant to

---

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

Allenand Corder's statement which said that writing is the most difficult of language abilities to acquire [2].

Generally, activity of writing needs special skills because the students not only learn about structure, but also know how they describe and share their opinion. It is hard for them to write coherently and simply. They sometimes use lost of sentences to make one point but the readers cannot understand it. Therefore, to be a good writer, the students must understand the rules and steps of writing. Thus, it is very important for them to formulate certain strategy in order to express their ideas through writing.

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

In English department of IAIN Palopo, the classification of writing curriculum is: Writing I, Writing II, and Writing III. After finishing all the materials of writing, one of the most imfortant is students must be expert to write various types of scientific papers, such as, writing report, article, papers, thesis and others, however there are still many cases at which the English department's students have very low score in writing. It is show in some students at the seventh semester of English department that have a good speaking, reading and listening

---

[2]Nada Abi Samra, *an analysis of Errors in Arabic Spekers' English writings*,http://samra.mywebvlog.com.on december, 14.2020.

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

but they cannot writing well. There are many factors that influence this condition. It is probably from the internal of the writer it self which need more attention and language competence of the writer as requirement to make a good writing.

Based on pre-observation, the researcher found that in the class, many students at the last semesters of English department student 2020 of IAIN Palopo have the same problems. From the explanation above, the researcher is interested in knowing the difficulties of the students in writing personal experience. Based on the reason above, the researcher comes to decision to do research entitled "The Students Difficulties in Writing A Thesis as The Final Test of English Department at IAIN Palopo"

B. *Research Questions*

Based on the background above, the researcher formulates a research question:

1. What is the problem of the last semester students of English department of IAIN Palopo 2019-2020 academic year in writing thesis?

C. *Objective of the Research*

The objective of the research is to investigate

1. The difficulties of the last semester students of English department of IAIN Palopo 2019-2020 academic year in writing thesis text.

D. *Significances of the Research*

The significance of this research is expected to have both academic and practical contributions to :

1. For students :

   this research is expected to be useful information for students regarding what difficulties are exprienced when writing thesis.

2. For lectures :

   the results of this study can contribute to information regarding the description of the readiness in thesis writing students, then know what are the obstacles exprienced by thesis writing students and what factors make it difficult for students to write a thesis so that it is hoped that a solution can be faund in the form of an activity asistance to prevent trouble against thesis writing students.

3. For thesis writers :

   have an understanding of the description of difficulties in student thesis writer and have knowladge of the symptoms of the difficulties to writing thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

Some researchers had carried out their research related to the students' difficulties in writing thesis and the findings are shown in the following:

1. Henricus in her thesis under the tittle of Psycological preasure on thesis writing student of Sanata Darma University 2016. Concluded that, fine out information about the description of preasure on the subject of thesis writing students.

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

3. Susane in her thesis under the title of students motivation in completing thesis at final year students at the Medical faculty of Lampung 2017. conclude that, find out information in kruskal-wallis trial, there was a significant relation between stress and motivation P=0,0001 (p= <0,05).

Based on the pevious study above ,the researcher find out similarities and difference the research, namely :

Similarity :

All studies discuss the problems faced by students in the last semester in thesis writing.

Difference:

In research number 1.

The difference in the title of the research, namely the Psycological preasure on thesis writing student of Sanata Darma University 2016. and also the results of the research, namely knowing the description of the pressure on the subject of the thesis writing student, what negative stress symptoms experienced by thesis writing students and the factors that cause psychological pressure on the thesis writer.

In research number 2.

The difference in research titles, namely the Analysis of students difficulties in complete thesis at University Muhammadiyah Surakarta 2016 and the results of the research, is to focus more on the difficulties of students in understanding the research method.

In research number 3.

The title of the research is students motivation in completing thesis at final year students at the Medical faculty of Lampung 2017and the results of the research are that there is a significant relationship between stress and student motivation.

While in this research the title was the difficulty of final semester students in writing theses and the results of the research were obtained based on a list of difficulties that the final semester students might experience in thesis writing related to internal and external factors in writing a thesis.

B. *Some Of Partinent Ideas*

1. The Definition of Writing

Writing is one form of realization linguistic competence that are expressed in the form of written language (written), except in the form of spoken language (oral). Writing is one form of manifestation of the use of language as a medium of communication. In writing activities, the author as a resource is not in a situation of dealing face to face with readers as the target information. Therefore, if there is misunderstanding because readers misinterpreting the text, then the consequences could be fatal.[4] Writing as a process of expressing ideas or thoughts in words should be done at our leisure.[5]

Writing is one of linguistic competence form which is expressed in written, beside in oral.[6]

2.Components of Writing

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

---

[4]Pardiono, *12 Writing Clues for Better Writing Competence* (Penerbit Andi: 2006), p. 1

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

[6]*Op.cit*

a. Content

There are at least four things that can measured in connecting with content, the composition should contain one central proposed only should have unity should have coherence and continuity, and should be adequate develop. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant:

1. Clear

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

2. Specific

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

b. Organization

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

c. Vocabulary

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

d. Grammar

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

e. Mechanics

There are at last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarity meaning. In English writing capital letter have to participles. First they used to distinguish between particular and thing. Second, it use us first word in quotations, a formal statements and proper adjectives, etc.[7]

3. The Process of Writing

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.[8]

---

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

[8]Farid Helmi, *Improving Students Writing Recount Text By Using Personal Letters,* (Semarang: Walisongo state institute for Islamic studies, 2012), p. 16-18

a. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

1. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

2.Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to other. The topic is positioned in the center of blank as a core circle, while the ideas are spread around. There are the steps of clustering process:

(a). Write our topic in the center of a blank piece of paper and draw a circle around it.

(b). Write any ideas that come into our mind about the topic incircles around the main circle.

(c). Connect those ideas to the center word with a line.

(d). Think about each of our new ideas, and then connect them.

(e). Repeat this process until you run out of ideas.

b.Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As

we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

As we write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

2. Stick the topic does not include information that does not directly support the main idea.

3. Arrange the sentences so that the other ideas make sense.

4. Use signal words to help the reader understand how the ideas in your paragraph are connected.

c. Revising

The last steps is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy.So, in this steps we can enrich our writing content with add new sentence to support others ideas, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1. Add new ideas to support the topic.

2. Cross out sentences that do not support the topic.

3. .Change the order of the sentences.

4. Using the following checklist to revise your paragraph.

5. Make sure you a topic sentence.

6. Cross out sentences that do not relate to the main idea.

7. Check to see if the sentences are in the right order.

8. Add new ideas if they support the topic sentences.

9. Make sure you have included signal words to help guide the rider.

10. Check the punctuation, spelling, and grammar.

4. Goals of Writing

Lannon in Hanaria (2010 : 7) categorized the writing in college into three major goals. These goals are as follows :

a. Expressing Writing

Expressing writing is mostly about the writer himself, contains the writer's feeling, experience, impression, personality, and the like. Its goal is to help readers understand something about the writer's self with his audience.

b. Explanatory Writing

Explanatory writing is mostly about the writer's opinion, attitude, observation, or suggestion on the outside subject. The goal is not so much to express emotion. It is to provide the readers with information that explain the writer's viewpoint or position, most or writing has a referential goal.

c. Persuasive Writing

Persuasive writing is mostly about the audience beyond merely inform readers. The goal is motivate the audience to change their thinking or take some action on a controversial issue – persuasive writing is the designed to

appeal to the audiences' seasons and something their emotion as well. The focus in each situation of persuasive writing is the audience's way of thinking.[9]

5. The Importance of Writing

The researcher has found some references of the importance of the writing activities states there are a lots the reason why the writing is very important, as follows:

a. Writing help us to organize our ideas, we can arrange them into the coherent form.

b. Writing down ideas allows us to distance ourselves when we write the topic.

c. Writing is tool of discovery, we stimulate our though process by act of writing into information and image who have our unconscious mind.

d. Writing can generate new ideas by helping us to make connecting and relationship.

6. The Problem in Writing

Beside, there are some grammatical problems sometimes found in writing, they cover:

1. Word choice

---

[9] Hanari, *Developing Writing Skill of the Eight Class Student of MTS Bajo by Ordering Sentence Activity into a Paragraph,* (STAIN Palopo : 2010). p. 7

Although good word choice is partly, a matter of preference, and therefore style, student should understand that certain choice will help them communicate their idea to the readers. The tolls for this search for word include a good dictionary. Students should be encouraged to consider context as well as.

2. Usage

Language use is another important aspect of grammar. It refers to a person's from a expression choice of words and structures in both speaking and writing. In different social situation, a person adjust usage so that language. According to purpose, context, and intended audiences. Usage is what is acceptable in particular situation.

3. Punctuation and Capitalization

The purpose of punctuation is to help the reader understand the writer's meaning. For example "I left him convinced he has a fool" is not same as "I left him convinced he was a full". Variation it is also a signal to the reader capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language.[10]

C. *Understanding student*

According to Winkel (1998), students are people who study atcolleges, whether at a university or institute or academy, they arewho are registered as students at the tertiary institution can be referred to as colege student.

[10]Yuliana, *Grammatical Errors in Writing of English Department Students in STAIN Palopo,* Palopo: Perpustakaan STAIN Palopo,2010, p. 62.

Students are students who are registered at the levelhigher education institutions, where their most important task isrequired to have independence and responsibility forcomplete academic assignments that have been set, in order to achievethe graduation competencies expected by his alma mater.Among the students' academic assignments are course assignmentswhich must be completed on time, the achievement of study load, practicum,and thesis. but in completing academic assignmentsstudents will be faced with a variety of obstacles.these constraints will often increase withincreasing the level of lectures he has achieved. so also onfinal year students, where at the student level it is faced witha final project, namely a thesis to complete recovery andobtained a bachelor's degree from the alma mater who oversees him.Sarwono explained that higher education is an institutionformal education above the senior high school which mainly deliverstheoretical education of a science besides teachingcertain skills. Based on the age limit, then studentswho are in the first year of study (18) years are at the stagelate adolescent development and transition to young adulthood. Because ofthat, which is the hallmark and task of new student development isin transition leaving teenage life and heading towardslives of young adults, so that individuals are moving away from tasksthe development of adolescents towards the task of developing young adults.

D. Thesis

Thesis is the pinnacle of the Bachelor program. Thesis is done in the form of a research project in a department. This is an opportunity to put the

knowledge learned during the education process in higher education into practice. Thesis is used to assess student initiative and their ability to plan, report, and present projects.

Students work independently on a thesis under the guidance of a lecturer who is called the supervisor or among students calls it the term dosbing. Generally, the number of supervisors is two people, known as supervisor I and supervisor II.

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

Such courses cover the fundamentals of scientific research, data acquisition, statistics, research methods and academic writing. In addition, several faculties also provide group work in preparation for the thesis process.

1. Definition of Thesis

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

Thesis is a term used in Indonesia which refers to compulsory scientific work prepared by students used as a requirement for an academic degree or

professional qualification which presents research and findings of the author which aims to train students to apply knowledge through problem solving related to their field of knowledge.

2. Defenition Thesis According to Experts

The definition of a thesis according to experts, among others:

1. Drs. Jarwanto (1992), Thesis is a scientific paper compiled by an undergraduate student from the results of his research on the basis of primary data analysis and secondary data analysis techniques. must be written by students as part of the requirements for completing their acade.[11]

2. Indonesian Dictionary, Thesis is a scientific work that mic education

3. Thesis Characteristics

Thesis has several characteristics, including:

1. As one of the characteristics of scientific work, a thesis requires a scientific method in its preparation and research.

2. The research results are reviewed based on an existing problem or phenomenon and are relevant to previous studies.

3. Problem solving in the thesis in accordance with the scientific field that has been worked on.

---

[11]Nur aini ramadani, skripsi : pengertian, karakteristik, unsur, pembuatan, dan contoh, artikel pendidikan th 2019

4. Written in accordance with the signs of research or thesis writing made by each tertiary institution.

5. Written in standard Indonesian, except in certain fields of expertise written in English.

6. The composition of the essay is prepared based on the results of research or field observations.

7. In the authorship is guided by a lecturer who is referred to as a supervisor.

8. The work written is original work, not original plagiarism, so in this case, universities often use tools to check plagiarism, such as turnitin.

4. Factors that cause students to find it difficult to writing a thesis

A. Factors that cause students difficulty in writingthesis from internal factors.

a). Motivation

According to JJ.Siang (2009: 3), namely: the obstacles that existin the completion of the thesis consists of two, namely internal factors includelack of interest or motivation in students' and abilitiesacademics who are low in expressing problems or ideas.

b). Perception

Basic knowledge of students and the process of guidancesupervisor

c). Academic Ability

Every student has their own academic ability, there are also different levels. for lucky students having a high academic level would certainly be his capital carry out its duties.

d). Analyze Data

Analyzing data from a study is not easy, while each student's ability is different. For students who have ability is a little low it will be stressful for them.

B. The factors of student difficulty in writing a thesis from the factors external

a). Looking for material or thesis title

Students in search of material or thesis title to besubmitted as title due to seriousness, attention, andthe lack of enthusiasm of students in submitting thesis titles,students' lack of ability in proposing ideas orthe idea so that it is difficult for the lecturer to understand the proposed ideaand do not yet understand what problems will be raised forused as thesis title.

b). Problems with thesis supervisor during consultationthesis.

The consultation with the supervisor cannot be separatedwith the existence of good communication between students andthesis tutor. The problems faced by students are relatedScheduled guidance time so that students find it difficult to meetsupervisor and student abilities that are lacking in

depthcommunicate with the supervisor so that what you wantexpressed is difficult to say. Establishing communication relationships with the supervisor well is an easy way in completing the thesis.

5. Efforts to Overcome Student Difficulties in Writing Thesis

According to Safatri and Saputra (in Rice, 1992) providean explanation ofthe efforts that can be made when dealing with stress.

As for the explanation presented, namely:

a. Maintain physical health through regular exercisephysically, the more resilient we are to preventthe impact of stress that will attack us.

b. Able to accept yourself as you are, whether you are lacking or having strengthsour attitude of self-acceptance doesn't just get rid of feelingsfrustrating, inside, but can create more moodsquiet.

c. Establish good communication with friends. So that we canexpress the problems we face so that it willalleviate problems that later have an impact on stress on yourself.

d. Take the positive side and use a deep constructive approachface our problems. This can be said to get used to usto always create positive thoughts within us.

e. Maintain a social life in the environment in which we live.

Social life outside the home will be very useful as supportsocial and our source of attention. If we have a good relationshipwith the environment around us, our life will feel more comfortable.

E. *Framework*

Thesis is a scientific work made as a requirement for a personstudents in completing their undergraduate education program. Processdoing thesis is done individually and required to learn independently.As a student, the demands for independent study are very big in writingthesis. Thesis is considered a difficult task. In writing the thesisstudents face obstacles or obstacles such as, difficult to determinetitle, determine the appropriate writing for the background of the problem, booksInadequate references or supporting journals, afraid to acceptfeedback from the supervisor, the revision results that never finished, the lecturera supervisor who is not clear about giving directions or has difficulty communicatingmaking it difficult to find, short guidance time, poor physical conditionnot fit, afraid and anxious about the thesis, and lazy to do revisions.Student difficulties are influenced by several factors as follows: (1)internal factors, namely factors that come from within oneself; (2) factorsexternal, namely factors that come from the environment outside of oneself.

```
┌─────────────────┐
│    Students     │
└─────────────────┘
         │
         ▼
┌──────────────────────────┐
│                          │          ┌────────────────────────┐
│ Difficulty in writing    │          │ Students the difficulty│
│ the thesis               │          │ factor to writing      │
│                          │          │ thesis                 │
│   ➢ Motivation           │─────────▶│                        │
│     students             │          │   ➢ Internal factors   │
│                          │          │   ➢ Eksternal factor   │
│   ➢ Perceptions          │          │                        │
│   ➢ Academic ability     │          └────────────────────────┘
│   ➢ Analyze data         │
│   ➢ Difficult to search  │
│     title of the thesis  │
│   ➢ Difficult to search  │
│     literature books     │
│   ➢ Short guidance       │
│     time                 │
│   ➢ Difficult to         │
│     communicate with     │
│     the supervisor       │
│                          │
└──────────────────────────┘
```
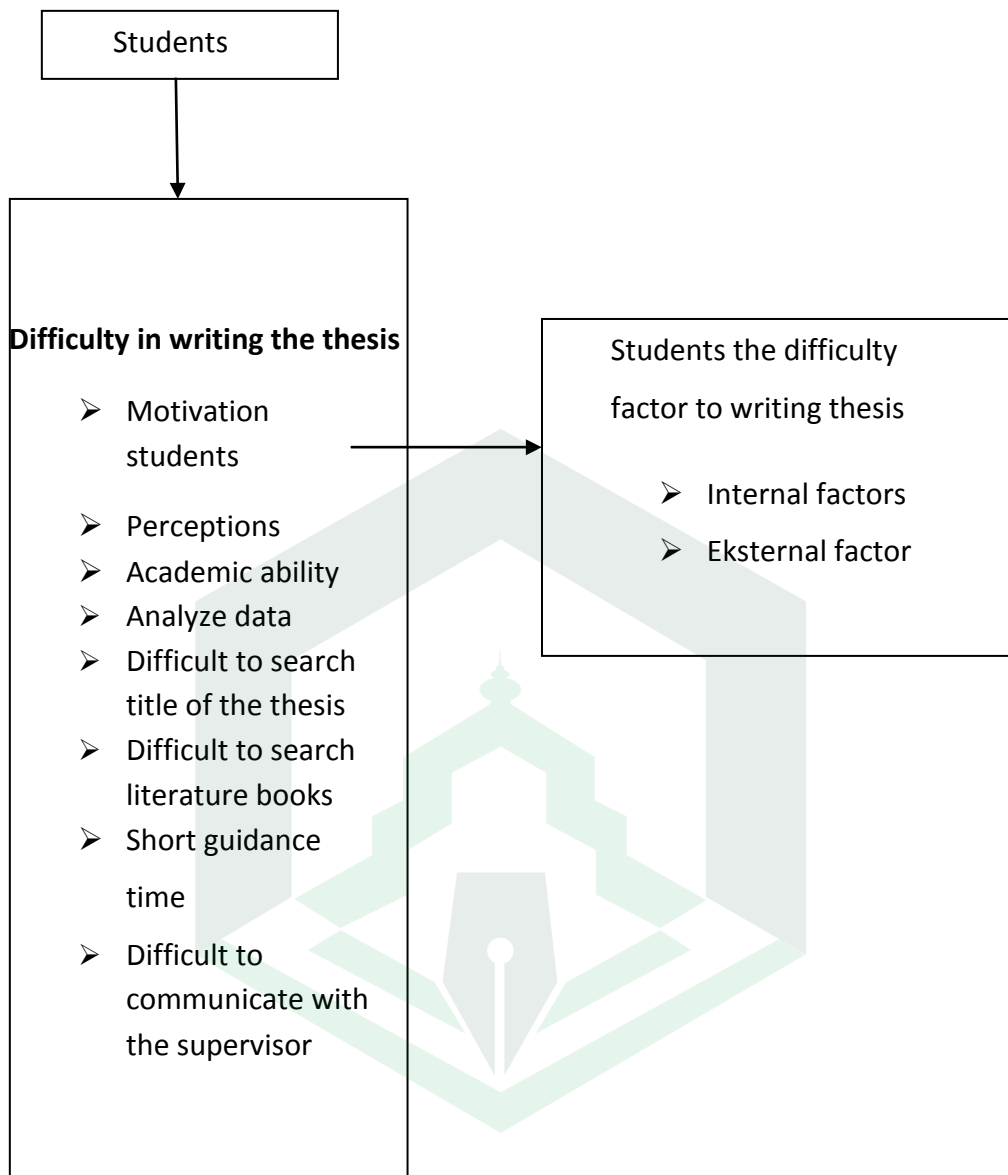
Figure 2.1 frame of mind

CHAPTER III

RESEARCH METHOD

A. *Method of Research*

This research was used a descriptive quantitative method. This research present data in numerical and descriptive form. It is to investigate the difficulties of the last semesters students of English Department of IAIN Palopo 2019-2020 academic year in writing thesis text.

B. *Operational Definition*

The researcher gives definitions as follow:

Writing is done by the students activity in communicating their ideas, imagination, thought about something or topic in teaching process, etc, to give the information to the reader and the others.

Thesis is a scientific paper made by students who take it undergraduate education to abtain an academic degree as an graduate.

C. *Population and Sample*

1. Population

The population of this research was the last semester students of English department of IAIN Palopo in the 2019/2020 academic year. The populations were 125 students for four classes, namely 31 mens and 94womens.

2. Sample

Sample is a part of population, as example that taken with using certain way[12]. Because amount of the subject research is large, so the researcher used simple random sampling technique. The researcher takes 18 students from 125 students, namely 4mens and 12womens

D. Instrument of the Research

The instrument used is questionnaire.

Questionnaire is a list of questions which contains of some themes related to the difficulties of last semesters in writing thesis. There are 20 numbers of the questionnaire[13.]

E. Procedure of Collecting Data

The procedure of collecting data in this study were as follows

The data collection procedure in this study was carried out in the following stages:

1. Preparation

In this preparation stage, the researcher prepares a questionnaire that will be distributed to respondents and the researcher prepared writing instruments.

2. Implementation of activities

   a. The researcher contacted the respondents.

   b. The researcher meet directly with the respondents at the place determined by respondents (face to face).

---

[12] S. Margono, *Metodologi Penelitian Pendidikan* (Cet. 1: Jakarta: Rrineka cipta, 1999), p.118.

[13] NanaRatnaDewi,*KesulitanMahasiswa Semester akhirdalammenyusunskripsi.* th 2018.

c. The researcher send online questionnaire to respondents who could not be met in person (online system).

F. Technique of Data Analysis

Data analysis is the process of simplifying data into a form that is easier to read and implement. Data analysis was performed withthe goal is that the information collected is clear and explicit. In accordance with the research objective, the data analysis technique used to analyze the datain this study is a qualitative analysis of an interactive model as wellproposed by miles and Huberman (1992), namely as follows:

a. Data collection (data collection)

Data obtained from observations, interviews and documented recorded in the field note which consists of two aspects, namely description and reflection. Note description is natural data that contains what that is seen, heard, felt, witnessed, and experienced by himself researchers without the opinion and interpretation of researchers about phenomena encountered and constitute material for the data collection plan for the next stage. To get this record, the researcher conducted interviews with several informants.

b. Data Reduction

Data reduction is a process of selecting, focusing, simplifying, and abstract. The way to reduce data is by selecting, making summary or brief description, classified into patterns by making research transcripts to

emphasize, shorten make focus, remove unnecessary parts and arrange in order conclusions can be drawn.

c. Data display (data presentation)

Presentation of data is a set of information data arranged so that provides the possibility of drawing conclusions and conclusions action. So that the data presentation does not deviate from the main problem then the data presentation can be realized in the form of a matrix, graphic, network or a chart as a place to guide information about what occur. The data presented is in accordance with what was studied.

d. Conclusions / Verfying (drawing conclusions)

Drawing conclusions is an attempt to seek or to understand meaning, the order of explanatory patterns, the flow of consequences or propositions. The conclusions drawn will be immediately verified by viewing and question back while looking at Facebook field notes obtain a more precise understanding, but it can also be done by discussing this is done so that the data is retrieved and the interpretation of the data has validity so that it concludes which is pulled solid.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

Based on the descriptions that have been previously collected, this chapter will analyze the discussions obtained in this study. The research results will be described in accordance with the objectives and hypotheses previously proposed.

1. Description of the Difficulties of Final Semester Students in Writing Thesis

The questionnaire distributed to students in the final semester of the English study program at the Palopo State Islamic Institute is considered to have had adequate validity constructs. Then it was tested on 18 students, the results were satisfactory and it was deemed that there was no need for repairs.

Furthermore, the research was carried out on a sample of 18 students as respondents within 45 minutes, the respondents were able to fill out the questionnaire properly. Given that the respondent's task was only to give a check mark (√) on the .SS sign. for a statement strongly agree,.S. for agreeable questions, .RR. for undecided statements and .TS. for the disagree.

The data is processed in tabular form and then analyzed. The following is an analysis obtained by each indicator of the statement items answered by respondents:

a) The statement "I Have Difficulty Choosing Problem Topics and Difficulty Formulating Into the Title Correctly and Clearly"

Table 1.1 Statement "I Have Difficulty Choosing Problem Topics and Difficulty Formulating in the Title Precisely and clearly ".

No	AlternatifJawaban	Jumlah	Presentase
1	Strongly Agree (SS)	2	11,11%
2	Agree (S)	6	33,33%
3	Doubtful (RR)	7	38,88%
4	Disagree (TS)	3	16,66%
	Jumlah	18	100%

Based on the table 1.1, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 7 students (38,88 %)

b) The statement "I am having difficulty identifying the research problem".

Table 1.2 Statement "I Have Difficulty Identifying Research Problems"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	1	5,55%

No	AlternatifJawaban	Jumlah	Presentase
2	Setuju (S)	6	33,33%
3	Ragu-Ragu (RR)	6	33,33%
4	TidakSetuju (TS)	5	27,77%
	Jumlah	18	100%

Based on the table 1.2, it can be explained that the answers chosen by the most respondents are alternative answers todoubt and agree, namely 6 students (33,33).

c) The statement "I am having difficulty setting the background of the research problem".

Table 1.3 Statement "I Have Difficulty Preparing the Background of the Research Problem"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	6	33,33%
3	Ragu-Ragu (RR)	8	44,44%
4	TidakSetuju (TS)	2	11,11%
	Jumlah	18	100%

Based on the table 1.3, it can be explained that the answers chosen by the most respondents are alternative answers todoubt, namely 8 students (44,44%) .

The statement "I Have Difficulty Formulating Research Problems"

Table 1.4 Statement "I Have Difficulty Formulating Research Problems"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	0	0%
2	Setuju (S)	7	38,88 %
3	Ragu-Ragu (RR)	6	33,33%
4	TidakSetuju (TS)	5	27,77%
	Jumlah	18	100%

Based on the table 1.4, it can be explained that the answers chosen by the most respondents are alternative answers toagree, namely 7 students (38,88%).

e) The statement "I am having difficulty formulating research objectives

Table 1.5 Statement "I Have Difficulty Formulating Goals Research"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	0	0%
2	Setuju (S)	3	16,66%
3	Ragu-Ragu (RR)	10	55,55%
4	TidakSetuju (TS)	5	27,77%
	Jumlah	18	100%

Based on the table 1.5, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely10 students (55,55%).

f) The statement "I am having difficulty formulating the benefits of the research

Table 1.6 Statement "I Have Difficulty Formulating Benefits of Research"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	0	0%
2	Setuju (S)	4	22,22%
3	Ragu-Ragu (RR)	8	44,44%
4	TidakSetuju (TS)	6	33,33%
	Jumlah	18	100%

Based on the table 1.6, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 8 students (44,44%).

g). The statement "I am having difficulty breaking down the problem into variables

Table 1.7 Statement "I Have Difficulty Breaking Problems Into Variables"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	0	0%
2	Setuju (S)	6	33,33%
3	Ragu-Ragu (RR)	8	44,44%
4	TidakSetuju (TS)	4	22,22%
	Jumlah	18	100%

Based on the table 1.7, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely8 students (44,44%).

h) The statement "I am having difficulty determining population and sample

Table 1.8 Statement "I Have Difficulty Determining Population and Sample"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	1	5,55%
2	Setuju (S)	9	50%
3	Ragu-Ragu (RR)	5	27,77%
4	TidakSetuju (TS)	3	16,66%
	Jumlah	18	100%

Based on the table 1.8, it can be explained that the answers chosen by the most respondents are alternative answers toagree, namely 9 students (50%).

i) The statement "I Have Difficulty Determining Data Collection Techniques"

Table 1.9 Statement "I Have Difficulty Determining Techniques Data collection"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	3	16,66%
2	Setuju (S)	5	27,77%
3	Ragu-Ragu (RR)	7	38,88%
4	TidakSetuju (TS)	3	16,66%
	Jumlah	18	100%

Based on the table 1.9, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 7 students (38,88%).

j) Statement "Having Difficulty In Making Research Instruments"

Table 1.10 Statement "I Have Difficulty In Making Research Instruments"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	1	5,55%
2	Setuju (S)	2	11,11%
3	Ragu-Ragu (RR)	7	38,88%
4	TidakSetuju (TS)	8	44,44%
	Jumlah	18	100%

Based on the table 1.10, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely7 students (38,88%).

k) Statement "I Have Difficulty Determining Data Processing Techniques"

Table 1.11 Statement "I Have Difficulty Determining Data Processing Techniques"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	3	16,66%
3	Ragu-Ragu (RR)	9	50%
4	TidakSetuju (TS)	4	22,22%
	Jumlah	18	100%

Based on the table 1.11, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely9 students

(50%).

l) The statement "I Have Difficulty Determining Data Analysis

Techniques and Analyzing Research Data"

Table 1.12 Statement "I Have Difficulty Determining Data Analysis

Techniques and Analyzing Research Data

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	2	11,11%
3	Ragu-Ragu (RR)	10	55,55%
4	TidakSetuju (TS)	4	22,22%
	Jumlah	18	100%

Based on the table 1.12, it can be explained that the answers chosen by

the most respondents are alternative answers to doubt, namely 10 students

(55,55%).

m). The statement "I Have Difficulty Interpreting and Describing

Research Data"

Table 1.13 Statement "I Have Difficulty Interpreting and Describing

Research Data"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	1	5,55%
2	Setuju (S)	2	11,11%
3	Ragu-Ragu (RR)	5	27,77%
4	TidakSetuju (TS)	10	55,55%
	Jumlah	18	100%

Based on the table 1.13, it can be explained that the answers chosen by

the most respondents are alternative answers todisagree, namely 10

students (55,55%).

n) The statement "I am having difficulty making research conclusions and

suggestions"

Table 1.14 Statement "I Have Difficulty Making Conclusions and

Research Suggestions"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	3	16,66%
3	Ragu-Ragu (RR)	6	33,33%
4	TidakSetuju (TS)	7	38,88%
	Jumlah	18	100%

Based on the table 1.14, it can be explained that the answers chosen by

the most respondents are alternative answers todisagree, namely 7 students

(38,88).

o) The statement "I am having difficulty getting referrals"

Table 1.15 Statement "I Have Difficulty Getting Referrals"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	7	38,88%
2	Setuju (S)	7	38,88%
3	Ragu-Ragu (RR)	2	11,11%
4	TidakSetuju (TS)	2	11,11%
	Jumlah	18	100%

Based on the table 1.15, it can be explained that the answers chosen

by the most respondents are alternative answers tostrongly agree and

agree, namely 7 students (38,88%).

p) Statement "I Have Difficulty Due To The Relatively Long or Slow

Mentoring Process"

Table 1.16 Statement "I Have Difficulty Due to the Relatively Long or

Slow Mentoring Process"

No	AlternatifJawaban	Jumlah	Presentase

No	Alternatif Jawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	8	44,44%
3	Ragu-Ragu (RR)	6	33,33%
4	TidakSetuju (TS)	2	11,11%
	Jumlah	18	100%

Based on the table 1.16, it can be explained that the answers chosen by

the most respondents are alternative answers toagree, namely 8 students

(44,44%)

q) The statement "I Do Other Activities Apart from Compiling Thesis, Such as Working While Studying"

Table 1.17 Statement "I Do Other Activities Apart from Compiling Thesis Such as Working While Studying"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	7	38,88%
2	Setuju (S)	4	22,22%
3	Ragu-Ragu (RR)	3	16,66%
4	TidakSetuju (TS)	4	22,22%
	Jumlah	18	100%

Based on the table 1.17, it can be explained that the answers chosen by the most respondents are alternative answers to strongly agree, namely 7 students (38,88%).

r) The statement "I Have Confusion In Making the Structure of Thesis Writing Correct and Complete"

Table 1.18 Statement "I Have Confusion In Making the Structure of Thesis Writing Correct and Complete

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	2	11,11%
2	Setuju (S)	3	16,66%
3	Ragu-Ragu (RR)	8	44,44%
4	TidakSetuju (TS)	5	27,77%
	Jumlah	18	100%

Based on the table 1.18, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 8 students

(44,44%).

s) Statement. "I Have Difficulties Caused By Supervisors Sometimes It Is Difficult to Meet On Campus"

Table 1.19 Statement "I Have Difficulties Caused by Supervisors Sometimes Difficult to Meet on Campus"

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	1	5,55%
2	Setuju (S)	2	11,11%
3	Ragu-Ragu (RR)	10	55,55%
4	TidakSetuju (TS)	5	27,77%
	Jumlah	18	100%

Based on the table 1.19, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 10 students (55,55%).

t) The statement "I Have Missed Time in the Thesis Compilation Process"

Table 1.20 Statement of " I Have Missed Time in the Thesis Compilation Process "

No	AlternatifJawaban	Jumlah	Presentase
1	SangatSetuju (SS)	4	22,22%
2	Setuju (S)	4	22,22%
3	Ragu-Ragu (RR)	8	44,44%
4	TidakSetuju (TS)	2	11,11%

Jumlah					18	100%

Based on the table 1.20, it can be explained that the answers chosen by the most respondents are alternative answers to doubt, namely 8 students (44,44%).

Table 4.21 Difficulties of Final Semester Students in Writing Thesis of the English Language Study Program at IAIN Palopo

No	1	2	3	4	Jumlah	%
1	2	6	7	3	18	100
2	1	6	6	5	18	-
3	2	6	8	2	18	-
4	0	7	6	5	18	-
5	0	3	10	5	18	-
6	0	4	8	6	18	-
7	0	6	8	4	18	-
8	1	9	5	3	18	-
9	3	5	7	3	18	-
10	1	2	7	8	18	-
11	2	3	8	4	18	-
12	2	2	10	4	18	-

13	1	2	5	10	18	-
14	2	3	6	7	18	-
15	7	7	2	2	18	-
16	2	8	6	2	18	-
17	7	4	3	4	18	-
18	2	3	8	5	18	-
19	1	2	10	5	18	-
20	4	4	8	2	18	-
Jml	40	92	139	89	18	100%

Difficulties of Final Semester Students in Writing Thesis of the English Language Study Program at IAIN Palopo is that :

1.Strongly agree = 40 answered (11,11%)

2.Agree = 92 answered (25,55%)

3.Doubt = 139 answered (38,61%)

4.Disagree = 89 answered (24,72%)

Based on the results of the questionnaire about difficulty students in writing thesis that's distributed to students in the final semester of the English study program at Iain Palopo, it can be explained that alternative answers to doubt are the most chosen answers by students, this is of course influenced by

internal factor, namely motivation, academic ability, perception. and external factors, namely the environment, faculty management, and supervisor. This also shows that students of English study program at Iain Palopo still experience many difficulties in writing thesis.

B. Discussion

Student is a name that is carried by someone who is currently studying in a certain study program in a university. The term student also applies to someone who is currently studying at the Palopo State Islamic Institute, especially the English study program. Students At the final level, most of them have problems when doing their final project or what is called a thesis. Thesis preparation is the last phase in carrying out education for students. This thesis is prepared as a graduation requirement for students and earns a bachelor's degree in accordance with their field of interest.

The thesis writing process is carried out individually so that students can be independent in finding solutions to problems regarding their research carried out in the thesis. It is hoped that if it is done individually, each student will be able to bring out their respective abilities on the knowledge they have gained during the lectures. In the end, this knowledge is expected to help in the thesis writing process.

Thesis should be able to make a real contribution to finding the truth, meaning trying to get something as a real contribution to test the

truth of science. In fact, in fact, students' study trips generally become stagnant or hampered when writing theses. The factors that usually make it difficult for students to write a thesis consist of 2 factors, namely internal factors and external factors.

1. Internal factors, namely

   a. Motivation According to JJ.Siang (2009: 3), namely: the obstacles that exist in completing the thesis consist of two, namely internal factors including a lack of interest or motivation in students and low academic ability in expressing problems or ideas.

   b. Perception Basic knowledge of students and the process of mentoring the supervisor

   c. Academic Ability Each student has their respective academic abilities, of course, they also have different levels. For lucky students who have a high academic level, of course this is an asset in carrying out their duties.

2. External factors, namely

   a. Looking for material or thesis title Students in searching for material or thesis title that will be submitted as a title are due to the seriousness, attention, and enthusiasm of students who are lacking in submitting thesis titles, students' inadequate ability to submit ideas or ideas so that it is difficult for the lecturer to understand the proposed

idea and do not yet understand what problems which will be appointed as thesis title.

b. Search for Literature Books Literature books are indeed very important for research, but it is not certain that all the books we are looking for are always available in the campus library, often inevitably we have to actively look for books outside of campus in order to support the research that we will carry out.

c. Problems with thesis supervisor during thesis consultation. During the consultation with the supervisor, there is a good communication between the student and the thesis supervisor. The problems faced by students are related to the scheduling of guidance time so that students find it difficult to meet the supervisor and the students' lack of ability to communicate with the supervisor so that what they want to say is difficult to express.

As for the efforts that can be made to solve the thesis problem, namely

a. Maintain physical health through regular exercise. The stronger we are physically, the stronger we will be to prevent the impact of stress that will attack us.

b. Being able to accept ourselves as we are, whether we are lacking or strong, an attitude of self-acceptance not only removes inner frustration, but can create a calmer mood.

c. Establish good communication with friends. So that we can express the problems we face so that it will alleviate the problems that later have an impact on stress on us

d. Take a positive side and use a constructive approach in dealing with our problems. This can be said to accustom us to always creating positive thoughts within us.

e. Maintain a social life in the environment in which we live. Social life outside the home will be very useful as social support and a source of our attention. If we have a good relationship with the environment around us, our life will feel more comfortable.
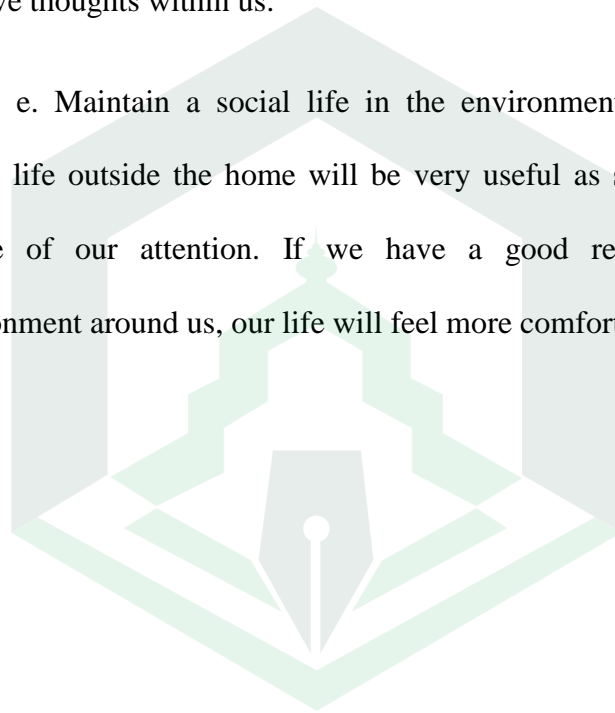
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the questionnaire about difficulty students in writing thesis that distributed to students in the final semester of the English study program at IAIN Palopo, it can be explained that alternative answers to doubt are the most chosen answers by students, this is of course influenced by internal factor, namely motivation, academic ability, perception. and external factors, namely the environment, faculty management, and supervisor. This also shows that students of English study program at IAINPalopo still experience many difficulties in writing thesis.

B. Suggestion

Based on the research results and conclusions, the researcher can provide the following suggestions:

1. For Research Subjects

Students are expected to increase their motivation and ability in writing theses. Trying to understand or improve communication with the supervisor so that they can understand what the supervisor wants.

2. For Supervisors

Communication that has been established effectively between students and supervisors is expected to be maintained and improved. Make a special schedule for thesis guidance. That schedule as much as possible to be obeyed together. Supervising lecturers are also expected to be able to accept student opinions or aspirations during the guidance processthesis in order to establish good communication between lecturers and students.

3. For the Education Study Program

The study program is expected to provide motivation, workshops or dialogue with students. so that students in working on the thesis already have a exprience before they work on the thesis.

4. For Further Researchers

Future researchers are expected to further refine this research.

BIBLIOGRAPHY

AbiSamra, Nada. "An Analysis of Error in ArabicSpekers'English writings" , 2017.http://samra.mywebvlog.com. December, 2020.

A.M, Sardiman. *Interaksi dan Motivasi BelajarMengajar. Jakarta:*PT. Raja Grafindo Persada, 2009.

Arikunto, Suharsini. *ProsedurPenelitian*, Jakarta :RinekaCipta, 1998.

Azwae, Saifuddin.*Penyusunan Skala Psikologi.* Yogyakarta: PustakaBelajar, 2007.

Dewi, Nana Ratna. *Kesulitanmahasiswa semester terakhirdalammenyusunskripsi,* Jambi, 2018.

Jumaris,Martini,. *Kesulitan Belajar:perspektif, Assesmen, dan PenanggulanaganBogor*: Ghalia Indonesia, 2014

Meleong, Lexi J. *Metodelogi Penelitian Kualitatif,* Bandung: PT. Remaja Rosdakarya, 2019.

Muhibbin Syah, *Psikologi Pendidikan DenganPendekatan Baru*. Remaja Rosdakarya Bandung, 1997

Pardiono, *Writing Clues for Better Writing Competence* . Andi, 2006.

Ramadani, Nur aini.*pengertian, karakteristik, unsur, pembuatan, dan contoh, artikel pendidikan th 2019.2019*
Salim, Agus.*Teori dan paradigma penelitian sosial.* Yogyakarta: Tiara Kencana, 2006.
Sukmadinata, Nana Syaodih.*Metode Penelitian Pendidikan*,Bandung: PT. Remaja Rosdakarya, 2008.

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

Sugiyono,.*Memahami Penelitian Kualitatif*, Bandung :CV Alfabeta, 2015

APPENDIX

Sample questionnaire

Berikan tanda(√) pada peryataan kesulitan yang anda alami dalam menulis skripsi

anda sebagai tuigas akhir penyelesaian kuliah !

Keterangan : Sangat setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS)

NO	PERNYATAAN	JAWABAN			
		Sangat Setuju (SS)	Setuju (S)	Ragu – Ragu (RR)	Tidak Setuju (TS)
1.	Saya mengalami kesulitan memilihtopikmasalahdankesulitanmerumuskanjuduldenganbenardanjelas				
2.	Saya mengalami kesulitan mengidentifikasi permasalahan penelitian				
3.	Saya mengalami kesulitan menyusun latar belakang masalah penelitian				
4.	Saya mengalami kesulitan merumuskan permasalahan penelitian				
5.	Saya mengalami kesulitan merumuskan tujuan penelitian				
6.	Saya mengalami kesulitan merumuskan manfaat penelitiaan				
7.	Saya mengalami kesulitan menjabarkan permasalahan kedalam variabel-variabel				
8.	Saya mengalami kesulitan menentukan populasi dan sampel				
9.	Saya mengalami kesulitan menentukan teknik pengumpulan data				
10.	Saya mengalami kesulitan dalam membuat instrumen penelitian				
11.	Saya mengalami kesulitan menentukan teknik pengolaan data				
12.	Saya mengalami kesulitan menentukan teknik analisis data dan menganalisa hasil penelitian				
13.	Saya mengalami kesulitan menginterpretasikan dan mendeskripsikan data hasil penelitian				
14.	Saya mengalami kesulitan membuat kesimpulan dan saran-saran penelitian				
15.	Saya mengalami kesulitan mendapatkan referensi rujukan				
16.	Saya mengalami kesulitan yang di sebabkan oleh proses bimbingan yang relatif lama atau lamban				
17.	Saya mengalami kesulitan yang disebabkan oleh saya				

	memiliki kegiatan lain selain menulis skripsi seperti bekerja sambil kuliah				
18.	Saya mengalami kesulitan dalam membuat susunan struktur penulisan skripsi yang benar dan lengkap				
19.	Saya mengalami kesulitan disebabkan oleh dosen pembimbing yang sulit di temui				
20.	Saya mengalami kelalaian waktu dalam penulisan skripsi				

IAIN PALOPO

Berikan tanda(√) pada pervataan kesulitan yang anda alami dalam menulis **skripsi** anda sebagai tugas akhir penyelesaian kuliah !

Keterangan : Sangat setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS)

NO	PERNYATAAN	JAWABAN			
		Sangat Setuju (SS)	Setuju (S)	Ragu-Ragu (RR)	Tidak Setuju (TS)
1.	Saya mengalami kesulitan memilih topik masalah dan kesulitan merumuskan judul dengan benar dan jelas				√
2.	Saya mengalami kesulitan mengidentifikasi permasalahan penelitian			√	
3.	Saya mengalami kesulitan menyusun latar belakang masalah penelitian	√			
4.	Saya mengalami kesulitan merumuskan permasalahan penelitian				√
5.	Saya mengalami kesulitan merumuskan tujuan penelitian		√		
6.	Saya mengalami kesulitan merumuskan manfaat penelitiaan				√
7.	Saya mengalami kesulitan menjabarkan permasalahan kedalam variabel-variabel			√	
8.	Saya mengalami kesulitan menentukan populasi dan sampel		√		
9.	Saya mengalami kesulitan menentukan teknik pengumpulan data		√		
10.	Saya mengalami kesulitan dalam membuat instrumen penelitian				√
11.	Saya mengalami kesulitan menentukan teknik pengolaan data			√	
12.	Saya mengalami kesulitan menentukan teknik analisis data dan menganalisa hasil penelitian				√
13.	Saya mengalami kesulitan menginterpretasikan dan mendeskripsikan data hasil penelitian				√
14.	Saya mengalami kesulitan membuat kesimpulan dan saran-saran penelitian				√
15.	Saya mengalami kesulitan mendapatkan referensi rujukan	√			
16.	Saya mengalami kesulitan yang di sebabkan oleh proses bimbingan yang relatif lama atau lamban			√	
17.	Saya mengalami kesulitan yang disebabkan oleh saya memiliki kegiatan lain selain menulis skripsi seperti bekerja sambil kuliah				√
18.	Saya mengalami kesulitan dalam membuat susunan struktur penulisan skripsi yang benar dan lengkap				√
19.	Saya mengalami kesulitan disebabkan oleh dosen pembimbing yang sulit di temui				√
20.	Saya mengalami kelalaian waktu dalam penulisan skripsi			√	

52

Berikan tanda(√) pada peryataan kesulitan yang anda alami dalam menulis skripsi anda sebagai tuigas akhir penyelesaian kuliah !

Keterangan : Sangat setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS)

NO	PERNYATAAN	Sangat Setuju (SS)	Setuju (S)	Ragu - Ragu (RR)	Tidak Setuju (TS)
1.	Saya mengalami kesulitan memilih topik masalah dan kesulitan merumuskan judul dengan benar dan jelas				✓
2.	Saya mengalami kesulitan mengidentifikasi permasalahan penelitian	✓			
3.	Saya mengalami kesulitan menyusun latar belakang masalah penelitian				✓
4.	Saya mengalami kesulitan merumuskan permasalahan penelitian		✓		
5.	Saya mengalami kesulitan merumuskan tujuan penelitian				✓
6.	Saya mengalami kesulitan merumuskan manfaat penelitiaan			✓	
7.	Saya mengalami kesulitan menjabarkan permasalahan kedalam variabel-variabel				✓
8.	Saya mengalami kesulitan menentukan populasi dan sampel			✓	
9.	Saya mengalami kesulitan menentukan teknik pengumpulan data			✓	
10.	Saya mengalami kesulitan dalam membuat instrumen penelitian			✓	
11.	Saya mengalami kesulitan menentukan teknik pengolaan data				✓
12.	Saya mengalami kesulitan menentukan teknik analisis data dan menganalisa hasil penelitian			✓	
13.	Saya mengalami kesulitan menginterpretasikan dan mendeskripsikan data hasil penelitian			✓	
14.	Saya mengalami kesulitan membuat kesimpulan dan saran-saran penelitian	✓			
15.	Saya mengalami kesulitan mendapatkan referensi rujukan			✓	
16.	Saya mengalami kesulitan yang di sebabkan oleh proses bimbingan yang relatif lama atau lamban				✓
17.	Saya mengalami kesulitan yang disebabkan oleh saya memiliki kegiatan lain selain menulis skripsi seperti bekerja sambil kuliah				✓
18.	Saya mengalami kesulitan dalam membuat susunan struktur penulisan skripsi yang benar dan lengkap				✓
19.	Saya mengalami kesulitan disebabkan oleh dosen pembimbing yang sulit di temui				✓
20.	Saya mengalami kelalaian waktu dalam penulisan skripsi			✓	

Berikan tanda(√) pada peryataan kesulitan yang anda alami dalam menulis skripsi anda sebagai tuigas akhir penyelesaian kuliah !

Keterangan : Sangat setuju (SS), Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS)

NO	PERNYATAAN	JAWABAN			
		Sangat Setuju (SS)	Setuju (S)	Ragu - Ragu (RR)	Tidak Setuju (TS)
1.	Saya mengalami kesulitan memilih topik masalah dan kesulitan merumuskan judul dengan benar dan jelas		✓		
2.	Saya mengalami kesulitan mengidentifikasi permasalahan penelitian				✓
3.	Saya mengalami kesulitan menyusun latar belakang masalah penelitian			✓	
4.	Saya mengalami kesulitan merumuskan permasalahan penelitian		✓		
5.	Saya mengalami kesulitan merumuskan tujuan penelitian				✓
6.	Saya mengalami kesulitan merumuskan manfaat penelitiaan			✓	
7.	Saya mengalami kesulitan menjabarkan permasalahan kedalam variabel-variabel				✓
8.	Saya mengalami kesulitan menentukan populasi dan sampel				✓
9.	Saya mengalami kesulitan menentukan teknik pengumpulan data				✓
10.	Saya mengalami kesulitan dalam membuat instrumen penelitian			✓	
11.	Saya mengalami kesulitan menentukan teknik pengolaan data		✓		
12.	Saya mengalami kesulitan menentukan teknik analisis data dan menganalisa hasil penelitian			✓	
13.	Saya mengalami kesulitan menginterpretasikan dan mendeskripsikan data hasil penelitian			✓	
14.	Saya mengalami kesulitan membuat kesimpulan dan saran-saran penelitian	✓			
15.	Saya mengalami kesulitan mendapatkan referensi rujukan			✓	
16.	Saya mengalami kesulitan yang di sebabkan oleh proses bimbingan yang relatif lama atau lamban				✓
17.	Saya mengalami kesulitan yang disebabkan oleh saya memiliki kegiatan lain selain menulis skripsi seperti bekerja sambil kuliah				✓
18.	Saya mengalami kesulitan dalam membuat susunan struktur penulisan skripsi yang benar dan lengkap				✓
19.	Saya mengalami kesulitan disebabkan oleh dosen pembimbing yang sulit di temui				✓
20.	Saya mengalami kelalaian waktu dalam penulisan skripsi			✓	