

**THE PROBLEMS OF EFL STUDENTS IN THE
THESIS WRITING PROCESS**

THESIS

Submitted in Partial Fulfilment of the Requirements
For Gaining the Degree of Bachelor of Education
In English Language Education



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Wassalamu 'alaikum, wr. wb.

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MOTTO

الْجَنَّةُ إِلَى طَرِيقًا لَهُ اللَّهُ سَهَّلَ عِلْمًا فِيهِ يَلْتَمِسُ طَرِيقًا سَلَكَ مَنْ

“Whoever takes a path in search of knowledge, Allah will facilitate for him the way to heaven”

(HR. Muslim)

“Do not dwell too much on the sadness of what has passed, and do not be too anxious about the future.

Indeed, Allah is always with you”

(Imam Al-Ghazali)

“Success doesn’t belong to those who arrive quickly, but to those who patiently walk without stopping”

(Arla Maulia Puteri)

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ABSTRACT

Title : The Problem of EFL Students in the Thesis Writing Process

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The purpose of this study is to explore the challenges encountered and the strategies employed by EFL students in writing their thesis. To achieve the research objectives, a narrative inquiry approach was employed. The participants of this study were five EFL students from one of the Islamic universities in Semarang who were writing a thesis. The type of data in this study is the problems in thesis writing of 9th semester EFL students. The technique used in this study to collect data is to conduct interviews with participants using WhatsApp video calls and offline direct interviews. This study shows that students have their own strategies in overcoming problems in the thesis writing process such as often consulting with supervisors to improve understanding in writing a thesis, and seeking motivation. This research is valuable to gain information for EFL students who are writing a thesis to provide insight into the common challenges faced in writing a thesis, so that they can prepare better strategies to overcome these obstacles.

Keywords: *EFL students, narrative inquiry, the problems, writing thesis*

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CHAPTER I

INTRODUCTION

This Introduction is supposed to investigate several parts related to the topic. This chapter provides background of the study, research questions, objectives of the study, and significance of the study.

1.1 Background of the study

Thesis writing difficulties of EFL students, because there may be many students in universities or higher education institutions in Indonesia who have difficulty in writing to complete their theses. This study also aims to determine the difficulties of EFL students in writing and completing their theses. The researcher found that there are several factors, both internal and external, that contribute to students' difficulties in writing and completing their theses. Confirmed Fitria (2022) who conducted research related to the difficulties in writing EFL students' theses.

In this study, it is also explained that several previous researchers have conducted research related to the problems of students in writing final assignments or theses. students' problems in writing a final project or thesis. Oktaviani and Raflesia (2024) stated that there are several external and internal factors that cause EFL students to have difficulty in writing and completing their theses.

EFL students struggle internally for various reasons when it comes to writing and completing their theses. These internal factors include feeling bored or frustrated while working on and completing their theses, having difficulty finding a thesis title, and having difficulty writing sentences or paragraphs using proper English grammar. While external variables such as personal problems arise when they develop and complete their theses. Then, when they work on and complete their theses, students experience cost or financial constraints.

Internal and external factors are the main causes of the challenges faced when writing a thesis, based on Irwandi (2019) findings. According to the first internal factor, 33% of students said that they had difficulty in determining the thesis title, 20% said that they had difficulty in organising the thesis, 20% said that they had difficulty in finding relevant theories, and 13% said that they had difficulty in determining the methodology. A total of 33% of students cited an external element, stating that the college library has a selection of books that can help them with dissertation writing. In addition to students' knowledge, there are external variables that also need to be taken into account, such as college facilities that help students in writing dissertations

At the undergraduate level in English education, students face various problems in writing their thesis. Rianita (2018) showed that undergraduate level in the field of English education. In this research, EFL students' problems in writing a thesis are basically different individually, but this condition is greatly influenced by their perception of thesis writing and how a process

rather than a product approach should be applied to them. The implication of this research is to emphasize constructivist matters in supervising student activities in writing a thesis. The process approach is important for guiding and evaluating a thesis. That way, we can help our students to waste time that might lead them to failure.

Academic writing is essential for students to present their ideas logically and draw conclusions, claims Khajepasha (2015). The difficulties students may encounter when writing a thesis could be upsetting. Students struggle with grammar, the use of pronouns and maintaining pronoun-antecedent agreement, the use of subject-verb agreement, creating sentence fragments, and the challenge of creating coherent sentences are some of the elements of academic writing, as explained by Al Fadda (2012).

The hardest task for students in their final year is writing their thesis. To finish their thesis, students require mental, physical, and financial fortitude. There

are numerous steps to follow as well. Finding titles and topics is the first step, after which it offers seminar exams, gathers data, evaluates data, and makes conclusions. Students present their research findings to the exam tutor in the last phase. Students usually fear this process. Therefore, it should come as no surprise that students feel scared and uneasy. Many students experience mental health issues when working on their thesis.

Each student has a distinct perspective on thesis writing, influenced by their individual background and experiences. Wang and Yang (2012) reported that each student will have a distinct perspective on thesis writing. We must therefore ascertain their circumstances at the time they penned their thesis. It is necessary to teach linguistic comprehension to a student before allowing them to write a thesis. They will undoubtedly gain a solid grasp of language if they are able to comprehend a language linguistically. Discourse knowledge pertains to the students' overall comprehension of the subject matter they have studied. They should also receive training on

terms, ideas, concepts, and viewpoints related to the field of English education if they studied it. This also holds true for other academic disciplines.

The challenges students faced in writing these had to be examined to understand the broader context of academic writing. Ananda (2014) stated that academic writing in higher education is shaped by social and cultural factors. In a similar vein, while we always wanted the athletes to succeed, we ran the risk of pushing them too hard if we didn't recognize the issues they faced while performing their exercises. Therefore, although success is possible, it will not come easily. The role of thesis supervisors is extremely important and needed right now.

From the explanation of the researchers above, there are several researchers Fitria (2022) and Irwandi (2019) that can be elaborated in this study related to the problem of writing a thesis on the problem of internal factors and also external factors. This research discusses ninth semester Education students at one of the

universities in Semarang. This study aims to find out the factors that are often experienced by students during the thesis writing process, which often makes them extend their study period by one semester.

Based on the description of the research above, there are several obstacles experienced by 9th semester EFL students majoring in English Education at one of the Islamic Universities in Semarang in preparing their thesis. The researcher intends to find out what obstacles are experienced by 9th semester EFL students at one of the universities in Semarang by conducting interviews with students who are preparing their thesis.

1.2 Reason for Choosing the Topic

The following are the reasons why researchers conducted this research, namely as follows:

1.2.1 Investigating the problems encountered when writing a thesis for 9th semester English education students.

1.2.2 Describing the strategies used by EFL students in thesis writing problems.

1.3 Research Questions

The formulation of this research:

1.3.1 What are the problems that EFL students are facing in writing a thesis?

1.3.2. How do EFL students apply strategies to overcome problems in writing a thesis?

1.4. Objectives of the Research

Based on the research question above, the objective of the research can be stated as follows:

1.4.1 Explain how EFL students deal with the problems of the thesis writing process?

1.4.2. Explain how EFL students apply strategies to overcome problems in thesis writing?

1.5. The Significances of the Research

Researchers hope that the results of this study can provide information and contributions theoretically and practically as follows:

1.5.1 Theoretically

The reserach hopes that the results of this study can provide additional information to readers. They will know the problems that EFL students face in writing their thesis and how they find solutions to these problems.

1.5.2 Practically

Practical significanes of this research are:

a. For students

The results of this research can provide information about EFL students' problems in the thesis writing process.

b. For the readers

The results of this study are expected to provide useful information and contributions for readers in understanding the difficulties faced by final students in writing their thesis.

c. For the next researchers

It is hoped that the findings of this study will be an initial reference for future researchers who are interested in examining the problems experienced by EFL students who are writing a thesis.

1.6 Scope of the Research

This study was conducted on final semester students who were in the process of writing a thesis. The participants in this study were 9th semester students studying English Language Education at one of the Islamic universities in Semarang. The researcher focused on investigating the problems faced by EFL students in the thesis writing process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains literature reviews and previous studies that support this research to analyze data and answer research questions.

2.1 Previous Studies

This previous study subchapter contains references related to the title of this research.

2.1.1 Students Problems in Writing Thesis

Many studies have discussed general challenges in thesis writing, but individual differences among students are often overlooked. Riting (2022) showed that there was a better understanding of these students' thesis writing experiences would provide useful insights to inform supervisors engaged in supervision with students. It is important to enable students to articulate their views and concerns and allow their personal voices to be heard and recognized within the research education community.

Students often face challenges in writing a thesis in English education due to incomplete knowledge and insufficient support. Tiwari (2019) stated that proper

guidance from thesis supervisors and incomplete knowledge of students, a large number of students face many challenges while writing a thesis in English education. Researchers and supervisors should strive to develop a positive relationship. Similarly, the selection of an appropriate topic causes problems for students during the proposal writing phase of the student.

Students face various difficulties in preparing their thesis, which can significantly affect their progress. Lestari (2020) also reveals these difficulties include difficulties in students' English language skills, difficulties in students' time management, difficulties in students' research methodology, difficulties in students' research topics, and the least related to difficulties in supervisor relationships, student plagiarism, student personality, the large number of students supervised and supervisor workload, and difficulties in student motivation.

2.1.2 Long-Term Memory and Cognitive Processes

Long-Term Memory includes all the knowledge and experience that the writer already has before the writing process begins. This knowledge includes mastery of the topic, academic structure, vocabulary, grammar, and understanding of a particular genre of writing. For EFL students, limitations in long-term memory can be an obstacle, especially if they have limited knowledge of academic conventions in English. This can lead to difficulties in developing ideas, organizing arguments, and conveying ideas in an academic and systematic manner.

Writing involves mental processes known as cognitive processes. Planning, translating, and reviewing are the three primary steps in this theory. Planning entails tasks including identifying the primary idea and creating the writing's structure. Converting concepts into logical sentences and paragraphs is known as translation. In the meantime, reviewing entails assessing and changing the writing's structure and content. The

readiness and cognitive ability of the writer have a significant impact on these three interconnected, non-linear processes.

The writing process is a cognitive activity that involves three main stages: planning, translating/drafting, and reviewing. The planning stage involves gathering and organizing ideas before writing, the translation stage is the process of transforming ideas into written form, and the revision stage involves evaluating and improving the writing. This process is dynamic and non-linear, meaning that writers can move between stages as needed to produce effective and coherent writing.

The relevance to this study lies in how internal and external factors influence each stage of the cognitive process. Internal factors, such as language ability, knowledge and motivation, play a significant role in planning and translating ideas into writing. Meanwhile, external factors, such as facilities, reference sources, and environmental support, provide the context and materials to be processed in the writing process. The interaction of these two factors affects the fluency and quality of EFL

students' thesis writing, so understanding this cognitive process helps identify barriers and design appropriate learning strategies.

Students' internal factors have a significant impact on how they approach and produce academic writing, particularly when it comes to writing a thesis. Long-Term Memory and Cognitive Processes are the two primary elements that make up internal factors, according to Flower and Hayes' (1981) theory.

2.1.2.1 Internal Factors

Internal factors that hinder students in writing a thesis include a lack of understanding of grammar, as well as feeling of laziness and boredom that often arise during the writing process. Wahid (2024) stated that these internal challenges are commonly faced by students and can significantly slow down their thesis progress. Safitri (2021) also reveals the factors obtained, the dominant causes of student constraints are internal factors, as indicated by findings that highlight challenges primarily related to academic abilities, such as limited skills in formulating research instruments, processing

data, and conducting data analysis; insufficient knowledge of guidelines for writing scientific papers; inadequate ability to construct research backgrounds; limited skills in interpreting and describing research results; and weaknesses in using correct English grammar.

Based on Rohim (2023) there were several points that caused difficulties for students in writing and finishing a thesis, nsmely:

- 1) Self - esteem, for example, most students have a lack of basic knowledge about writing thesis, they did not know how to write good thesis.
- 2) Most of students have problems with motivation, They need to be supported by their friends, parents and supervisors.
- 3) The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor. Communication with friends, family, and the community around the students was crucial during the thesis writing process.

- 4) The culture in the language classroom of the undergraduate students. the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis, it is the culture in the language classroom of the undergraduate students.

2.1.3 Task Environment

Task Environment refers to all external factors that affect a person's writing process. These components include physical and social conditions as well as the tasks that the author has to complete. Since it originates outside of the author's control, the task environment is simply classified as an external factor. Accordingly, the task environment as an external factor is very helpful in determining the level of difficulty that students experience during the skripsi writing process. This factor cannot be eliminated because it has a significant potential to cause harm, which also affects how students develop their writing strategy.

2.1.3.1 External Factors

External factors causing EFL students in the English department to experience difficulties in writing are lack of motivation from the people around them and they need more communication such as guidance from supervisors. Wahid (2024) claims that the time given by the supervisor actually becomes great support for students to write well because all their problems can be solved with guidance from the supervisor. In addition, economic factors are still one of the main factors that influence students in the process of completing their thesis.

External factors that become obstacles for students in writing a draft or thesis come from various aspects such as the availability of research references, research supervisors, and respondents. Dwi Safitri (2021) concluded that these external aspects significantly influence students' ability to complete their academic writing effectively.

This can be seen in the results of research related to external factors of student obstacles in writing drafts thesis as follows:

- a) Lack of references and sources related to students thesis topic.
- b) Limited time for the thesis mentoring process and limited cooperation from students thesis supervisors.
- c) Obstacle in collecting data from respondents.

A variety of factors that contribute to students' struggles when writing and finishing their theses, such as anxiety brought on by supervisors who are hard to reach, take a long time to respond to messages, or never respond at all. Based on a study by Rohim (2023), poor communication skills between students and supervisors that can make the guidance process less efficient.

2.1.4 Internal and External Factors based on Theory

The writing process is a complex cognitive activity that is influenced by two main factors, namely internal factors and external factors. Internal factors

include abilities, knowledge, motivation, and experiences stored in long-term memory, which form the basis for processing ideas and composing writing. External factors include the task environment such as information sources, instructions, and physical and social conditions that influence how information is accessed and utilized. The interaction between these two factors determines the smoothness and quality of the writing process.

The existence of these two factors is important because the stimulus from an external environment that is not always stable requires adjustment and management of information with internal abilities. A less favorable environment, such as limited facilities or guidance, can be an obstacle, but strong internal capabilities allow the search for alternative strategies to overcome these problems. Conversely, inadequate internal capabilities will not be optimal if the external environment is not supportive.

The interaction between internal and external factors also explains that difficulties and successes in the

writing process come from a combination of internal conditions and the surrounding environment. Internal motivation and ability can drive the writing process, while external environmental support can facilitate or hinder it. Understanding these two factors is an important basis for designing effective learning and guidance strategies in the academic writing process.

Based on Flower and Hayes (1981), the relationship between internal and external factors is very important in explaining the writing process as a complex cognitive activity. Internal factors, which include knowledge, experience, motivation, and cognitive abilities stored in long-term memory, are the main sources in organizing ideas and developing writing. Meanwhile, external factors in the form of the task environment, such as instructions, information sources, and physical or social conditions around the writer, provide the context and materials to be processed in the writing process. These two factors do not stand alone, but interact with each other dynamically so that the writing process runs effectively.

This interaction occurs because the task environment faced by the writer is often changing and demands rapid adaptation. Internal factors play a role in managing and interpreting information coming from the external environment. For example, limited facilities or guidance (external factors) can be an obstacle, but with adequate internal abilities, writers can find alternative strategies to overcome these obstacles. Conversely, sub-optimal internal abilities will not be maximized if the external environment is not supportive, so both must be balanced and complementary.

Thus, Flower and Hayes' theory asserts that the writing process is the result of a combination of the writer's internal state and the external environment that surrounds them. Understanding the interconnectedness of these two factors helps explain why writing difficulties arise and how effective solutions can be designed. It also provides an important basis for designing learning and guidance approaches that focus not only on improving internal skills, but also on

improving the task environment that supports the writing process.

This study focuses on two main factors that influence the writing process, namely internal factors and external factors, as described in Flower and Hayes' theory. Internal factors include aspects that come from within the writer, such as language ability, knowledge, motivation, and experiences stored in long-term memory. Meanwhile, external factors include the task environment which includes sources of information, instructions, facilities, and support from the surrounding environment. Focusing on these two factors is important because the writing process is the result of a dynamic interaction between the writer's internal condition and the influencing external environment, so understanding these two aspects is key to identifying and overcoming difficulties in thesis writing.

2.1.5 Strategies in Thesis Writing

This study aims to identify the strategies used in writing strategies used in writing theses and dissertations in Yemeni Universities. Mansoor and Al-Marrani (2024) reported that graduate students employ a variety of tactics, including picking a manageable topic, picking study topics early in their master's or doctoral program, seeking guidance from supervisors, referencing prior research to back up their claims, and editing their thesis or dissertation drafts before sending them to reviewers. The findings also showed that there was no discernible difference in how men and women used writing strategies across all dimensions.

This study examines students' strategies in writing thesis proposal in the English Study Program of Khairun University. A study conducted by Usman (2023), eight out of ten participants in the study were able to identify the strategies and concepts used in writing thesis proposals. By contrast, two out of ten participants did not have any strategies or concepts used in writing thesis proposals. The majority of students

received a score of 42% for prewriting strategies, followed by 33% for strategies while writing, and 25 for postwriting strategies.

This study aims to find out the problems faced by undergraduate students and the strategies they use to overcome problems during the process of research and thesis writing. Siti Sa'diah (2023) also revealed that students from Sultan Maulana Hasanuddin State Islamic University Banten's English Education Department in their eighth and tenth semesters made up the research sample. Additionally, students most often use reading a lot of books, journals, and articles about the subject to solve problems, while asking someone to analyze the data is the least effective tactic. Thus, it can be said that students can use strategies to overcome the challenges they encounter when writing their theses.

2.2 Literature Review

In this study, some literature review which discuss about the problem in thesis writing and overcoming problems in thesis writing

2.2.1 Thesis Writing for EFL Students

Thesis writing involves creating a detailed document that showcases an individual's original research findings on a particular subject. Sukandi and Rianita (2018) stated that a thesis highlights the student's capability to perform independent research, analyze data, and add to the existing knowledge in their field. This process teaches students how to conduct research and effectively communicate their findings. However, thesis writing is often viewed as one of the most challenging aspects of university education, both at the individual and departmental levels, as expressed by Ai (2015).

Composing a thesis involves more than just ideas and concepts, it should also serve as a reference. Robert V. Smith (2016) concluded that composing a thesis involves more than just expressing ideas and concepts; it should also serve as a reference. The writing process is

based on methodology and findings from previous research. In addition, this work is completed under the guidance of an advisor. The final work will be presented and evaluated, which will also test the role of the supervisor. The importance of writing cannot be overstated, and mentors should investigate why students often struggle with writing

Thesis writing also embodies a structured experimental approach, as described by experienced researchers. They detail the design and execution of the experiment. Writing a thesis is often a new task for most university students. However, it can be said that this is the most important task they will undertake. Thesis writing requires extensive self-study and high self-motivation. A thesis is probably the longest piece of written work that a student will produce, as stated by Robert V. Smith and Llewellyn D. Densmore (2016).

The thesis process involves many steps, from choosing a title and theme, preparing a proposal for the seminar exam, collecting data, and taking the mock and comprehensive exams. Rahayu and Moesarofah (2023) showed that in the final stage, students present the results

of their research in front of the examiners. This stage is often daunting as students have to answer various questions to validate their research. Therefore, it is natural for students to experience anxiety and fear. Bisriyah (2022) also shapes students' study orientations and experiences, as the objectives and methods of teaching and learning vary across disciplines. Consequently, thesis writing including its purpose, the student-supervisor relationship, and the challenges faced may be perceived and interpreted differently by different students.

2.2.2 The Aim of Thesis Writing

The thesis aims to contribute new knowledge or insights into the field, demonstrate the student's ability to conduct independent research, and showcase critical thinking and writing skills. Based on the study by Honan and Bright (2016), a well-written thesis serves as a valuable reference for future research and academic work.

Through this process, students learn to formulate research questions, use appropriate methodologies, and critically evaluate their findings. Thesis writing is the

research that students use to complete their academic their academic administration as students. As cited in Evans (2014) in his book, he discusses how to write a good dissertation. The mentions the opportunities for writing research:

- a) Creating an academically supervised research project.
- b) Gaining expertise in problem-solving, data analysis, and interpretation for students.
- c) Enhance methodological and technical knowledge of students.
- d) Enrich students capacity to use appropriate theories and approaches to investigate research problems
- e) Building professional relationships with dissertation committee members.

Based on Flower and Hayes (1981) put forward three main components in writing activities:

a) Planning

At this stage, writers think about various aspects related to their writing task:

1. Understanding the purpose of the writing and the

needs of the audience.

2. Identifying content relevant to the topic or task.
3. Determining strategies and approaches for organizing ideas.

b) Translating

This stage is where the writer begins to represent ideas and plans into sentences and paragraphs that can be understood by the reader. The writer must translate abstract ideas into concrete written form.

c) Reviewing

This is the process of proofreading, revising, and evaluating the draft. Writers review their writing to ensure that all information is logically organized and grammar is correct Flower and Hayes (1981).

2.2.3 The Problems in Thesis Writing

A thesis is a type of scientific paper that uses scientific principles to discuss research findings on a problem or phenomenon within a field of study. Thesis is an important component of higher education, and writing a thesis requires a lot of work and effort, Mujtaba Alsied and Winis Ibrahim (2017). Given this, it is possible that

students will experience obstacles or problems when writing a thesis. Therefore, research on the difficulties faced by students when writing a thesis is deemed important to do.

Students mostly experience challenges and delays in their writing process. Dwi Safitri (2021) concluded that these challenges are lack of availability of references and resources related to the students' thesis topics, students' lack of skills in research methodology, and students' lack of knowledge related to the guidelines for writing scientific papers. In addition, the challenges faced by students are divided into two influencing factors, namely internal factors and external factors.

The completion of a research project that results in a deeper understanding of difficulties in a particular discipline is considered the most significant academic achievement for students, and this is presented in the structure of the dissertation, as shown in the research by Sadeghi and Shirzad Khajepasha (2015). Research is significant and challenging work that requires in-depth subject knowledge as well as preparation, care and

attention. However, they experienced some problems in completing their thesis. Those difficulties were categorised by the researcher as academic or non-academic difficulties.

As a result of the various problems that students face when writing a thesis as well as the challenges associated with thesis content analysis. The accessibility of texts is an important issue; it is very difficult to obtain theses from the university library and even more so to obtain theses from sources outside the university. The length of theses and dissertations as units of analysis is also another problem. As a result, there are limits to what researchers can see and how much text they can examine.

2.2.4 Narrative Inquiry in Research Process

Narrative inquiry is a qualitative research methodology that makes use of stories to comprehend personal experiences within a specific setting, as demonstrated in the research by Savin-Baden and Van Niekerk (2007). This method is founded on constructivist theory, which held that people's

interactions with their social surroundings shaped reality. In actuality, narrative inquiry entailed gathering information via observations, interviews, or written materials, then thoroughly analyzing it to find themes, narrative structures, and meanings in participant narratives. To preserve the authenticity of the experiences shared, the results are typically given as full narratives.

The purpose of using a narrative research design was to offer an understanding of the world we live in, as described by Mertova and Webster (2019). Rather than focusing solely on facts and truths, narrative research aims to uncover the decisions and events that people make throughout their lives as well as their experiences over time. You can investigate what really happened in front of the source by basing your research on your own life experiences.

Narrative research techniques were applied to comprehend and support the reflective process, particularly in educational settings, as stated by Craig (2009). Narratives offer a forum for introspection on personal development, learning, and obstacles in

addition to serving as a tool for experience analysis. the value of stories in assisting people in comprehending their own experiences and in establishing links between their personal and professional lives.

How stories integrate past, present, and future experiences to encourage intopection. Reflection in narrative research involves discovering themes and patterns in participants stories. Through this process, they can understand the underlying meaning of their experiences. Narratives provide frequently abstract reflections structure, which makes them more tangible and approachable. This method has drawbacks, such as the propensity to focus the narrative on a specific viewpoint or run into researcher bias. Craig (2009) also revealed that narratives could greatly improve reflection because they enabled participants and researchers to work together to develop a common perspective.

2.3 Conceptual Framework

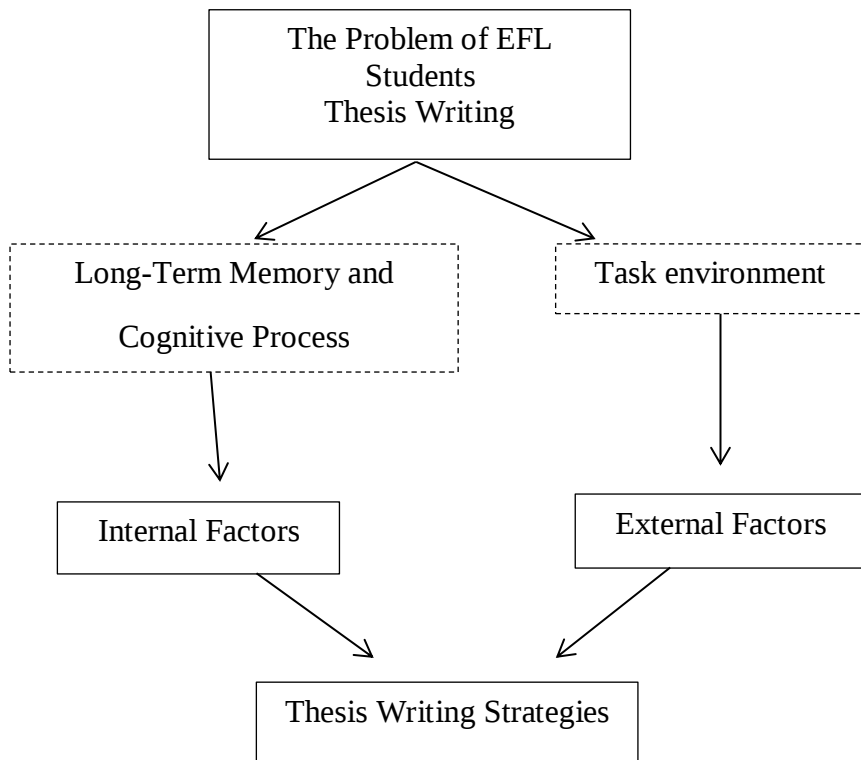


Figure 1. (Conceptual Framework)



= will be researched



= will not be researched

This research focuses on the problems faced by EFL students in writing their theses, with particular emphasis on the internal and external factors that influence the process. Many EFL students experience difficulties due to challenges that come from within themselves as well as from their environment. Drawing on Flower and Hayes' (1981) theory of the writing process, this study explores the interaction between task environment (external factors), long-term memory, and cognitive processes (both related to internal factors), focusing on how these elements affect students' ability to write effectively.

The task environment includes all external elements that affect writing, such as the thesis topic, feedback from advisors, institutional deadlines, and even the physical space in which to write. These external conditions can either support or hinder student performance. Meanwhile, internal factors involve what the writer brings to the writing situation, including knowledge stored in long-term memory, psychological readiness, writing skills, and personal motivation.

Cognitive processes-such as planning, translating, and reviewing-are internal mechanisms that are closely related to how students organize their ideas and cope with the demands of thesis writing.

By examining EFL students' narratives, this study seeks to understand how they navigate the complex relationship between external challenges and internal conditions. The strategies they develop to cope with difficulties - whether through time management, seeking feedback, or self-regulation - are shaped by their internal resources and external context. The narrative inquiry approach allows for a deeper exploration of these personal experiences, providing insight into the dynamic interplay of different factors that influence the thesis writing journey.

CHAPTER III

RESEARCH METHODOLOGY

This Chapter discuss the research procedures. It comprises of Research Design, Research Setting and Participant, Data Collection and Research Instrument

3.1 Research Design

This study used narrative inquiry to uncover problems faced by students in writing their thesis. In narrative inquiry, an approach that focuses on the use of stories as data. The idea of narrative inquiry is that stories are collected as a means of understanding experiences as they are lived and told, whether through research or literature. Meaning-making through the construction and interpretation of stories first occurs between the narrator (the person with the experience) and the listener (the researcher).

The narrative inquiry research design focus to understand the experiences and perspectives of individuals in depth through their life stories. Narrative

inquiry allows data collection in the form of students' personal stories regarding the internal and external factors that influence their thesis writing process. With this approach, researchers can explore the meaning and richer context of participants' experiences, thus capturing the complexity of the interaction between internal abilities and external environmental conditions that influence the writing process. This approach also provides space for participants to convey their experiences authentically and holistically, which is in line with the research objective of understanding writing difficulties from the students' perspective.

In addition, narrative inquiry emphasizes collaboration between researchers and participants in the process of data collection and interpretation, so that the resulting stories not only reflect the subjective experiences of participants, but are also examined and enriched through mutual dialogue. This is important to ensure the accuracy and depth of understanding of the experience under study. By using narrative inquiry, this research can present a complete and detailed picture of

how internal and external factors interact with each other in the thesis writing process, as well as contribute to the development of learning strategies that are more responsive to student needs.

Conle (2000) argued that the object of narrative analysis was the narrative itself, not the events recounted or the narrator's experiences. Some researchers argued that narratives were structured with a beginning, middle, and end, which are held together by some kind of plot and resolution.

3.2 Research Setting and Participant

This research was conducted at one of the Islamic universities in Semarang. The 5 selected 9th semester participants had direct experience in writing a thesis, so they could provide relevant and in-depth information in accordance with the focus of the research. The narrative inquiry approach is a qualitative research method that focuses on exploring and understanding individual life experiences through the stories or narratives they convey. The essence of this approach is that human

experiences are understood and interpreted through the stories they tell, both verbally and in writing. The process of meaning occurs through the construction and interpretation of stories that take place interactively between the narrator (the participant who experiences it) and the listener (the researcher), thus allowing a deeper understanding of the experiences being studied.

This research uses a qualitative approach which according to Creswell (2012) aims to explore and understand the meaning given by individuals or groups to a social or human phenomenon. The qualitative approach emphasizes data collection in a natural context, where the researcher acts as the main instrument that directly collects and analyzes data through interviews, observations, and documents. The data analysis process is carried out inductively, namely building themes from specific data towards a more general understanding, and interpreting the meaning contained in the experiences of participants. This approach allows researchers to capture the complexity and nuances of human experience holistically and deeply.

In addition, Creswell (2012) emphasizes that in qualitative research the research design is flexible and can develop along with the data collection process in the field. Researchers must also reflect on their roles and backgrounds that can influence data interpretation, thus maintaining the transparency and credibility of the research results. Thus, the qualitative approach according to Creswell is very suitable for this research which aims to understand students' experiences in depth and contextually, especially in the process of writing a thesis.

Based on data analysis, the use of pseudonyms to protect participants is a mandatory task for qualitative researchers. Subedi (2025) argues that providing pseudonyms to research participants in qualitative research is considered a popular ethical approach to ensure confidentiality and anonymity. Because the replacement of real names with pseudonyms is widely discussed in Western literature. Thus, there is no consensus among researchers on the use of pseudonyms.

To maintain the confidentiality and privacy of participants in this study, the real names of participants cannot be included. Instead, researchers use pseudonyms so that the identities of participants remain protected but still allow for clear and structured presentation of data. The pseudonyms used in this study are Tiara as participant 1, Citra as participant 2, Karina as participant 3, Vanesa as participant 4 and Lina as participant 5. The use of pseudonyms is in accordance with the principles of research ethics, especially in terms of maintaining the anonymity and comfort of participants during the research process.

3.3 Data Collection and Research Instrument

Data collection techniques through interviews allowed the researcher to obtain in-depth information about EFL students' challenges in the thesis writing process. By collecting data that incorporates oral methods, listening as a research tool, participants can respond and express what they feel. Interviews allow the researcher to collect additional data as it is a flexible

method. The research findings will help in formulating the research questions.

Data collection only through interviews in narrative inquiry research can be applied if the data collection and analysis process is carried out in depth and systematically. In-depth interviews are the main method in narrative research because they allow researchers to explore the experiences, emotions, and meanings contained in participants' stories directly and in detail. Through interviews, the narratives obtained become rich and authentic, so that the data collected has depth and strong context and is relevant to the research focus.

The accuracy and thoroughness of interview data can be strengthened through several procedures, including recording the entire interview process to ensure that no information is missed, restoring or rearranging the narrative based on important elements such as plot and setting, and involving participants in the data verification stage to avoid misinterpretation. Thus,

although interviews are the main source of data, the careful application of data processing procedures ensures that the information obtained can provide an in-depth and accurate picture of the experience under study in narrative inquiry research.

The data collection conducted by this researcher used interviews where the researcher asked several questions to the participants adapted by Fitria (2022). In the interview session with the participants, the researcher asked several questions to the participants. The questions asked to the participants focused on the problems experienced by EFL students in writing their thesis. Data collection was carried out by the researcher via video call and offline interview.

In this study, the researcher provided a number of 7 interview questions that had been systematically designed to explore participants' experiences related to thesis writing. The questions were divided into three main categories, namely internal factors, external factors, and strategies. For internal factors there are 4 questions,

external factors there are 2 questions, and 1 strategy question.

For the internal factors, the researcher asked four questions that aimed to understand the participants' personal and psychological conditions during the thesis writing process. These questions included how the participants felt and motivated when facing difficulties, the extent to which their English language skills supported their writing, as well as personal constraints such as time management and stress that might be experienced. With these questions, the researcher was able to identify barriers originating from within the students that affected their writing fluency.

Furthermore, in the external factors category, the researcher asked two questions that focused on the influence of the surrounding environment on the thesis writing process. The first question asked about the support provided by the supervisor, such as the frequency of consultation and the quality of guidance. The second question explored the availability of

facilities and learning resources on campus that could help or hinder students in completing their thesis. This information is important to understand how outside factors influence the student experience.

To explore the strategies used by participants in overcoming problems, the researcher asked an open question that asked students to explain the ways or steps they took to face and overcome difficulties during the thesis writing process. This question provided space for participants to share their practical experiences and the solutions they applied, so that the data obtained could provide a complete picture of students' adaptation mechanisms.

By dividing the interview questions into these categories and providing space for participants to tell their stories in depth, researchers can collect rich and contextualized data in accordance with the narrative inquiry approach. This approach allows the narratives of participants' experiences to be systematically arranged

and easily analyzed to find the main themes in the research.

3.4 Data Analysis

In this study, the research used narrative analysis. Narrative inquiry is a challenging and rewarding method that can be used in a variety of contexts and disciplines. Data collection involves the use of unstructured interviews and, where possible, textual exploration and field notes. The challenge of this approach lies in the management of data and how to interject stories, a hurdle that may be difficult for those who prefer qualitative techniques. However, given the growing importance of UK Higher Education Academies to the student experience, this approach is sure to yield some interesting stories both within and beyond the discipline.

The transition towards narrative inquiry is characterized by a shift from an objective stance rooted in positivist realist perspectives towards a research orientation that emphasize interpretation and understanding of meaning. Clandinin (2007) stated that

in the transition, the narrative investigator recognizes that the researcher and the researched in a particular study have a relationship with each other and that both parties will learn and change in the encounter.

Narrative Inquiry is a qualitative design that focuses on three concepts during storytelling: temporality (the timing of the experience and how it can influence the future), sociality (the cultural and personal influences of the experience), and spatiality (the surrounding environment during the experience and its influence on the experience).

EFL students' experiences in writing a thesis are not only academically related, but also involve emotional and social aspects. Therefore, the narrative inquiry approach is considered appropriate because it can describe these experiences more fully and deeply. In this study, the stories told by the participants were not only used as data, but also as a form of reflection on their challenges, strategies, and feelings during the thesis writing process. In addition, this approach also

emphasizes the importance of the relationship between researchers and participants in constructing meaning from shared experiences. Thus, narrative inquiry is not only a research method, but also helps researchers understand students' experiences from a more personal and meaningful perspective.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains the results of research findings and discussions, including the results of researcher interviews with participants on the problems faced in writing a thesis.

4.1 Finding

This section of the study informs the participants about the difficulties they encountered when composing their theses. Following a thematic analysis of the interview data, some of the issues that the 9th semester EFL students had with writing their theses were identified

4.1.1 Students Problems in Thesis Writing

The data of this study was obtained from the results of interviews related to the experience of problems faced by EFL students using internal factors and external factors, which are explained in detail below:

a. Internal Factors

There are several internal factors that become problems for EFL students in writing a thesis. Here are some quotes that researchers took from the interview:

“Some students including myself, often have difficulty understanding scientific research guidelines. Therefore, I often consult with my supervisor to get clearer directions” (Tiara)

Tiara statement that some students, including herself, face difficulties in understanding scientific research guidelines. They noted that these challenges often stem from a lack of understanding of the guidelines, prompting her to frequently consult with her supervisors for clearer direction and guidance in preparing their research.

“To date I still understand the constraints on understanding scientific writing well. Thus, I often feel hesitant or wrong before taking the initiative to consult with the supervisor. This feeling often arises because of my uncertainty in

applying the existing guidelines in the thesis writing process” (Citra)

Citra stated that difficulties in understanding the rules of scientific writing can cause hesitation in consulting with supervisors due to uncertainty in applying existing guidelines.

“I often struggle to find journal articles that match my thesis title, especially in international journals, because my research topic is rarely studied, making it hard to find relevant references” (Karina)

Karina shared that her often struggle to find journal articles that align with her thesis title, particularly in international journals. She mentioned that the rarity of research on their topic makes it challenging to find relevant references.

“The topics I raised in my thesis mostly came from Indonesian journals. So I often have difficulty in finding international journals that match the topic I am researching” (Vanessa)

Vanessa explained that the topics in their thesis are primarily based on Indonesian journals, which makes it challenging to find international journals that align with their research topic.

“I don't find it difficult because now there are several free online translators that are easy to find through Google, and many of them are accurate” (Lina)

Lina mentioned that they no longer find it difficult to translate, as there are now several free online translators easily accessible via Google, many of which are accurate.

The participants shared various challenges in thesis writing, including difficulties in understanding and applying scientific research guidelines, which often led to doubts before consulting with the supervisor. They also struggled to find relevant references, especially in international journals, as their chosen topic had rarely been researched before. Most of the references were from Indonesian journals, making it more difficult to

harmonize them with international sources. Despite these challenges, participants found it easier to use online translators, which helped with clarity of writing and complex vocabulary from international journals. In addition, issues such as low self-confidence, boredom from long hours in front of the laptop, and limited understanding of thesis writing were also mentioned.

b. External Factors

There are several external factors in students' problems in writing a thesis. Here are some excerpts from the interviews:

“My main obstacle was actually in the process of collecting research data, because I had to ask for permission to conduct research at school and had to wait to get permission from the school”
(Tiara)

Tiara expressed that her main obstacle was in the data collection process, as she had to request permission to conduct research at the school and wait for approval before proceeding.

“Every morning, I always help my parents sell. Nevertheless, this was not the main problem that hindered me in writing my thesis. I still try to manage my time well in order to stay focused on completing my thesis” (Citra)

Citra mentioned that even though she help her parents to sell every morning, it is not the main obstacle in writing their thesis. They emphasized their efforts to manage their time well to stay focused on completing her thesis.

“I had difficulty in contacting the participants, perhaps because they were not students from one of the Islamic universities in Semarang, so it was difficult to communicate except via online, which made me have to wait for a long answer” (Karina)

Karina experienced difficulties in communicating, as it could only be done online, which required them to wait a long time for a response.

“The problem I face is that I live outside the city, so it is difficult to go to Semarang often, if there is a sudden guidance schedule” (Vanesa)

Vanesa revealed that the problem is that she live outside the city, making it difficult to travel to Semarang frequently, especially if there is a sudden guidance schedule.

“My part-time job is currently one of the problems I face. I work for 4 days a week, so I only have 3 days to focus on making and revising my thesis. This makes it difficult for me to organize the right time to attend guidance sessions with my supervisor” (Lina)

Part-time work became one of the obstacles in the process of preparing the thesis in this participant 5. Working four days a week, I only had three days left to work on or revise my thesis. As a result, it was difficult to manage the right time to attend guidance sessions and prioritize optimal thesis completion.

The participants faced several challenges in the process of writing their thesis. One of the main obstacle was research data collection, as they had to wait for permission from the school. Despite helping their parents sell food every morning, time management remained a priority to stay focused on their thesis. Communication with the participants was difficult, especially as many of them were not students from the same university causing delays in response.

Their out-of-town residences also made it difficult for them to attend unannounced guidance sessions in Semarang. In addition, their part-time jobs working four days a week only left three days to focus on their thesis, making it difficult to schedule guidance sessions with the supervisor.

4.1.2 Strategies in Thesis Writing

There are several strategies used by EFL students in overcoming the problems they face during the thesis writing process. Here are some quotes that researchers took from the interview:

“I completed this thesis by focusing on each stage, managing time well, looking for motivation through remembering the final goal, discussing with friend, getting enough rest” (Tiara)

The strategy applied to participant 1 to complete the thesis is to maintain focus at each stage of preparation while managing time effectively. And looking for motivation to remind yourself of the ultimate goal of completing the thesis, discussing with friends, and getting enough rest to maintain enthusiasm and concentration during the process.

“Until now, on some of the problems I have faced, I still haven't found the right and effective strategy to overcome them” (Citra)

Citra has yet to find the right and effective strategies to overcome some of the problems he faces in writing his thesis.

“Because it is still lacking in understanding writing a thesis so my strategy is to look for

mentors on social media to help understand and maintain health” (Karina)

Karina used strategies by looking for mentors through social media to deepen understanding in writing a thesis and maintaining health while busy working on this thesis.

“The strategy I used to overcome various problems in preparing my thesis was to often attend thesis guidance sessions and read more journal references to support understanding and smoothness in writing” (Vanessa)

The strategies that participant 4 used to overcome various problems in preparing the thesis were to frequently attend thesis guidance sessions and read more journal references to improve my understanding and ensure the smoothness of my writing.

“Because my work schedule often conflicts with my thesis writing, I decided to prioritize my thesis by reducing my working hours. I also take care of my physical and mental health to stay focused

and able to go through the writing process well”
(Lina)

By prioritizing thesis writing by reducing working hours to focus on thesis completion. Lina also maintains physical and mental health to stay focused and succeed in the thesis writing process.

Participants implemented various strategies to overcome the challenges of writing their thesis, such as maintaining focus, managing time effectively, and seeking motivation by discussing with friends and ensuring adequate rest. One participant still had difficulty finding an effective strategy, while others sought mentors through social media and prioritized health to support writing. Some participants attended regular mentoring sessions, read more journal references, and reduced working hours to focus more on completing their thesis while maintaining their physical and mental health.

4.2 Discussion

The research findings will address the issues EFL students face when writing their theses and the methods they employ to address these issues, based on the previously mentioned findings.

4.2.1 Students Problems in Thesis Writing

Based on the overall results, the data shows some problems of EFL students in the process of writing a thesis using the theory of flower hayes on the components of long-term memory and cognitive processes in internal factors, and task environment in external factors.

a. Factor Internal

Participant 1 (Tiara) experienced difficulty in understanding the guidelines for scientific writing, which often led her to seek frequent consultations with her supervisor for clearer instructions. She also struggled with vocabulary selection and frequently relied on paraphrasing tools or online sources due to the complex language found in international journal articles. Similarly, Participant 2 (Citra) expressed hesitation and

uncertainty when applying academic writing rules, which delayed her in seeking help. She admitted to lacking a clear strategy for overcoming these challenges and found that online translators did not always produce accurate translations, making the writing process more difficult.

Participant 3 (Karina) reported that her main challenge was the difficulty in finding journal articles that aligned with her thesis topic, especially in international publications, as the subject she researched was relatively uncommon. In addition to limited references, she faced uncertainty about grammar usage and questioned whether her writing met the required academic standards. Participant 4 (Vanesa) echoed similar concerns, stating that she struggled to understand the structure and format of scientific writing. She also highlighted the challenge of dealing with complex vocabulary in international journals, which made it hard for her to produce accurate translations.

Participant 5 (Lina) also shared that she lacked a clear understanding of thesis writing requirements at the beginning of the process. She heavily depended on online translators and paraphrasing tools to help her structure her writing and make sense of complex texts. However, she also encountered difficulty finding journal references that truly matched her topic, limiting her ability to support her arguments with relevant literature. These internal struggles reflect the common cognitive and linguistic challenges that EFL students face during the thesis writing process.

Internal factors that influence the process of EFL students' thesis writing are closely related to limited academic knowledge, English language skills, and psychological readiness. Based on the interview results, almost all participants had difficulty in understanding scientific writing guidelines, using English grammar and vocabulary, and searching for relevant international journal references. They often felt hesitant, insecure, and overwhelmed in facing complex academic demands. In addition, feelings of boredom, boredom, and low

motivation in completing the thesis also emerged. These problems indicate that students' cognitive and psychological capacities have a significant influence on the smoothness of the thesis writing process. Without proper guidance and learning strategies, these internal factors can be a major obstacle in completing their final assignments.

Based on the interviews, participants experienced several internal challenges that significantly affected their thesis writing process. These challenges included difficulties in understanding academic writing guidelines, hesitation to consult with supervisors, lack of confidence, limited ability to use English grammar correctly, and low motivation. These issues reflect weaknesses in components such as long-term memory and cognitive processes specifically planning, translating, and reviewing as described in Flower & Hayes' (1981) theory.

According to this theory, writing is a complex cognitive process involving interaction between prior knowledge (stored in long-term memory), mental

processing (planning and generating ideas), and revision (reviewing written content). For instance, when participants felt uncertain about applying thesis guidelines (Citra) or had trouble interpreting English journal articles (Karina), it demonstrated limitations in the planning and translating stages. Additionally, the sense of boredom, insecurity, and lack of motivation reported by several students shows how psychological readiness can disrupt the writing flow, in line with findings by Wahid (2024) and Safitri (2021) who emphasized that academic and emotional limitations are dominant internal obstacles for EFL students.

b. Factor External

External factors relate to conditions outside the student that affect the writing process, such as work, residence, and technical constraints of the research.

The process of collecting data was one of the most demanding external challenges faced by participants. For instance, Participant 1 (Tiara) experienced significant delays because she had to wait

for formal approval from the school where she conducted her research. This procedural barrier not only slowed down her timeline but also increased her stress level. On top of that, she had to manage a full-time job, which required her to take a break from tutoring for an entire semester. The combination of administrative delays, work pressure, and personal family issues disrupted her focus and reduced the time available to work on her thesis.

Daily responsibilities at home also influenced the participants' ability to stay productive. Participant 2 (Citra), for example, assisted her parents with their business every morning. While she stated that this routine was not a major obstacle, it still required her to organize her schedule carefully. She emphasized her commitment to time management in order to maintain her academic progress, showing resilience in balancing family duties and academic work. However, the added weight of familial obligation even when not perceived as burdensome can still contribute to mental fatigue and reduce available writing time.

For Participant 3 (Karina), the difficulty lay in establishing communication with her research participants. Since they were not affiliated with the same university, she had to rely entirely on online communication, which often resulted in delayed responses and limited interaction. This digital barrier constrained her ability to probe deeper during interviews and slowed the data collection process. Her experience highlights the limitation of remote research methods, especially when dealing with participants who are not easily accessible or responsive.

Living conditions and work schedules were also notable sources of external difficulty. Participant 4 (Vanesa), who resided outside the city, often found it difficult to attend sudden thesis guidance meetings in Semarang. The unpredictability of supervisor availability added logistical strain to her schedule. Meanwhile, Participant 5 (Lina) had to juggle her thesis with a demanding part-time job that occupied four days a week. With only three days left to work on her thesis, she found it challenging to arrange guidance sessions and

make consistent progress. These obstacles, both spatial and temporal, reflect the influence of external factors—what Flower & Hayes (1981) define as part of the task environment on a student’s academic performance and mental endurance during the thesis writing process.

External factors arise from environmental conditions that are beyond the control of students. Interview results show that the main obstacles faced include delays in the data collection process due to having to wait for permission from the institution, difficulty in accessing research participants directly, and communication challenges with supervisors and respondents that can only be done online.

In addition, family responsibilities such as helping parents and the obligation to work part-time significantly reduce the time available to focus on writing a thesis. Some participants also live outside the city, so they experience geographical barriers when they have to be present in person for guidance. These conditions show that external pressures also limit the

effectiveness and consistency of students in undergoing the thesis writing process.

External factors, as part of the task environment in Flower & Hayes' model, refer to external conditions that influence the writing process, such as work responsibilities, physical location, availability of guidance, and access to research participants or data. Several participants encountered problems such as delayed data collection due to institutional approval (Tiara), limited availability of supervisors (Karina), and geographical constraints that hindered direct consultation (Vanesa). Others struggled to manage their time due to part-time jobs (Lina) or family responsibilities (Citra).

These findings support the idea that an unsupportive task environment can hinder writing productivity even when internal motivation exists. As Rohim (2023) and Safitri (2021) pointed out, delayed supervision, lack of resources, and limited communication with advisors are common obstacles that affect students' ability to complete academic writing effectively. Without balanced support from both internal

capabilities and external environments, students may face prolonged delays or loss of focus in their thesis journey.

4.2.2 Strategies in Thesis Writing

Several EFL students shared detailed accounts of the specific strategies they used to overcome the various challenges they faced during the thesis writing process, such as difficulties in managing time, understanding academic writing guidelines, and maintaining motivation.

Several participants demonstrated strong self-regulation strategies to cope with the demands of thesis writing. One such example is Participant 1 (Tiara), who emphasized the importance of maintaining focus during each stage of the writing process. She managed her time efficiently, sought motivation by reminding herself of her final academic goal, and engaged in discussions with peers to generate new ideas. Additionally, she made a conscious effort to rest adequately, recognizing that physical and mental stamina were essential for sustained

productivity. Her approach reflects a balanced combination of cognitive planning and emotional regulation.

In contrast, not all participants were able to establish effective coping strategies. Participant 2 (Citra) admitted that she had not yet discovered a method that worked for her. She found it difficult to formulate specific steps to navigate the thesis process and often felt uncertain about how to proceed. Her experience highlights the challenges some students face in transforming awareness of their difficulties into actionable strategies, particularly when internal motivation or academic self-efficacy is lacking.

Other participants sought external resources to enhance their understanding and performance. For instance, Participant 3 (Karina) turned to social media to connect with academic mentors who could provide informal guidance. By leveraging online platforms, she was able to seek advice and clarify aspects of the writing process that she found confusing. Additionally, she prioritized her physical well-being, recognizing that

maintaining good health was crucial for staying resilient throughout the demanding thesis journey.

Meanwhile, both Participant 4 (Vanesa) and Participant 5 (Lina) employed strategies that focused on institutional and lifestyle adjustments. Vanesa committed to attending thesis guidance sessions regularly and increased her exposure to academic journal readings, which helped deepen her comprehension and reduce uncertainty when drafting her thesis. Lina, on the other hand, made the decision to reduce her part-time work schedule to dedicate more time to writing. She also emphasized the need to care for her mental and physical health, understanding that a stable condition was vital to maintaining consistent focus and motivation. These strategies demonstrate a conscious effort to align personal conditions with academic demands, reflecting a proactive and adaptive mindset.

Most EFL students in this study applied adaptive strategies to overcome thesis writing problems. The

strategies that emerged included good time management, dividing tasks in stages, seeking support from friends or mentors, and maintaining physical and psychological conditions during the writing process. This shows that even though students face many challenges, they try to remain progressive and do not give up. Some strategies that have proven to be helpful are actively participating in guidance, reading additional references, and prioritizing academic tasks over other activities such as work.

However, not all students managed to find an effective strategy. One participant even stated that he did not have a suitable strategy to solve his problem. This shows that there are still students who need more intensive guidance from supervisors or the campus. In conclusion, thesis writing strategies are highly dependent on the mental readiness, academic skills, and external environment of students. Students who are able to adjust strategies to their needs and conditions tend to have better progress in completing their theses.

The participants applied a range of strategies to cope with the challenges they encountered during the thesis writing process. These strategies reflected their ability to adapt and respond both cognitively and behaviorally, consistent with the stages of planning, translating, and reviewing in Flower & Hayes' (1981) writing model.

Participant 1 (Tiara) demonstrated strong self-management throughout her thesis writing process. She maintained focus during each stage, managed her time effectively, and stayed motivated by constantly reminding herself of her end goal. Additionally, she engaged in peer discussions to generate ideas and ensured she got adequate rest to sustain her energy and enthusiasm. These practices are closely aligned with the *planning* stage of Flower & Hayes' (1981) model, as well as emotional regulation strategies that help maintain long-term engagement in writing tasks.

Similarly, several other participants employed specific strategies to enhance their writing process. Participant 3 (Karina) actively sought mentorship through social media platforms to better understand the

structure and demands of thesis writing. She also made conscious efforts to care for her physical well-being, showing an awareness of how mental and physical health contribute to academic endurance. Participant 4 (Vanesa) committed to regular supervision sessions and expanded her reading of journal articles to deepen her understanding and improve writing fluency. These behaviors reflect both **reviewing** processes and engagement with academic discourse, enabling her to reduce uncertainty in composing content.

Participant 5 (Lina) focused on managing her external environment by reducing her work hours, thus allocating more time and energy for her thesis. She also highlighted the importance of maintaining both physical and mental health as a core part of her strategy. This reflects a proactive adjustment to the **task environment**, which, according to Flower & Hayes, can significantly influence writing performance. In contrast, Participant 2 (Citra) expressed that she had not yet developed a specific or effective strategy to overcome her writing difficulties, pointing to a need for more

structured academic support and clearer guidance throughout the thesis process.

Overall, the strategies used by the participants are consistent with findings from Mansoor & Al-Marrani (2024) and Usman (2023), who found that students typically use a combination of prewriting, writing, and postwriting strategies to deal with academic challenges. The findings also highlight that students who develop personalized strategies and receive adequate support from their environment tend to progress more steadily in their thesis writing.

CHAPTER V

CONCLUSION AND SUGGESTION

The findings that are detailed in Chapter IV serve as the foundation for some conclusions. The researcher also offers some recommendations for direction in conducting additional research on the same subject.

5.1 Conclusion

In conclusion, The thesis writing process experienced by the participants presented various challenges, such as limited appropriate vocabulary, difficulty in using accurate online translators, and difficulty in finding relevant international journal references. They also experienced confusion in understanding scientific research guidelines and difficulties in obtaining research data due to complicated licensing procedures and long waiting times. In addition, communication problems with the supervisor and time constraints due to part-time jobs and distant residence locations also made it difficult to write the thesis.

To overcome these obstacles, participants implemented various strategies such as good time management, maintaining motivation through discussions with friends, utilizing guidance through social media, and maintaining physical and mental health. Some also adjusted their work schedules and increased the intensity of reading references to support

their writing progress. These efforts helped them stay focused and maintain a balance between academic responsibilities, work, and the thesis writing process.

5.2 Sugestions

Although this study was conducted in a short time and involved a limited number of participants, the researcher hopes that the results of this study can provide important insights into the various problems faced by EFL students in writing theses and the strategies they use to overcome them. Here are some suggestions that the researcher can convey.

5.2.1. For the Researcher

This research faces various challenges, especially because there are still few English Education students who study the problems in writing a thesis. This research is expected to be an encouragement for subsequent researchers to involve more participants, so that they can

produce more in-depth discussions and better quality findings.

5.2.2 For Lecturers

Supervisors always encourage their students during the guidance process, so that students feel motivated and supported in completing the thesis writing task. This can be realized through warm and consistent communication, for example by utilizing a special WhatsApp group as an effective means of interaction between supervisors and students. This is expected to make the supervision process more effective, help students understand the thesis material better, and speed up preparation for the defense.

5.2.3 For Further Researchers

Research on EFL students' problems in writing theses is quite a challenging topic. To obtain more comprehensive data, it is suggested to further researchers to expand the amount of data and duration of the study in order to produce more optimal information and findings.

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Appendix 1: Consent Form of Participants

INFORMED CONSENT

The undersigned :

Name : Tiara

Gender : Female

Age : 24

Occupation : Student

Declared willingness to become an Informant in the Research entitled “The Problems of EFL Students in the Thesis Writing” and willing to:

1. Be interviewed related to the research topic.
2. Contacted further if there is data that needs to be asked again

All names will be kept confidential, and information is only used for research purposes only.

I therefore make this statement by choice and without being pressured by anyone.

Researcher



Arla Maulia Puteri

Participant



Tiara

The undersigned :
Name : Citra
Gender : Female
Age : 22
Occupation : Student

Declared willingness to become an Informant in the Research entitled “The Problems of EFL Students in the Thesis Writing” and willing to:

1. Be interviewed related to the research topic.
2. Contacted further if there is data that needs to be asked again

All names will be kept confidential, and information is only used for research purposes only.

I therefore make this statement by choice and without being pressured by anyone.

Researcher



Arla Maulia Puteri

Participant



Citra

The undersigned :
Name : Karina
Gender : Female
Age : 23
Occupation : Student

Declared willingness to become an Informant in the Research entitled “The Problems of EFL Students in the Thesis Writing” and willing to:

1. Be interviewed related to the research topic.
2. Contacted further if there is data that needs to be asked again

All names will be kept confidential, and information is only used for research purposes only.

I therefore make this statement by choice and without being pressured by anyone.

Researcher



Arla Maulia Puteri

Participant



Karina

The undersigned :
Name : Vanesa
Gender : Female
Age : 24
Occupation : Student

Declared willingness to become an Informant in the Research entitled “The Problems of EFL Students in the Thesis Writing” and willing to:

1. Be interviewed related to the research topic.
2. Contacted further if there is data that needs to be asked again

All names will be kept confidential, and information is only used for research purposes only.

I therefore make this statement by choice and without being pressured by anyone.

Researcher



Arla Maulia Puteri

Participant



Vanesa

The undersigned :
Name : Lina
Gender : Female
Age : 23
Occupation : Student

Declared willingness to become an Informant in the Research entitled “The Problems of EFL Students in the Thesis Writing” and willing to:

1. Be interviewed related to the research topic.
2. Contacted further if there is data that needs to be asked again

All names will be kept confidential, and information is only used for research purposes only.

I therefore make this statement by choice and without being pressured by anyone.

Researcher



Arla Maulia Puteri

Participant



Lina

Appendix II: Interview Guidelines

Interview Protocol Project : The Problems of EFL
Students in the Thesis
Writing.

Time of Interview :

Date :

Place :

Interviewer :

Interviewee :

Assalamualaikum Wr. Wb.

First of all, I would like to thank the participants for joining my research and agreeing to be interviewed on this occasion.

The purpose of this study is to see what problems EFL students are facing in writing their thesis and what strategies they take in solving these problems.

Question adapted from Fitria (2022)

Construct	Factors	Question
Long –Term Memory and Process Cognitive	Internal	1. Have you ever had problems understanding scientific writing guidelines? 2. Difficulties in using English grammar such as choosing the right vocabulary? 3. Difficulty in using some translation tools that produce inconsistent or inaccurate translations? 4. Difficulty

		finding journal references on the internet?
Task Environment	External	1. Unsupportive environment, such as part-time jobs, and involvement in organizations, which hindered writing the thesis? 2. Difficulty in finding research participants?
Strategies		1. Do you have any strategies to overcome these problems? If so, what are they?

Thank the individual for participating in this interview. Assure her of the confidentiality of the answers and the possibility of a follow-up interview.

Note: The researcher also asks other questions (questions that the researcher may not have mentioned but the interviewer has other concerns).

Appendix III: Interview Data Transcription (Indonesia)

TRANSKRIP DATA WAWANCARA

PARTISIPAN 1

Waktu : 21.14 – 22.45 WIB (90 menit)
Hari, tanggal : Selasa, 3 Desember 2024
Tempat : WhatsApp Video Call
Pewawancara : Arla Maulia Puteri
Peserta : Tiara

Pewawancara :	Pernahkah anda mengalami kendala dalam memahami pedoman penulisan ilmiah?
Tiara :	Beberapa mahasiswa mungkin pernah menghadapi kendala dalam memahami pedoman penelitian ilmiah, termasuk saya. Kendala ini sering muncul akibat kurangnya pemahaman mengenai pedoman tersebut. Oleh karena itu, saya sering berkonsultasi dengan dosen pembimbing untuk memperoleh arahan dan pemahaman yang lebih jelas dalam menyusun penelitian ilmiah.
Pewawancara :	Pernahkah mengalami kesulitan dalam menggunakan tata bahasa

Tiara :	Inggris seperti pemilihan kosakata yang tepat? Selama proses penulisan skripsi ini, saya sering mengalami kesulitan dalam memilih kosa kata yang tepat. Akibatnya, saya sering melakukan parafrase menggunakan bantuan situs web, karena banyak kosa kata dalam jurnal internasional yang sulit dipahami dan diterjemahkan secara langsung. Dalam hal ini dapat membantu saya dalam memahami makna bahasa yang lebih sesuai dalam konteks penulisan skripsi.
Pewawancara : Tiara :	Kesulitan dalam menggunakan beberapa penerjemah online yang tidak konsisten atau kurang akurat? Saya tidak merasa kesulitan karena sekarang sudah ada beberapa penerjemah online gratis yang mudah ditemukan melalui Google, dan banyak dari penerjemah online tersebut yang akurat
Pewawancara : Tiara :	Pernahkah anda mengalami kesulitan mencari referensi jurnal di internet? Saya pernah mengalami kesulitan karena pembimbing meminta saya untuk lebih banyak mencari referensi dari jurnal internasional. Namun, referensi yang sesuai dengan topik yang saya termasuk jarang didapatkan, sehingga memerlukan

	usaha ekstra dalam pencarian dan seleksi sumber.
Pewawancara : Tiara :	Apakah lingkungan sekitar anda kurang mendukung. Seperti memiliki pekerjaan paruh waktu, disibukkan dengan hobi yang merupakan kesenangan pribadi, dan disibukkan dengan organisasi baik di dalam maupun di luar kampus. Pekerjaan juga menjadi salah satu permasalahan yang saya hadapi selama proses penulisan skripsi. Saya sempat berhenti bimbingan selama satu semester karena saya harus bekerja full time. Selain itu, masalah keluarga juga turut mempengaruhi konsentrasi dan fokus saya dalam menyelesaikan skripsi.
Pewawancara : Tiara :	Kesulitan dalam menemukan partisipan penelitian? Kendala utama saya sebenarnya pada proses pengambilan data penelitian, karena saya harus meminta surat izin untuk melakukan penelitian di sekolah dan harus menunggu untuk mendapatkan izin dari sekolah
Pewawancara : Tiara :	Apakah kamu memiliki strategi dalam mengatasi permasalahan tersebut? Jika ada, apa saja strategi tersebut? Strategi yang saya terapkan untuk menyelesaikan skripsi ini adalah dengan tetap fokus pada penyusunan

	skripsi dan mengatur waktu dengan baik. Selain itu, saya juga berusaha mencari motivasi seperti mengingat tujuan akhir penyelesaian skripsi agar cepat terselesaikan, berdiskusi dengan teman, dan meluangkan waktu istirahat yang cukup agar tetap semangat dan konsentrasi dalam mengerjakan tugas ini.
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TRANSKRIP DATA WAWANCARA

PESERTA 2

Waktu : 14.50 – 16.15 WIB (85 menit)

Hari, tanggal : Selasa, 3 Desember 2024

Tempat : Wawancara Tatap Muka

Pewawancara : Arla Maulia Puteri

Peserta : Citra

Pewawancara :	Pernahkah anda mengalami kendala dalam memahami pedoman penulisan ilmiah?
Citra :	Sampai saat ini saya masih memahami kendala pada pemahaman penulisan ilmiah dengan baik. Sehingga, saya sering merasa ragu atau salah sebelum berinisiatif berkonsultasi dengan dosen pembimbing. Perasaan ini sering muncul karena ketidakyakinan saya dalam menerapkan panduan yang ada dalam proses penulisan skripsi.
Pewawancara :	Kesulitan apa dalam menggunakan tata bahasa Inggris seperti pemilihan kosakata yang tepat?
Citra :	Saya masih menghadapi kesulitan dalam menggunakan tata bahasa dan kosa kata bahasa Inggris dengan tepat. Dikarenakan saya sering khawatir jika

	selama ini masih banyak kesalahan grammar yang kurang sesuai dalam penulisan skripsi
Pewawancara :	Kesulitan dalam menggunakan beberapa penerjemah online yang tidak konsisten atau kurang akurat?
Citra :	Saya terkadang masih kesulitan dalam menerjemahkan menggunakan penerjemah online, karena ada beberapa situs web menghasilkan terjemahan yang kurang akurat. Sehingga saya perlu menggunakan beberapa penerjemah online lainnya
Pewawancara :	Pernahkah anda mengalami kesulitan mencari referensi jurnal di internet?
Citra :	Saya sering mengalami kendala dalam mencari referensi jurnal, karena sulit menemukan artikel jurnal yang benar-benar sesuai dengan topik atau judul skripsi yang saya angkat. Hal ini membuat proses pencarian referensi menjadi lebih memakan waktu lebih.
Pewawancara :	Apakah lingkungan sekitar anda kurang mendukung. Seperti memiliki pekerjaan paruh waktu, disibukkan dengan hobi yang merupakan kesenangan pribadi, dan disibukkan dengan organisasi baik di dalam maupun di luar kampus.
Citra :	Setiap pagi, saya selalu membantu orang tua saya berjualan. Meskipun demikian, hal ini bukan menjadi

	masalah utama yang menghambat saya dalam menulis skripsi. Saya tetap berusaha untuk mengatur waktu dengan baik agar tetap fokus dalam menyelesaikan tugas skripsi saya.
Pewawancara :	Kesulitan dalam menemukan partisipan penelitian?
Citra :	Kendala atau kesulitan yang saya hadapi ketika beberapa partisipan hilang kontak di tengah proses pengumpulan data
Pewawancara :	Apakah kamu memiliki strategi dalam mengatasi permasalahan tersebut? Jika ada, apa saja strategi tersebut?
Citra :	Hingga saat ini, saya masih belum menemukan strategi yang cocok dan efektif untuk mengatasi berbagai permasalahan yang saya hadapi selama menulis skripsi.

TRANSKRIP DATA WAWANCARA

PESERTA 3

Waktu : 16.04 – 17.16 WIB (72 menit)

Hari, tanggal : Jumat, 6 Desember 2024

Tempat : Panggilan Video WhatsApp

Pewawancara : Arla Maulia Puteri

Peserta : Karina

Pewawancara :	Pernahkah anda mengalami kendala dalam memahami pedoman penulisan ilmiah?
Karina :	Saya pernah mengalami kendala dalam memahami pedoman penulisan ilmiah, karena sebelumnya kami belum belajar secara khusus tentang skripsi. Oleh karena itu, saya harus berusaha memahami pedoman tersebut dengan cara bertanya kepada teman atau kakak tingkat yang sudah memahami dan berpengalaman dalam penulisan ilmiah.
Pewawancara :	Kesulitan apa dalam menggunakan tata bahasa Inggris seperti pemilihan kosakata yang tepat?
Karina :	Saya sering menghadapi masalah saat menulis skripsi, terutama terkait banyaknya kosa kata bahasa Inggris yang kurang saya pahami. Selain itu,

	saya masih sering merasa ragu apakah tata
Pewawancara :	Kesulitan dalam menggunakan beberapa penerjemah online yang tidak konsisten atau kurang akurat?
Karina :	Ada situs penerjemah online yang akurat yang biasa saya gunakan, namun kendalanya adalah untuk dapat menggunakannya lebih lama, saya harus membayar untuk versi premium
Pewawancara :	Pernahkah anda mengalami kesulitan mencari referensi jurnal di internet?
Karina :	Saya sering mengalami kesulitan dalam mencari referensi artikel jurnal yang sesuai dengan judul skripsi saya, terutama di jurnal internasional. Dikarenakan topik yang saya teliti sepertinya jarang diteliti sebelumnya, sehingga mempersulit proses pencarian referensi yang relevan.
Pewawancara :	Apakah lingkungan sekitar anda kurang mendukung. Seperti memiliki pekerjaan paruh waktu, disibukkan dengan hobi yang merupakan kesenangan pribadi, dan disibukkan dengan organisasi baik di dalam maupun di luar kampus.
Karina :	Meskipun saat ini saya memiliki pekerjaan paruh waktu, hal tersebut bukanlah menjadi masalah yang menghambat saya dalam menulis skripsi. Saya masih mampu mengatur

	waktu dengan baik antara bekerja dan menyusun skripsi.
Pewawancara :	Kesulitan dalam menemukan partisipan penelitian?
Karina :	Saya mengalami kesulitan dalam menghubungi partisipan, mungkin karena mereka bukan mahasiswa dari salah satu universitas di Semarang, sehingga susah untuk berkomunikasi kecuali via online seperti yang membuat saya harus menunggu jawaban yang cukup lama.
Pewawancara :	Apakah kamu memiliki strategi dalam mengatasi permasalahan tersebut? Jika ada, apa saja strategi tersebut?
Karina :	Masalah utama yang menjadi kendala dalam menulis skripsi adalah kurangnya pemahaman tentang cara menulis skripsi. Untuk mengatasi hal ini, saya berupaya memperbanyak membaca jurnal-jurnal yang relevan dengan topik skripsi saya untuk memperkuat pemahaman. Saya juga mencari mentor dari media sosial untuk membantu pemahaman saya dalam menulis skripsi..

TRANSKRIP DATA WAWANCARA

PESERTA 4

Waktu : 20.20 – 21.10 WIB (50 menit)

Hari, tanggal : Selasa, 3 Desember 2024

Tempat : Panggilan Video WhatsApp

Pewawancara : Arla Maulia Puteri

Peserta : Vanesa

Pewawancara :	Pernahkah anda mengalami kendala dalam memahami pedoman penulisan ilmiah?
Vanesa :	Saya masih mengalami kesulitan dalam memahami struktur dan format yang sesuai dengan pedoman penulisan ilmiah. Sehingga saya perlu lebih banyak belajar dan berusaha memahami pedoman penulisan ilmiah dengan membaca beberapa jurnal international.
Pewawancara :	Kesulitan apa dalam menggunakan tata bahasa Inggris seperti pemilihan kosakata yang tepat?
Vanesa :	Saya sering mengalami kesulitan dalam menggunakan kosa kata bahasa Inggris, terutama karena banyaknya kosa kata dari jurnal internasional yang sulit dipahami dan diterjemahkan. Sehingga saya harus sering melakukan parafrase

	agar dapat memahami dan menulis dengan lebih tepat dalam skripsi saya.
Pewawancara :	Kesulitan dalam menggunakan beberapa penerjemah online yang tidak konsisten atau kurang akurat?
Vanesa :	Pada saat menggunakan Google Translate, saya merasa terjemahannya masih kurang akurat, jadi saya perlu mencari penerjemah online lain yang lebih akurat.
Pewawancara :	Pernahkah anda mengalami kesulitan mencari referensi jurnal di internet?
Vanesa :	Topik yang saya angkat dalam skripsi kebanyakan berasal dari jurnal-jurnal Indonesia. Sehingga saya sering mengalami kesulitan dalam mencari jurnal internasional yang sesuai dengan topik yang saya teliti.
Pewawancara :	Apakah lingkungan sekitar anda kurang mendukung. Seperti memiliki pekerjaan paruh waktu, disibukkan dengan hobi yang merupakan kesenangan pribadi, dan disibukkan dengan organisasi baik di dalam maupun di luar kampus.
Vanesa :	Masalah yang saya hadapi adalah karena bertempat tinggal di luar kota, sehingga sulit untuk sering pergi ke Semarang, jika ada jadwal bimbingan yang mendadak.
Pewawancara :	Kesulitan dalam menemukan partisipan penelitian?

Vanesa :	Tidak ada kendala, karena partisipan saya adalah teman seangkatan saya, sehingga mereka dapat dihubungi dan mudah untuk mengambil penelitian
Pewawancara :	Apakah kamu memiliki strategi dalam mengatasi permasalahan tersebut? Jika ada, apa saja strategi tersebut?
Vanesa :	Strategi yang saya terapkan untuk tetap termotivasi menyelesaikan skripsi agar segera lulus dengan aktif mengikuti sesi bimbingan skripsi. Dengan mengikuti sesi tersebut sedikit demi sedikit saya mulai memahami bagaimana cara menyusun skripsi dengan lebih baik.

TRANSKRIP DATA INTERVIEW

PARTISIPAN 5

Waktu : 21.15 – 22.05 WIB (50 menit)
Hari, tanggal : Selasa, 3 Desember 2024
Tempat : Panggilan Video WhatsApp
Pewawancara : Arla Maulia Puteri
Peserta : Lina

Pewawancara : Lina :	Pernahkah anda mengalami kendala dalam memahami pedoman penulisan ilmiah? Jujur, saya pernah mengalami kendala dalam memahami pedoman penulisan ilmiah karena sebelumnya saya belum memiliki gambaran yang jelas sebelum memulai penyusunan skripsi.
Pewawancara : Lina :	Kesulitan apa dalam menggunakan tata bahasa Inggris seperti pemilihan kosakata yang tepat? Saya sering menghadapi kesulitan dalam menggunakan kosa kata yang benar dalam bahasa Inggris. Oleh karena itu, saya sering mengandalkan <i>penerjemah online</i> dan melakukan parafrase untuk membantu memahami

	dan menyusun kalimat dengan lebih tepat dalam skripsi
Pewawancara : Lina :	Kesulitan dalam menggunakan beberapa penerjemah online yang tidak konsisten atau kurang akurat? Saya tidak merasa kesulitan karena sekarang sudah ada beberapa penerjemah online gratis yang mudah ditemukan melalui Google, dan banyak dari penerjemah online tersebut yang akurat
Pewawancara : Lina :	Pernahkah anda mengalami kesulitan mencari referensi jurnal di internet? Meskipun banyak jurnal internasional untuk mencari referensi jurnal, saya tetap mengalami kesulitan dalam mencari referensi jurnal yang relevan karena jarang ada yang benar-benar sesuai dengan judul skripsi saya.
Pewawancara : Lina :	Apakah lingkungan sekitar anda kurang mendukung. Seperti memiliki pekerjaan paruh waktu, disibukkan dengan hobi yang merupakan kesenangan pribadi, dan disibukkan dengan organisasi baik di dalam maupun di luar kampus. Pekerjaan paruh waktu saya saat ini menjadi salah satu masalah yang saya hadapi. Saya bekerja selama 4 hari dalam seminggu, sehingga hanya memiliki waktu 3 hari untuk fokus membuat dan merevisi skripsi. Hal ini

	membuat saya kesulitan mengatur waktu yang tepat untuk mengikuti sesi bimbingan dengan dosen pembimbing.
Pewawancara : Lina :	Kesulitan dalam menemukan partisipan penelitian? Saya tidak mengalami kesulitan dalam menemukan partisipan. Alhamdulillah, semua partisipan yang saya pilih mudah dihubungi, sehingga saya bisa segera menyelesaikan penelitian saya.
Pewawancara : Lina :	Apakah kamu memiliki strategi dalam mengatasi permasalahan tersebut? Jika ada, apa saja strategi tersebut? Dengan jadwal yang sering bentrok antara bekerja dan menulis skripsi, akhirnya saya memutuskan untuk memprioritaskan menulis skripsi sebagai hal yang utama. Saya juga mengurangi waktu kerja agar bisa lebih fokus dan menyempatkan diri untuk menyelesaikan skripsi. Namun, di sisi lain, saya tetap perlu menjaga kesehatan fisik dan mental agar proses penyusunan skripsi berjalan dengan optimal.dengan dosen pembimbing.

Appendix IV: Interview Data Transcription (English)

INTERVIEW DATA TRANSCRIPT

PARTICIPANT 1

Time : 21.14 – 22.45 WIB (90 minutes)

Day, date : Tuesday, December 3, 2024

Place : WhatsApp Video Call

Interviewer : Arla Maulia Puteri

Participant : Tiara

Interviewer :	Have you ever had problems understanding the scientific writing guidelines?
Tiara :	Some students may have encountered problems in understanding scientific research guidelines, including me. This obstacle often arises due to a lack of understanding of the guidelines. Therefore, I often consult with my supervisor to get clearer direction and understanding in preparing scientific research.
Interviewer :	Have you ever experienced difficulties in using English grammar such as choosing the right vocabulary?
Tiara :	During the process of writing this thesis, I often experienced difficulties in

	choosing the right vocabulary. As a result, I often paraphrase with the help of websites, as many vocabulary words in international journals are difficult to understand and translate directly. In this case, it can help me understand the meaning of the language that is more appropriate in the context of thesis writing.
Interviewer :	Difficulty in using some online translators that are inconsistent or less accurate?
Tiara :	I don't find it difficult because now there are several free online translators that are easy to find through Google, and many of them are accurate.
Interviewer :	Have you ever had difficulty finding journal references on the internet?
Tiara :	I have experienced difficulties because my advisor asked me to find more references from international journals. However, references that match my topic are rare, so it requires extra effort in searching and selecting sources.
Interviewer :	Is your surrounding environment less supportive. Like having a part-time job, being busy with hobbies that are personal pleasures, and being busy with organizations both on and off campus.
Tiara :	Work was also one of the problems I faced during the thesis writing process. I had to stop tutoring for one semester

	because I had to work full time. In addition, family problems also affected my concentration and focus in completing my thesis.
Interviewer :	Difficulties in finding research participants?
Tiara :	My main obstacle was actually in the process of collecting research data, because I had to ask for permission to conduct research at school and had to wait to get permission from the school.
Interviewer :	Do you have any strategies to overcome these problems? If so, what are they?
Tiara :	The strategy I applied to complete this thesis was to stay focused on preparing the thesis and managing my time well. In addition, I also tried to find motivation through various ways, such as remembering the ultimate goal of completing the thesis so that it would be completed quickly, discussing with friends, and taking enough rest time to keep my spirit and concentration in doing this task.

INTERVIEW DATA TRANSCRIPT

PARTICIPANT 2

Time : 14.50 – 16.15 WIB (85 minutes)

Day, date : Tuesday, December 3, 2024

Place : Offline interview

Interviewer : Arla Maulia Puteri

Participant : Citra

Interviewer :	Have you ever had problems understanding scientific writing guidelines?
Citra :	Until now, I still understand the constraints on understanding scientific writing well. Thus, I often feel hesitant or wrong before taking the initiative to consult with the supervisor. This feeling often arises because of my uncertainty in applying the existing guidelines in the thesis writing process.
Interviewer :	Have you ever experienced obstacles in understanding scientific writing guidelines?
Citra :	To date I still understand the constraints on understanding scientific writing well. Thus, I often feel hesitant or wrong before taking the initiative to consult with the supervisor. This feeling often arises because of my uncertainty in applying the

	existing guidelines in the thesis writing process.
Interviewer :	Difficulty in using some online translators that are inconsistent or less accurate?
Citra :	I sometimes still have difficulties in translating using online translators, because there are some websites that produce inaccurate translations. So I need to use several other online translators.
Interviewer :	Have you ever had trouble finding journal references on the internet?
Citra :	I often experience problems in finding journal references, because it is difficult to find journal articles that really match the topic or title of my thesis. This makes the reference search process more time-consuming.
Interviewer :	Have you ever had trouble finding journal references on the internet?
Citra :	I often experience problems in finding journal references, because it is difficult to find journal articles that really match the topic or title of my thesis. This makes the reference search process more time-consuming.
Interviewer :	Is your surrounding environment less supportive. Such as having a part-time job, being busy with hobbies that are personal pleasures, and being busy with organizations both on and off campus.
Citra :	Every morning, I always help my parents

	sell. Nevertheless, this was not the main problem that hindered me in writing my thesis. I still try to manage my time well in order to stay focused on completing my thesis.
Interviewer :	Do you have any strategies to overcome these problems? If so, what are they?
Citra :	I still haven't found a suitable and effective strategy to overcome the various problems I face while writing my thesis.

INTERVIEW DATA TRANSCRIPT

PARTICIPANT 3

Time : 16.04 – 17.16 WIB (72 minutes)

Day, date : Friday, December 6, 2024

Place : WhatsApp Video Call

Interviewer : Arla Maulia Puteri

Participant : Karina

Interviewer : Karina :	Have you ever had problems understanding the scientific writing guidelines? I have experienced problems in understanding the scientific writing guidelines, because previously we had not learned specifically about the thesis. Therefore, I have to try to understand the guidelines by asking friends or seniors who already understand and have experience in scientific writing.
Interviewer : Karina :	What are the difficulties in using English grammar such as choosing the right vocabulary? I often face problems when writing my thesis, especially regarding the many English vocabulary that I do not understand. In addition, I still often feel

	doubtful whether the grammar is correct.
Interviewer :	Difficulty in using some inconsistent or inaccurate online translators?
Karina :	There is an accurate online translator site that I usually use, but the problem is that in order to use it for longer, I have to pay for the premium version.
Interviewer :	Have you ever had trouble finding journal references on the internet?
Karina :	I often have difficulty in finding references to journal articles that match the title of my thesis, especially in international journals. Because the topic I am researching seems to have rarely been researched before, it complicates the process of finding relevant references.
Interviewer :	Is your surrounding environment less supportive. Such as having a part-time job, being busy with hobbies that are personal pleasures, and being busy with organizations both on and off campus.
Karina :	Although I currently have a part-time job, it is not a problem that hinders me in writing my thesis. I am still able to manage my time well between working and preparing my thesis.
Interviewer :	Difficulty in finding research participants?
Karina :	I had difficulty in contacting the participants, perhaps because they were not students from one of the universities in Semarang, so it was difficult to

	communicate except via online as I had to wait a long time for a response.
Interviewer :	Do you have any strategies to overcome these problems? If so, what are they?
Karina :	The main problem that becomes an obstacle in writing a thesis is the lack of understanding of how to write a thesis. To overcome this, I tried to read more journals relevant to my thesis topic to strengthen my understanding. I also look for mentors from social media to help my understanding in writing my thesis.

INTERVIEW DATA TRANSCRIPT

PARTICIPANT 4

Time : 20.20 – 21.10 WIB (50 minutes)

Day, date : Tuesday, December 3, 2024

Place : WhatsApp Video Call

Interviewer : Arla Maulia Puteri

Participant : Vanesa

Interviewer :	Have you ever experienced problems in understanding the scientific writing guidelines?
Vanesa :	I still have difficulties in understanding the structure and format in accordance with the scientific writing guidelines. So I need to learn more and try to understand the scientific writing guidelines by reading some international journals.
Interviewer :	What are the difficulties in using English grammar such as choosing the right vocabulary?
Vanesa :	I often experience difficulties in using English vocabulary, especially because many vocabulary from international journals are difficult to understand and translate. So I have to paraphrase often in

	order to understand and write more precisely in my thesis.
Interviewer :	Difficulties in using some online translators that are inconsistent or less accurate?
Vanesa :	When using Google Translate, I feel that the translation is still inaccurate, so I need to find another online translator that is more accurate.
Interviewer :	Have you ever had difficulty finding journal references on the internet?
Vanesa :	The topics I raised in my thesis mostly came from Indonesian journals. So I often have difficulty in finding international journals that match the topic I am researching.
Interviewer :	Is your surrounding environment less supportive. Such as having a part-time job, being busy with hobbies that are personal pleasures, and being busy with organizations both on and off campus.
Vanesa :	The problem I face is that I live outside the city, so it is difficult to go to Semarang often, if there is a sudden guidance schedule.
Interviewer :	Difficulties in finding research participants?
Vanesa :	There were no obstacles, because my participants were my classmates, so they could be contacted and it was easy to take the research.
Interviewer :	Do you have any strategies to overcome

Vanesa :	these problems? If so, what are they? The strategy that I apply to stay motivated to complete my thesis so that I can graduate soon is by actively participating in thesis guidance sessions. By attending these sessions, little by little I began to understand how to organize my thesis better.
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INTERVIEW DATA TRANSCRIPT

PARTICIPANT 5

Time : 21.15 – 22.05 WIB (50 minutes)

Day, date : Tuesday, December 3 2024

Place : WhatsApp Video Call

Interviewer : Arla Maulia Puteri

Participant : Lina

Interviewer : Lina :	Have you ever experienced problems in understanding the scientific writing guidelines? Honestly, I have experienced problems in understanding the scientific writing guidelines because I did not have a clear picture before starting the thesis preparation.
Interviewer : Lina :	What difficulties in using English grammar such as choosing the right vocabulary? I often face difficulties in using the correct vocabulary in English. Therefore, I often rely on online translators and paraphrasing to help me understand and construct sentences more precisely in my thesis.

Interviewer :	Difficulty in using some inconsistent or less accurate online translators?
Lina :	I don't find it difficult because now there are several free online translators that are easy to find through Google, and many of them are accurate.
Interviewer :	Have you ever had trouble finding journal references on the internet?
Lina :	Although there are many international journals to find journal references, I still have difficulty in finding relevant journal references because there are rarely any that really match the title of my thesis.
Interviewer :	Is your surrounding environment less supportive. Such as having a part-time job, being busy with hobbies that are personal pleasures, and being busy with organizations both on and off campus.
Lina :	My part-time job is currently one of the problems I face. I work for 4 days a week, so I only have 3 days to focus on making and revising my thesis. This makes it difficult for me to organize the right time to attend guidance sessions with my supervisor.
Interviewer :	Difficulty in finding research participants?
Lina :	I did not experience any difficulties in finding participants. Alhamdulillah, all the participants I chose were easy to contact, so I was able to complete my research as soon as possible.

Interviewer :	Do you have any strategies to overcome these problems? If so, what are they?
Lina :	With a schedule that often clashes between working and writing a thesis, I finally decided to prioritize writing a thesis as the main thing. I also reduced my work time so that I could focus more and take the time to complete my thesis. However, on the other hand, I still need to maintain my physical and mental health so that the thesis preparation process runs optimally.

Appendix V: Documentation of interview in person and via WhatsApp Video Call

1.



Figure 2. Interview with Tiara

2.



Figure 3. Interview with Citra

3.

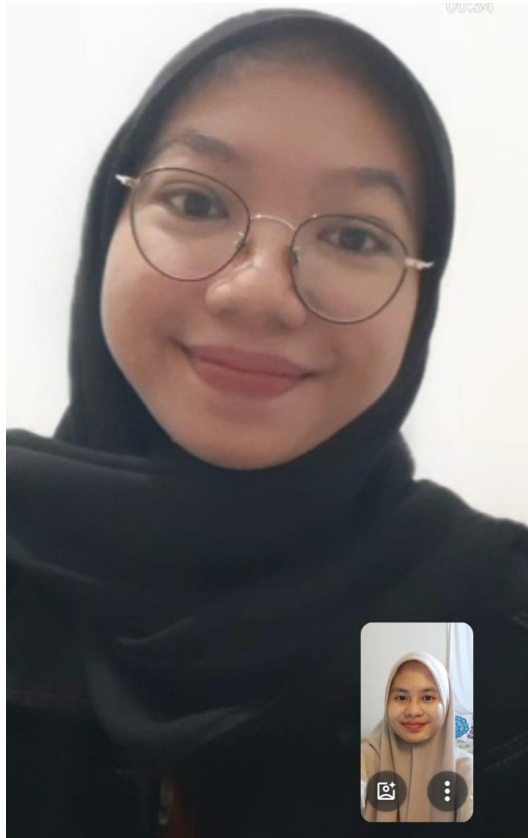


Figure 4. Interview with Karina

4.



Figure 5. Interview with Vanesa

5.



Figure 6. Interview with Lina

CURRICULUM VITAE

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