

**INHIBITING FACTORS IN THESIS COMPLETION OF THE ENGLISH
EDUCATION STUDENTS AT SRIWIJAYA UNIVERSITY**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2023

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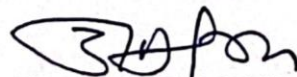


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DECLARATION

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Certify that the thesis entitled "Inhibiting Factors in Thesis Completion of the English Education Students at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, June 2023

The Undersigned,



Nabila Nur Amalia

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DEDICATION

This thesis is specially dedicated to:

My beloved Parents, Mama and Bapak, who love and cherish me endlessly.

My dearest, one and only sister, Aisha Safira.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except [with that within] its capacity.”

(al-Baqarah : 286)

“One of the cruelest contempt in life is to let a brilliant mind become a slave to a lazy body, which prioritizes rest before tiredness.”

-Haji Abdul Malik Karim Amrullah a.k.a Buya HAMKA-

“... then when you know better, do better.”

-Maya Angelou-

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By Allah's will, the thesis entitled "*Inhibiting Factors in Thesis Completion of the English Education Students at Sriwijaya University*" could be finished to fulfil the requirement of acquiring the bachelor degree at English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, Sriwijaya University.

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The Writer



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ABSTRACT

One of the obligations of undergraduate students at the end of their study is writing the thesis. During the process, students find several problems that can hinder them completing their thesis. This study aims to find and analyze the factors that hinder the completion of the thesis and how the students try to cope with the factors. This study used a qualitative descriptive approach by using questionnaire and interview as the research instruments. The population in this study was the undergraduate students of the English Education Study Program within the Faculty of Teacher Training and Education, Sriwijaya University who were working on or had finished working on their thesis. The results showed that there were ten factors that hindered students' thesis completion. Of the ten factors, the writer categorized them into two parts, namely internal factors and external factors. The internal factors are; health, psychological barriers, academic ability, and approach (attitude and study habits). While external factors are in the form of; family, environment/friends, thesis administration system, thesis advisor guidance process, references, and other activities. If sorted from the factor most experienced by students to the factor least experienced, the results are psychological barriers (92.9%), reference (78.6%), academic ability (74.3%), learning approach (74.3%), thesis advisor guidance (71.4%), thesis administration system (64.3%), health problems (54.3%), family (48.6%), environment/friends (45.7%), and other activities; participating in internal/external campus organization, working, and some unnecessary activities (30%). In facing the factors, students make various kinds of efforts so that they can still complete their thesis project.

Keywords: Undergraduate Thesis, Inhibiting Factor, Internal Factor, External Factor, English Education Students, Sriwijaya University.

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

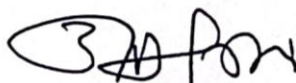
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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1. Background

In higher education, students will study theories and take credits semester by semester related to the major they choose. After arriving at the final level and having reached the number of credits that are used as a prerequisite for taking the next stage, undergraduate students will enter the final stage in the lectures, namely the final project or also known as Undergraduate Thesis. Undergraduate Thesis is a scientific work written by undergraduate students at the end of their study period based on the results of research, or literature review, or the development of a problem that is carried out carefully (Darmono & Hasan, 2002). Students are required to complete the thesis, which is structured as a graduation requirement for students and to obtain a bachelor's degree in accordance with the field of study, following the Regulation of the Minister of Education and Culture Republic of Indonesia Number 49 of 2014 about the National Standard of High Education Article 45 Paragraph 4.

Students in Faculty of Teacher Training and Education in Sriwijaya University can start the thesis writing activities if they have collected at least 70% of the total semester credit units (SKS) determined to complete the undergraduate program with a minimum grade point average (GPA) of 2.00 based on the Academic Guideline Book by the Faculty of Teacher Training and Education Sriwijaya University (2020). In addition, students can only submit a research proposal if they have taken or are currently taking research methodology lectures and have fulfilled the prerequisites determined by the study program.

In the process, students will learn how to express their thoughts in the form of scientific writing to complete their thesis, so that it will provide knowledge to fellow students, educational field, society and other people related to the research.

The process of working on the thesis will be carried out by a student under the guidance of an advisor. In the end, the thesis results will be presented and defended in writing and orally in front of the board of examiners.

There are so many things that need to be considered in doing the thesis to make the quality of the thesis good. But in reality, various challenges and difficulties caused by working on thesis are unavoidable problems for every final-year student (Listiyandini, 2016). Many efforts were made by the students to be able to complete their thesis. Basically, students are given time to complete their thesis in one semester or approximately six months, but in reality, many students need more than six months to work on their thesis (Darmono & Hasan, 2002). The demand in the thesis for undergraduate students is to carry out the research process correctly according to the applicable rules without having to find and correct existing theories. Thus, as long as students are able to carry out the steps in research activities in an orderly and correct manner, the thesis final project meets the requirements. This is different from the demands in the final project in the form of a thesis for Masters students where they are required to be able to assess existing theories with previous theories or even find new theories in a field.

In the academic realm, the steps in writing thesis begins with making proposals as a plan that supports the success of a research. The students start from observing a phenomenon in society, making a research question, building a research design, collecting data, analyze data, and writing down the result. Determining the topic to be researched and studied is the first step that must be taken to make a research proposal. Choosing a topic according to their interests and preferred field will make students feel satisfaction in finding answers to their curiosity. Good mastery of research methodology is the main capital in writing a thesis.

Because there are many types of research that require a variety of approaches, students experience difficulties in determining the type of research with a particular approach. There are many books on research methods, but students still find it difficult to understand and apply them as a whole and

thoroughly, because applying them requires a thorough understanding from the start of planning to preparing the final report on the results of the research. This is where the role of the thesis advisor is considered very important. As mentioned by Darmono & Hasan (2002) that the thesis advisor is tasked with providing constructive directions, both from the technical aspects of writing, aspects of content, to aspects of the methods used in thesis research. Writing a research report must follow the standard rules of writing in English, both format, grammar, vocabulary, spelling, punctuation, numbering, quoting, writing reference lists of bibliography, appendices by following standard rhetorical steps from each institution and others (Fauziah & Jamaliah, 2021).

Different from non-English department students, students of English Education study program must write their thesis in English, and English Education students at Sriwijaya University are no exception. As mentioned in *Buku Pedoman Penulisan Karya Tulis Ilmiah Program Sarjana FKIP Universitas Sriwijaya* (2020), the thesis must be written in Indonesian using language that is in accordance with the correct Indonesian language rules, and for English Education Study Program students, the thesis must be written in English (p. 13). Apart from writing skills, students' ability to use English in writing is also very necessary in working on this thesis. Writing a thesis is of course inseparable from the ability to write, moreover, the thesis is a scientific work whose writing must also be in accordance with applicable rules. However, the ability to write an undergraduate thesis is a challenging task, especially in Indonesia, where writing is not ingrained in the culture.

The problems faced by final-year students in working on their thesis are problems that are almost experienced by every student. Based on several previous studies such as Pratiwi & Roosyanti (2019) and Dwihandini et al., (2013), there are two types of factors that cause students to be hampered in working on their thesis, namely internal factors and external factors. Internal factors are factors from within a person which include health factors, psychological barriers, academic abilities and learning approaches. While external factors are factors that

come from outside, including family factors, peers, thesis administration systems, references, advisor guidance and other activities.

In working on a thesis, students are not directly asked to work on it without any provision from the university. Sriwijaya University as a campus provides debriefing through the *Educational Research* course. This course discusses things related to the process of conducting a research in the field of education which includes problem identification, literature review, data collection and analysis, which is expected to help students in their thesis work. Even so, there are still students who do not fully understand the procedures for working on a thesis and are quite slow in completing it.

Based on the data obtained by the writer from English Education Study Program Sriwijaya University about the number of final semester students who have not completed their thesis in semester 8, 9, 10, and so on, showing that quite a number of students having some problems in doing their thesis. The length of time spent by students in working on their thesis certainly has its own reasons and causes.

In this case, the thesis advisor plays an important role in completing the final report for students. Not a few final year students experience problems with their advisors. This shows that the advisor figure is very influential in determining the success of students completing their thesis. In other words, apart from the personal readiness of students, academic readiness also greatly determines the success of students in completing the final research assignment.

Apart from that, personally, the writer also feels some obstacles when working on the thesis, and the factors are varied. Also, based on the writers' experience in doing the thesis writing, most of the students also admitted that they had found difficulties in starting their thesis and the steps that they had to follow. They did not know exactly what to write in every chapter. As a result, they usually read the previous theses and tried to follow what they had read. The problem is that they were not sure whether they had followed the right samples or

not. Therefore, the writer would like to know more about what kinds of inhibiting factors are faced by the students in the English Education Study Program at Sriwijaya University on their thesis completion so that we can be able to find out, avoid and anticipate these problems so that they don't become endless problems.

Though the study of writing thesis experience in Indonesia has been carried out several times, such as Quinto (2022), Cahyadi et al., (2021), and Damayanti (2020), but the writer feels that this problem is still relevant to be discussed because until now this problem still continues to occur from generation to generation. It is necessary to conduct research to reveal the factors that hinder the completion of the students' thesis in the English Education study program of Sriwijaya University. The results of this research are expected to be used as information and material for the management of the English Education study program to follow up and make policies and determine solution steps. Therefore, this research is very important to do, so that writing a thesis is not an obstacle for students to complete their studies.

1.2. Problem of the Study

Based on the background above, the writer identified the problems as follows:

1. What are the inhibiting factors faced by English Language Education undergraduate students in Sriwijaya University in completing their thesis?
2. What do the students do to cope the inhibiting factors?

1.3. The Objective of the Study

Referring to the formulation of the problem above, the objectives of the research were as follows:

1. Find out the inhibiting factors faced by English Language Education undergraduate students in Sriwijaya University in completing their thesis.
2. Describe what the students do to cope the inhibiting factors.

1.4. Significance of the Study

1.4.1. For Students

The results of this study are expected to provide benefits to undergraduate students who are currently working on a thesis, or who are just about to work on a thesis to obtain information regarding what factors can hinder a student from completing their thesis so that they can anticipate these problems. And even if they feel the same way, they are expected to find a solution to this problem, especially for English Education study program students at Sriwijaya University.

1.4.2. For Lecturer

The results of this study are expected to provide information regarding the inhibiting factors for students in completing their thesis. With this, lecturers and students can work together to find a way out of any existing problems.

1.4.3. For Future Research

For others who want to conduct similar research, the results of this study are expected to add new information so that in the future they can be used as a reference for the progress of further research when they have similar problems.

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