

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS
WRITING AND SUPERVISION: STUDENTS' AND
SUPERVISORS' PERSPECTIVES**

THESIS

By:

AZZAHRA NANDA ISLAMI

06012682226006

Magister Program in Language Education



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

2024

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS
WRITING AND SUPERVISION: STUDENTS' AND
SUPERVISORS' PERSPECTIVES**

THESIS

By
AZZAHRA NANDA ISLAMI
06016282226006

Magister Program in Language Education

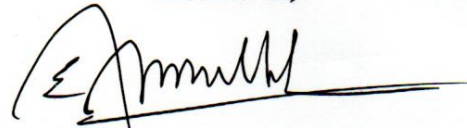
Approved by:

Advisor I,



Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Advisor II,



Amrullah, M.Ed., Ph.D.
NIP. 196909142014091001

Certified by:

Head of Magister Program in Language Education



Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS
WRITING AND SUPERVISION: STUDENTS' AND SUPERVISORS'
PERSPECTIVES**

THESIS

**By
AZZAHRA NANDA ISLAMI
06016282226006**

Magister Program in Language Education

Approved by:

Advisor I,



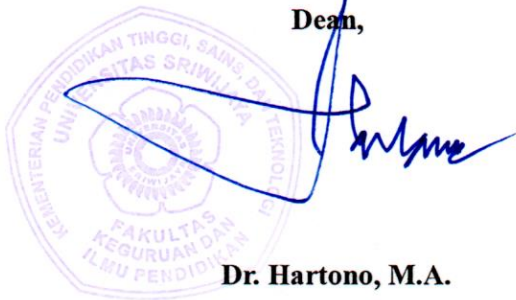
**Eryansyah, M.A., Ph.D.
NIP. 196907181995121001**

Advisor II,



**Amrullah, M.Ed., Ph.D.
NIP. 196909142014091001**

Dean,



**Dr. Hartono, M.A.
NIP. 196710171993011001**

**Head of Magister Program
Language Education**



**Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003**

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS
WRITING AND SUPERVISION: STUDENTS' AND SUPERVISORS'
PERSPECTIVES**

THESIS

By

AZZAHRA NANDA ISLAMI

06016282226006

Magister Program in Language Education

Had been examined and passed on:

Day : Monday

Date : December 16, 2024

EXAMINATION COMMITTEE

- 1. Chairperson : Eryansyah, M.A., Ph.D.**
- 2. Secretary : Amrullah, M.Ed., Ph.D.**
- 3. Member : Prof. Soni Mirizon, M.A., Ed.D.**
- 4. Member : Machdalena Vianty, M.Ed., M.Pd., Ed.D**

Palembang, December , 2024

**Approved by,
Head of Master Program of Language Education**



**Sary Silvhiany, M.A., Ph.D
NIP. 197708112002122003**

DECLARATION

I, the undersigned:

Name : Azzahra Nanda Islami

Student's Number : 06012682226006

Study Program : Magister Program in Language Education Academic

Major : English Language Education

certify that data thesis entitled "*UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS WRITING AND SUPERVISION: STUDENTS' AND SUPERVISORS' PERSPECTIVES*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2024

The Undersigned,



Azzahra Nanda Islami

NIM. 06012682226006

MOTTO

“Life doesn’t stop just because you have *type 1 diabetes*. Remember, the strongest people are not those who show strength in front of the world but those who fight battles others cannot see.”

DEDICATION

This thesis is dedicated to:

My son, Samudra Nuh Albattani,

for being the light of my life.

Your boundless energy, love, and joy have been my constant source of motivation.

Through every late night and challenging moment, the thought of you kept me going, reminding me of the importance of perseverance, dreams, and love.

You are my greatest achievement, and this work is a testament to the future I hope to build for you.

My husband, M. Adam Firliansyah,

for your love, support, patience, understanding, and for always being my source of strength. You have been my rock, always by my side through the highs and lows.

Your belief in me and your sacrifices have made this achievement possible.

My parents and siblings,

for their unwavering love, support, and belief in me.

Without their constant encouragement and sacrifices, this journey would not have been possible.

To my friends and mentors,

for your guidance, inspiration, and motivation.

Thank you for believing in me when I doubted myself.

Lastly, to everyone who has been part of my academic and personal growth.

This work is a reflection of the lessons learned and the wisdom shared by each of you.

ACKNOWLEDGEMENTS

With the grace of Allah SWT, I would like to express my deepest gratitude to all those who have contributed to the completion of this thesis.

First, I am profoundly grateful to my **supervisors**, Eryansyah, M.A., Ph.D. and Amrullah, M.Ed., Ph.D. whose expertise, patience, and invaluable guidance have been instrumental throughout the entire research process. Your insightful feedback and support have shaped this work, and for that, I will always be thankful.

I would also like to extend my heartfelt thanks to the **Head of Magister Program in Language Education**, Sary Silvhiany, M.Pd., M.A., Ph.D. for your guidance and leadership throughout my academic journey. Your support and encouragement have been invaluable, and your dedication to fostering a positive and productive learning environment have greatly contributed to my growth as a student.

I am deeply grateful to my **family** for their endless love, patience, and support throughout my academic journey. To my husband, Adam, and our son, Samudra, your love, encouragement, and understanding gave me the strength to overcome every challenge. To my parents, thank you for your sacrifices, financial support and for always believing in me. This thesis would not have been possible without you.

To my **friends**, all those who have supported me in various ways during this journey, I am truly thankful. Your moral support, words of encouragement, and sometimes even short WhatsApp text helped me to stay focused and motivated.

Thank you all for your contributions and for being part of this journey.

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN THESIS
WRITING AND SUPERVISION: STUDENTS' AND SUPERVISORS'
PERSPECTIVES**

ABSTRACT

The objectives of this research were to find out the main problems in thesis writing and supervision of the undergraduate EFL students and their supervisors' perspectives. This study also aimed to identify the possible solutions from the supervisors to help the students complete their thesis. This study was conducted at one of the state universities in South Sumatra. A descriptive qualitative design was applied in this study which had 70 students writing their theses and six thesis supervisors as the participants. The data were collected by using two questionnaires and an interview. The data from the questionnaire were analyzed by manual calculation to get the percentage result. The interview data were analyzed by using thematic analysis. The findings showed there were problems in thesis writing and supervision as perceived by the students and supervisors. First, based on the students' perspectives, the problems in their thesis writing were concerned with writing knowledge, linguistics, psychology, and health problems, while for thesis supervision, only few students had problems related to availability of their supervisors, supervisors' attributes and supervisors' feedback. Second, based on the supervisors' perspectives, the problems related to the students' writing problem were concerned with the students' knowledge, psychological issues, time availability for thesis supervision, and communication. The thesis supervisors also provided potential solutions for the students, the lecturers (thesis supervisors), and the faculty members.

Keywords: undergraduate EFL students, thesis writing, thesis supervision, problems in thesis writing and supervision, solutions in thesis writing and supervision

A thesis by Master Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University

Name : Azzahra Nanda Islami

Student Number : 06016282226006

Approved to have a seminar of thesis examination



Eryansyah, M.A., Ph.D.
Advisor 1



Amrullah, M.Ed., Ph.D.
Advisor 2

Certified



Sary Silvhiany, M.A., Ph.D
The head of Master Program of Language Education

TABLE OF CONTENTS

THESIS	i
DECLARATION	iv
DEDICATION	vii
ACKNOWLEDGEMENTS	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
1.1 Background of the study	1
1.2 The Problems of the Study	3
1.3 The Objectives of the Study	4
1.4 The Significance of the Study	4
CHAPTER II LITERATURE REVIEW	6
2.1 Thesis Writing for the Undergraduate Students	6
2.2 Writing an Academic Report	9
2.3 EFL Students’ Problems in Writing Thesis in English	9
2.4 EFL Students’ Problem in Thesis Supervision	11
2.5 Previous Related Studies	12
2.5.1 Students’ Problems in Thesis Writing	12
2.5.2 Students’ Problems in Thesis Supervision	15
CHAPTER III RESEARCH METHOD AND PROCEDURE	18
3.1 Research Methodology	18
3.2 Operational Definitions	18
3.3 Research Site and Participants	19
3.4 Research Instruments	20
3.4.1 Questionnaire	20
3.4.2 Interview	21
3.5 Validity and Reliability Test of the Questionnaire	22

3.6 The Method of Collecting the Data	26
3.7 The Method of Analyzing the Data	27
3.7.1 The Method of Analyzing the Questionnaire	27
3.7.2 The Method of Analyzing the Interview	27
CHAPTER IV FINDINGS AND DISCUSSION	29
4.1 Findings of the Study	29
4.1.1 Questionnaire Results	29
4.1.1.1 Respondents' Profile	29
4.1.1.2 Questionnaire Index	30
4.1.2 Interview Result	35
4.1.2.1 The Undergraduate EFL Students' Problems in Thesis Writing	35
4.1.2.2 The Undergraduate EFL Students' Problems in Thesis Supervision	38
4.1.2.3 The Causes for Problems Faced by Undergraduate EFL Students in Thesis Writing and Supervision	40
4.1.2.4 The Solutions of Problems Faced by Undergraduate EFL Students	41
4.2 Discussion	46
4.2.1 Limitations of the Study	46
4.2.2 Perspectives of Undergraduate EFL Students about Problems in Thesis Writing and Thesis Supervision	46
4.2.2.1 Problems in Thesis Writing	47
4.2.2.2 Problems in Thesis Supervision	49
4.2.3 Perspectives of Thesis Supervisors about Problems in Thesis Writing and Thesis Supervision	53
4.2.3.1 Problems in Thesis Writing	53
4.2.3.2. Problems in Thesis Supervision	55
4.2.4 Solutions for Students and Thesis Supervisors in Thesis Writing and Supervision	56
4.2.3.1 Solutions for Students	57

4.2.3.2 Solutions for Thesis Supervisors and Faculty Members	58
CHAPTER V CONCLUSION AND SUGGESTION	61
5.1 Conclusion	61
5.2 Suggestion	62
REFERENCES	63
APPENDICES	73

LIST OF TABLES

Table 1 The Number of Research Participants.....	20
Table 2 The Number of Thesis Supervisors and Their Number of Students	20
Table 3 Items of Interview Questions	21
Table 4 Items of the Students' Problem in Thesis Writing Questionnaire	22
Table 5 Items of the Students' Perspectives of Qualities and Attributes of Supervisors.....	23
Table 6 Validity Test for Students' Problems in Thesis Writing Questionnaire	24
Table 7 Validity Test of Students' Perspectives on the Qualities and Attributes of Supervisors Questionnaire	25
Table 8 Reliability Test of the Questionnaire	25
Table 9 Demographic of Students' Profiles.....	29
Table 10 Demographic of Supervisors' Profiles	29
Table 11 Questionnaire Index of Students' Problems in Thesis Writing	30
Table 12 Questionnaire Index of Students' Perspective of Qualities and Attributes of Supervisors	32

LIST OF APPENDICES

Appendix A The Questionnaire of Students' Problem in Thesis Writing.....	73
Appendix B The Questionnaire of Students' Perceptions on the Qualities and Attributes of Supervisors	75
Appendix C Questionnaire Result.....	76
Appendix D Interview Questions.....	90
Appendix E Informed Consent for the Interview.....	91
Appendix F Interview Transcript	92
Appendix G Interview Data Analysis	102
Appendix H The Documentation	114

CHAPTER I

INTRODUCTION

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

1.1 Background of the study

In Indonesia, the undergraduate students' thesis or *Skripsi* is one of the requirements to complete their studies. According to Field and Neufville (2021), a thesis is a proposition (an idea, a hypothesis, or a recommendation) that offers an argument that presents a rationale for accepting the proposition made. In addition to essays, projects, and lecture notes, thesis is one of the forms of academic discourse (De Poel & Gasiorek, 2012),

The writing of thesis or *skripsi* period is the most difficult for final year students. It requires students' physical, mental, and financial strength to complete it (Fitria, 2022). Furthermore, steps starting from the title and topic selection, the proposal seminar exam, data collection, and finally the thesis defense, which is also known as the comprehensive exam, must be completed (Rivalina & Setyowati, 2020). When presenting their research findings in front of the examiners comprising of their lecturers, students frequently fear the process (Jay, et al., 2023). The reason for this is that students will be asked a variety of questions in order to assess their understanding of the research they have conducted. It is not surprising that students are nervous and fearful.

Most Indonesian university students write their undergraduate thesis in Bahasa Indonesia unless they are English major students or in a program where writing a thesis in English is a compulsory. Writing thesis in English within the context where English is spoken as a second and foreign language is very challenging. The difficulty lies in the writing process (Fitria, 2022). Lesmana and Ariffin (2020) said that many Indonesian EFL students still struggle to grasp writing ability in English since there are various variations between Bahasa Indonesia and English, such as structural and grammatical words, as well as styles. Furthermore,

Indonesian EFL students should work hard to transfer meaning from Bahasa to English context in order to make the outcome of writing intelligible and make sense when read by others, particularly native speakers (Ariyanti, 2016). The most typical issues that students confront are clarity of meaning, the adoption of grammar and language use variations, and the application of scientific paper writing style (Ariyanti & Fitriana, 2017). The latter is more common in the case of drafting proposals and thesis.

In the process of thesis writing, students communicate with their supervisors. A student is assigned to collaborate with supervisors to conduct high-quality research that will result in a top-notch work. According to Djatmika et al., (2021), thesis supervisors have important roles in guiding students to complete their thesis. There are some factors that influence students' work quality such as the supervisor's supervision style, and how the supervisors interact and respond with their students during the supervision (Djatmika, et al., 2021).

However, the expectation of a smooth-running period and completing the project with the best output is not as simple as one might imagine. Thus, the supervisors' role in guiding the students is very important. If students are having difficulty in writing and finishing their theses, the supervisor should investigate the cause (Shaw & Lawson, 2015). Supervisors should set a number of hours for supervision (Adel, et al., 2023) which aim is to give appropriate condition for success interpretation. On the other hand, students must consider several variables when engaging with their supervisors to complete a successful thesis; management, administrative assistance, technical support, intellectual support, and emotional support are among the elements (Rugg & Petre 2007).

Previous studies regarding thesis writing and supervision problems conducted were from supervisors' and students' perspectives. Students faced several problems during their thesis writing, including problems in choosing a research topic (Alyan, 2022; Truong et al., 2023), finding the reference (Safitri et al., 2021), psychological challenges such as students' motivation (Nurkamto et al., 2023) and supervision issues (Hutabarat, 2023). Challenges and issues regarding thesis supervision also have been identified, such as time constraints (Zaheer &

Munir, 2020), infrequent meetings (Matin & Khan, 2017), supervisory feedback issues (Bastola, 2020; Fitria, 2022), and lack of support from the supervisor (Azmat & Ahmad, 2022).

This present study was a further study of Amalia (2023). Amalia (2023) studied the barriers to undergraduate thesis completion in the English study program at Sriwijaya University. This previous study investigated undergraduate EFL students' perspectives on factors that inhibit them from completing their undergraduate thesis. This study showed that factors that hindered the process of completing students' thesis, such as psychological barriers, references, academic ability, learning approach, thesis advisor guidance, thesis administration system, and others. Amalia (2023) focused on the students' respondents in looking at factors that inhibit the thesis writing process. Additionally, according to the data taken from the alumni data center of Sriwijaya University in the academic year of 2020/2021, the study duration of the English education study program was 4,4 years. The undergraduate program generally has 144 credits, and students can typically take undergraduate education for 8 semesters or be taken for 4 years. Thus, it raises the question of why students finish their studies late. Hence, this study was conducted at Sriwijaya University, specifically in the English Education Study Program of the Faculty of Teachers' Training and Education. While Amalia (2023) investigated students' perceptions of the factors that inhibit them from completing their undergraduate thesis (skripsi), this present study aimed to delve deeper, incorporate an additional perspective from thesis supervisors, and explore thesis supervision aspects with reasons and potential solutions. This research can provide valuable insights for students and lecturers, enabling them to devise innovative strategies for assisting students in completing their thesis.

1.2 The Problems of the Study

1. What were the main problems in thesis writing and supervision from the perspectives of the undergraduate EFL students?
2. What were the main problems in thesis writing and supervision from the perspectives of the thesis supervisors?

3. What were the possible solutions from the perspectives of the supervisors to help the students cope with problems related to their thesis writing and supervision?

1.3 The Objectives of the Study

1. To find out the main problems in thesis writing and supervision from the perspectives of the undergraduate EFL students.
2. To find out the main problems in thesis writing and supervision from the perspectives of the thesis supervisors.
3. To identify the possible solutions from the perspectives of thesis supervisors to help their students cope with problems related to their thesis writing and supervision.

1.4 The Significance of the Study

This study holds considerable significance for several reasons. First, writing a thesis is a fundamental requirement for undergraduate programs in Indonesian universities, and students must complete this task within a four-year timeframe. Understanding the intricacies of this process is vital for academic success. Second, the thesis writing process is often a significant source of stress for students. Gaining insights into their perspectives on the challenges they encounter can provide valuable information that may help alleviate this stress. By identifying these difficulties, we can better support students as they navigate this critical academic milestone. Third, research has indicated that students frequently face various writing challenges during their thesis projects. It is essential to pinpoint these specific obstacles to enable students, supervisors, and universities to develop effective strategies for addressing them. Lastly, fostering collaboration between supervisors and students has been shown to enhance students' confidence and positively influence their attitudes toward research and scientific inquiry. Therefore, exploring ways to maximize this collaboration is crucial for improving the overall thesis experience. In conclusion, this study aims to shed light on the challenges faced by undergraduate EFL students in their thesis writing. By examining both

current issues and those encountered in the past, we can identify preventative measures and propose solutions based on the perspectives of thesis supervisors. This research not only contributes to academic discourse but also seeks to enhance student support systems within Indonesian universities.

REFERENCES

- Adel, A., Skogs, J., Lindgren, C., & Striedfieldt, M. (2023). The Supervisor and student in Bachelor Thesis Supervision: a Broad Repertoire of Sometimes Conflicting Roles. *European Journal of Higher Education*, 14(2) 1-21. <https://doi.org/10.1080/2156823m5.2022.2162560>
- Agricola, B. T., Prins, F. J., Schaaf, M. F. V. D, & Tartwijk, J. V. (2020). Supervisor and student perspectives on undergraduate thesis supervision in higher education. *Scandinavian Journal of Educational Research*, 65(5), 1–21. <https://doi.org/10.1080/00313831.2020.17751>
- Ahmad, S., Zulfikar, T., & Hardiana, F. (2020). The use of social media whatsapp among english education students for solving thesis writing problems. *Humanities & Social Sciences Reviews*, 8(3), 447-455. <https://doi.org/10.18510/hssr.2020.8348>
- Alhojailan, A. (2021). Developing an Understanding of the Source of Graduate Students' Perceptions of Academic Writing. *Indonesian Journal of Applied Linguistics*, 11(2), 281-291. DOI:[10.17509/ijal.v11i2.34265](https://doi.org/10.17509/ijal.v11i2.34265)
- Almahameed, Y. S., & Alajalein, M. M. (2021). Difficulties Faced by Jordanian Undergraduate EFL Students in Writing Research Problem Statement. *International Journal of Humanities, Arts and Social Sciences*, 7(1), 13-22. Doi: <https://dx.doi.org/10.20469/ijhss.7.20002-1>
- Al-Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at al imam al Mahdi university - Sudan. *English Review: Journal of English Education*, 5(2), 175-188. DOI: <https://doi.org/10.25134/erjee.v5i2.533>
- Amalia, N. N. (2023). *Inhibiting factors in thesis completion of the English education students at Sriwijaya University*. (Thesis). Sriwijaya University.
- Ammon, U. (2007). Global scientific communication open questions and policy suggestions. *AILA Review*, 20(1), 123-133.
- Ansarimoghaddam, S. & Tan, B. H. (2014). Undergraduates' experiences and attitudes of writing in L1 and english. *GEMA Online® Journal of Language Studies*, 14(1), 7-28.
- Arianto, M. A., Saukah, A., Basthomi, Y., & Wulyani, A. N. (2021). Previous studies have several limitations...: Indonesian doctoral students', Indonesian academics', and international authors' research gap strategies in ELT research article abstracts and introductions. *Journal of Language and Education*, 7(2), 25-44. DOI: <https://doi.org/10.17323/jle.2021.11735>
- Ariyanti. (2016). Shaping students' writing skills shaping students' writing skills: the study of fundamental aspects in mastering academic writing.

Indonesian Journal of EFL and Linguistics, 1(1), 2503–4197.
DOI: <https://doi.org/10.21462/ijefll.v1i1.5>

Ariyanti. & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111–121. [10.2991/iccte-17.2017.4](https://doi.org/10.2991/iccte-17.2017.4)

Arkoudis, S. & Tran, L. T. (2007). International students in Australia: read ten thousand volumes of books and walk ten thousand miles. *Asia Pacific Journal of Education*. 27(2), 157-169.

Armstrong, S. J. (2004). The impact of supervisors' cognitive styles on the quality of research supervision in management education. *British Journal of Educational Psychology*, 74, 599–616.

Aunurrahman., Hamied, F. A. & Emilia, E. (2017). Exploring the tertiary efl students' academic writing competencies. *Indonesian Journal of Applied Linguistics*, 7(1), 72-79.

Azmat, M., & Ahmad, A. (2022). Students Experience in Completing Thesis at Undergraduate Level. *J. Mater. Environ. Sei*, 13(3), 291-300.

Azure, J. A. (2016). Students' perspective of effective supervision of graduate programmes in Ghana. *American Journal of Educational Research*, 4(2), 163-169.

Azwar, B., Ifnaldi., N., Hartini., & Syamsulrizal. (2023). The Role of Reality Counseling to Improve Students' Responsibility in Thesis Completion Procrastination. *Pegem Journal of Education and Instruction*, 13(3), 413-421. Doi: 10.47750/pegegog.13.03.42

Bakhou, B., & Bouhania, B. (2020). A qualitative inquiry into the difficulties experienced by algerian efl master students in thesis writing: 'language is not the only problem'. *Arab World English Journal*, 11(2) 243-257. <https://dx.doi.org/10.24093/awej/vol11no2.17>

Bastola, M. N. (2020). Engagement and challenges in supervisory feedback supervisors' and students' perceptions. *RELC Journal*, 0(0), 1-15. <https://doi.org/10.1177/0033688220912547>

Bastola, M. N., & Hu, G. (2021). "Chasing my supervisor all day long like a hungry child seeking her mother!": Students' perceptions of supervisory feedback. *Studies in Educational Evaluation*, 70, 1-11. doi: 10.1016/j.stueduc.2021.101055

Barnes, G. Pringle., & Cheng, M. (2018). Working independently on the dissertation proposal: experiences of international Master's students. *Journal of Further and Higher Education*, 1–13. <https://doi.org/10.1080/0309877x.2018.14509>

- Bazrafkan, L., Yousefy, A., Amini, M., & Yamani, N. (2019). The journey of thesis supervisors from novice to expert: a grounded theory study. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1739-z>
- Baydarova, I., Collins, H. E., & Saadi, I. A. (2021). Alignment of Doctoral Student and Supervisor Expectations in Malaysia. *International Journal of Doctoral Studies*, 16, 1-29. <https://doi.org/10.28945/4682>
- Bayona-Ore, S., & Bazan, C. (2020). Why Students Find it Difficult to Finish Their Theses?. *Journal of Turkish Science Education*, 17(4), 591-602. <https://doi.org/10.36681/>
- Bean, C. J., & Melzer, D. (2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. Jossey-Bass.
- Bordia, S., Hobman, E. V., Restubog, S. L. D., & Bordia, P. (2010). Advisor-Student Relationship in Business Education Project Collaborations: A Psychological Contract Perspective. *Journal of Applied Social Psychology*, 40(9), 2360–2386. <https://doi.org.10.1111/j.1559-1816.2010.00662.x>
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Çandarlı, D., Bayyurt, Y., & Marti, L. (2015). Authorial presence in 11 and 12 novice academic writing: Cross-linguistic and cross-cultural perspectives. *Journal of English for Academic Purposes*, 20, 192–202. <https://doi.org/10.1016/j.jeap.2015.10.001>
- Cappon, A., & Kennette, L. N. (2022, November 16). Engaging students in research. *Faculty Focus*. <https://www.facultyfocus.com/articles/course-design-ideas/engaging-students-in-research/>.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.onf.545-547>
- Cartono., & Novianty, F. (2021), Challenges in Building Interpersonal Communication Skills between Students with Academic Supervisor. *MUHARRIK: Jurnal Dakwah dan Sosial*, 4(02), 315-330. <https://doi.org/10.37680/muharrik.v4i02.761>
- Casado-Lumbreras, C., & Colomo-Palacios, R. (2014). Online coaching in thesis supervision. *Proceedings of the Second International Conference on Technological Ecosystems for Enhancing Multiculturality - TEEM '14*.
- Christidis, M., Waters, P., Arlegard, L., Saflund, Z., & Christidis, N. (2024). Factors influencing the quality of undergraduate students' degree projects: from student and supervisor perspectives. *Research Square*, 1-21. Doi: <https://doi.org/10.21203/rs.3.rs-4333157/v1>

- Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th. ed.). London: SAGE Publications, Inc. 489–495. <https://doi.org/10.1145/2669711.2669944>
- Creswell, J. W. (2012) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th. ed.). SAGE Publications.
- Creswell, J. W. & Poth, C. N. (2018). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches* (4th ed.). Sage.
- De Poel, K. V., & Gasiorek, J. (2012). Effects of an Efficacy-Focused Approach to Academic Writing on Students Perception of Themselves as Writers. *Journal of English for Academic Purposes, 11*, 294-303.
- Djarmika., P. L. A., & Nurkamto, J. (2021). Lecturer Supervisors' Perspectives on Challenges in Online Thesis Supervision. *Advances in Social Science, Education and Humanities Research, 624*, 270-276. [10.2991/assehr.k.220201.048](https://doi.org/10.2991/assehr.k.220201.048)
- Ebadi, S. & Pourahmadi, F. (2019). Exploring challenges in writing efl master theses: students and supervisors' perspectives. *i-manager's Journal on English Language Teaching, 9*(2), 42-51. <https://doi.org/10.26634/jelt.9.2.15431>
- Emilia, E. (2014). *Introducing functional grammar*. Pustaka Jaya.
- Farizal, B. (2023). *The analysis of students' difficulties in writing undergraduate theses* (Thesis). Jambi University.
- Filippou, K., Kallo, J., & Mikkilä-Erdmann, M. (2017). Students' views on thesis supervision in international master's degree programmes in Finnish universities. *Intercultural Education, 28*(3), 334–352. <https://doi.org/10.1080/14675986.2017.13337>
- Filippou, K., Kallo, J., & Mikkilä-Erdmann, M. (2021). Supervising master's theses in international master's degree programmes: Roles, responsibilities, and models. *Teaching in Higher Education, 26*(1), 81–96. <https://doi.org/10.1080/13562517.2019.1636220>.
- Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97–131). Springer.
- Fitria, T. N. (2022). Analysis of EFL students' difficulties in writing and completing english thesis. *LLT Journal: A Journal on Language and Language Learning, 25*(1), 295-309. <https://doi.org/10.24071/llt.v25i1.3607>
- Frederich-Nel, H. & Kinnon, J. M. (2017). The Quality Culture in Doctoral Education: Establishing the Critical Role of the Doctoral Supervisor. *Innovations in Education and Teaching International, 1*-10. <https://doi.org/10.1080/14703297.2017.1371059>

- Ghadirian, L., Sayarifard, A., Majdzadeh, R., Rajabi, F., & Yunesian, M. (2014). Challenges for better thesis supervision. *Medical Journal of the Islamic Republic of Iran (MJIRI)*, 28(32), 1-9.
- Ghani, M. N., Kurniawati, A., & Azizah, S. (2023). Opini Mahasiswa Mengenai Penghapusan Kebijakan Wajib Skripsi. *Prosiding Seminar Nasional*, 417-424.
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro.
- Gillett, A. (2017, March 17). *Features of academic writing*. University of East Anglia. <http://www.uefap.com/writing/feature/featfram.htm>
- Grohnert, T., Gromotka, L., Gast, I., Delnoij, L., & Beusaert, S. (2023). Effective master's thesis supervision – A summative framework for research and practice. *Educational Research Review*, 42. <https://doi.org/10.1016/j.edurev.2023.100589>
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, Sage.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar (4th ed.)*. Routledge.
- Henderson, M., Molloy, E., Ajjawi, R., & Boud, D. (2019). Designing feedback for impact. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (Eds.), *The impact of feedback in higher education* (pp. 267–285). Springer.
- Haris, N. A., Muliati, A., & Nur, S. (2023). Academic procrastination among the students in thesis writing. *INTERFERENCE: Journal of Language, Literature, and Linguistics*, 4(2), 155-161. <https://doi.org/10.26858/interference.v4i2.51133>
- Hutabarat, R. R. (2022). *Exploring EFL students' challenges and solutions in writing their undergraduate theses*. Thesis. Jambi University.
- Hyland, K. (2007). Genre pedagogy: language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.
- Jay, R., Hagan, P., Madan, C., & Patel, R. (2023). A phenomenological exploration of the feedback experience of medical students after summative exam failure. *BMC Medical Education*, 23(1), 930.
- Knapp, P., & Watkins, M. (2005). *Genre Text, Grammar: Technologies for Teaching and Assessing Writing*. Wales Press Ltd.
- Lesmana, N., & Ariffin, K. (2020). Problems in Writing Scholarly Articles in English among Indonesian EFL Post-Graduate Students. *International Journal of Academic Research in Progressive Education & Development*, 9(14), 12-34.

- Lestari, D. M. (2020). An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education and Applied Linguistics*, 9(1), 17-29.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Lovern, S. B. (2018). Barriers to transformative learning in undergraduate research: Helping student researchers to embrace the hurdles. *Journal of Transformative Learning*, 5(2), 28-35.
- Lundgren, S. M. & Halvarsson, M. (2009). Students' expectations, concerns and comprehensions when writing theses as part of their nursing education. *Nurse Education Today*, 29(5), 527-532. <https://doi.org/10.1016/j.nedt.2008.11.010>
- Mafa, O., & Mapolisa, T. (2012). Supervisors' Experiences in Supervising Postgraduate Education Students' Dissertations and theses at the Zimbabwe open University (Zou). *International Journal of Asian Social Science*, 2(10), 1685–1697. Retrieved from <https://archive.aessweb.com/index.php/5007/article/view/2341>
- Mali, Y. C. G. (2032). Narratives of two Indonesian lecturers about challenges of writing an undergraduate EFL thesis. *Journal of Foreign Language Teaching and Learning*, 8(1), 42-60.
- Matin, M. A., & Khan, M. AW. (2017). Common problems faced by postgraduate students during their thesis works in Bangladesh. *Bangladesh Journal of Medical Education*, 8(1), 22–27. <https://doi.org/10.3329/bjme.v8i1.32245>
- Malaga-Toboła, U., Kocira, S., & Szparaga, A. (2019). *The use of information sources and online databases for writing theses by students of selected studies*. E3S Web of Conferences, 132, 01017. <https://doi.org/10.1051/e3sconf/201913201017>
- Mansyur, Umar. (2018). Kiat dan Teknik Penulisan Skripsi Bagi Mahasiswa. <https://doi.org/10.31227/osf.io/juds7>
- Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41-51.
- Moreno, A. I., & Swales, J. M. (2018). Strengthening move analysis methodology towards bridging the function–form gap. *English for Specific Purposes*, 50, 40–63. <https://doi.org/10.1016/j.esp.2017.11.006>
- Nurkamto, J., Djatmika., & Prihandoko, L. A. (2022). Students' problems of academic writing competencies, challenges in online thesis supervision, and the solutions: thesis supervisors' perspectives. *TEFLIN Journal*, 33(1), 123-147. <http://dx.doi.org/10.15639/teflinjournal.v33i1/123-147>

- Ore, S. B. (2021). Perceptions of Postgraduate Students on the Relationship Between Thesis Development and Performance of a Supervisor. *Journal of Turkish Science Education*, 18(4), 559-573.
- Ortiz-Catalan, M., Middleton, A., & Gustafsson, M. (2019). Supervision of M.Sc. theses using the writing of a scientific article as a framework to increase efficiency and quality of research outcomes. *41st Annual International Conference of the IEEE Engineering in Medicine and Biology Society (EMBC)*. <https://doi.org/10.1109/embc.2019.8856364>
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Sciences Research*, 34, 1189–1208.
- Paquot, M. (2014). *Academic vocabulary in learner writing: From extraction to analysis*. Bloomsbury Publishing.
- Perceka, A. L., Ramdani, H. T., & Rusyani, H. (2023). The Relationship Between Academic Anxiety and Academic Self-Management in 8th Semester Undergraduate Nursing Students in Preparing A Thesis. *Jurnal Ners*, 7(2), 1685-1692.
- Polit, D. & Beck, C. (2014). *Essentials of nursing research: Appraising evidence for nursing practice (8th ed.)*. Wolters Kluwer/Lippincott Williams & Wilkins.
- Puspita, C. (2019). Factors Affecting Students' Difficulties in Writing Thesis. *3rd English Language and Literature International Conference (ELLiC)*, 3, 13-22.
- Rass, R. A. (2015). Challenges face arab students in writing well-developed paragraphs in English. *English Language Teaching*, 8(10), 49-59. <http://dx.doi.org/10.5539/elt.v8n10p49>
- Ridwan. (2013). *Identifikasi Skor: Rumus formula lameshow. Cara Menggunakan dan Memaknai Analisis*. Alfabeta.
- Rivalina, R., & Setyowati, D. (2021, April). Adversity quotient of the English Department students and constraints in completing their thesis. In *International Conference on Educational Assessment and Policy (ICEAP 2020)* (pp. 104–110).
- Rizwan, M.S.M., & Naas, A. R. F. (2022). Factors Affecting Undergraduates' Difficulties in Writing Thesis. *International Journal of Research Publication and Review*, 3(10), 244-250.
- Rönkkönen, S., Tikkanen, L., Virtanen, V., & Pyhältö, K. (2023). The impact of supervisor and research community support on PhD candidates' research engagement. *European Journal of Higher Education*, 14(4), 536–553. <https://doi.org/10.1080/21568235.2023.2229565>

- Rothwell, C., Kehoe, A., Farook, S. F., & Illing, Jan. (2021). Enablers and barriers to effective clinical supervision in the workplace: a rapid evidence review. *BMJ Open*, 1-10. <https://doi.org/10.1136/bmjopen-2021-052929>
- Rowena, M. & Sarah, M. (2006). *The handbook of academic writing: A fresh approach*. McGraw-Hill Education.
- Rugg, G., & Petre, M. (2007). *The unwritten rules of Ph.D. research*. Berkshire. Open University Press.
- Schauer, D. J. (2018). Identifying, Recruiting, and Motivating Undergraduate Student Researchers at a Community College. In *Strategies Promoting Success of Two-Year College Students of American Chemical Society* (pp. 145-154). <https://doi.org/10.1021/bk-2018-1280.ch009>
- Schleppegrell, M. J. (2012). Academic language in teaching and learning: Introduction to the special Issue. *The Elementary School Journal*, 112(3), 409-418. <https://doi.org/10.1086/663297>
- Shaw, I. J., & Lawson, K. E. (2015). *Handbook for supervisors of doctoral students in Evangelical Theological Institutions*. Langham Global Library.
- Sholeh, M., Aziz, A., & Kholis, N. (2021). Development of teacher competence in creative writing to actualize literacy of madrasah. *ELEMENTARY: Islamic Teacher Journal*, 9(2), 183–200.
- Simak Universitas Indonesia. (2024). *TOEFL persyaratan pendaftaran SI kelas internasional*. Retrieved from <https://simak.ui.ac.id/toefl-syarat-pendaftaran-kelas-internasional/> accessed on September 10th, 2024.
- Singh, M. K. M. (2023). Supervisors' written feedback on EFL graduate students' theses: Survey-sourced empirical evidence of best practices. *Training, Language and Culture*, 7(1), 58-69.
- Sousa, V. E. C., Matson, J., & Lopez, K. D. (2017). Questionnaire Adapting: Little Changes Mean a Lot. *Western journal of nursing research*, 39(9), 1289–1300. <https://doi.org/10.1177/0193945916678212>
- Strebel, F., Gürtler, S., Hulliger, B., & Lindeque, J. (2021). Laissez-faire or guidance? Effective supervision of bachelor theses. *Studies in Higher Education*, 46(4), 866–884. <https://doi.org/10.1080/03075079.2019.1659762>
- Sudrajat, D., & Riyanto, D. C. (2022). Grammatical Errors on Paragraph Writing Made by the First Semester Students of English Department Kutai Kartanegara University. *Jurnal Intelegensia*, 7(1), 10-19.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sujarwo. (2020). Students' Perceptions of Using Machine Translation Tools in the EFL Classroom. *Al-Lisan: Jurnal Bahasa*, 5(2), 230-241.

- Suliman, F., Ahmedia, M. B., & Mahalla, S. (2019). Importance of Punctuation Marks for Writing and Reading Comprehension Skills. *Faculty of Arts Journal*, 13(1), 29-53.
- Sundani, N. D., & Mamokhere, J. (2021). The impact of student-lecturer relationship on good decisionmaking and quality promotion in the institutions of higher education and training. *African Perspectives of Research in Teaching and Learning*, 5(2), 136-147.
- Sutopo, A., & Hastuti, D. M. (2020). The Role of Machine Translators in Academic Translation Teaching. *International Journal of Scientific Engineering and Science*, 4(5), 29-31.
- Tahir, I. M., Ghani, N. A., Atek, E. S. E., & Manaf, Z. A. (2012). Effective supervision from research students' perspective. *International Journal of Education*, 4(2), 211-222. <http://dx.doi.org/10.5296/ije.v4i2.1531>
- Teklesellassie, Y. (2019). Views of summer TEFL postgraduate students and their supervisors on the practice of thesis supervision in the Ethiopian context. *Pasaa*, 58, 131–165. <http://files.eric.ed.gov/fulltext/EJ1227003.pdf>
- Thabran, Y., & Fajaryani, N. (2016) Why it took so long to complete undergraduate thesis at English Department. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 82, 180-184.
- Thompson, G. (2014). *Introducing functional grammar (3rd ed.)*. Routledge.
- Tiwari, H. P. (2019). Writing Thesis in English Education: Challenges Faced by Students. *Journal of NELTA Gandaki*, 1, 45-52.
- Truong, V., Tran, N. Q., & Thi, T. L. T. (2023). Conducting undergraduate research: EFL students' perceptions and practices. *Journal of Language Teaching and Research*, 14(4), 944-954. <https://doi.org/10.17507/jltr.1404.12>
- Universitas Sriwijaya. (2020). *Buku Pedoman Penulisan Karya Tulis Ilmiah Program Sarjana Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya*. Palembang: Universitas Sriwijaya.
- Universitas Sriwijaya (n.d.). Daftar Dosen S1 Pendidikan Bahasa Inggris. <https://www.unsri.ac.id/index.php/web-prodi/dosen/3f95b922-31ea-4442-93fc-480385968f84/cv-dosen>
- Van de Poel, K. & Gasiorek, J. (2012). Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers. *Journal of English for Academic Purposes*, 11(4), 294–303. <https://doi.org/10.1016/j.jeap.2012.07.003>
- Wang, W. & Yu, X. (2008). A survey of learners' self-perceived difficulties in L2 writing. *Foreign Language Learning Theory and Practice*, 1, 31-35.

- Wang, X., & Yang, L. (2012). Problems and strategies in learning to write a thesis proposal: A study of six M.A. students in a TEFL program. *Chinese Journal of Applied Linguistics*, 35(3), 324–341. <https://doi.org/10.1515/cjal-2012-0024>
- Wati, N. S. (2021). Exploring the Impact of Punctuation Usage on Students' Writing Skills. *Pedagogy*, 9(2), 108-120.
- Wau, C. Surya. W. (2022). Students' Difficulties in Writing Definition Paragraph at the Third Semester Students of English Language Education Study Program of STKIP Nias Selatan. *Faguru: Jurnal Ilmiah Mahasiswa Keguruan*, 1(1), 1-9.
- Weaver, K. F., Morales, V., Nelson, M., Weaver, P. F., Toledo, A. & Godde, K. (2016). The benefits of peer review and a multise­mester capstone writing series on inquiry and analysis skills in an undergraduate thesis. *CBE—Life Sciences Education*, 15(4), ar51. <https://doi.org/10.1187/cbe.16-01-0072>
- William, C. (2007). *Theories of development: Concepts and applications*. Prentice Hall.
- Wolfson, A. R., & Carskadon, M. A. (2003). Sleep schedules and daytime functioning in college students. *Sleep Health*, 6(3), 191-195.
- Woolhouse, M. (2002). Supervising dissertation projects: expectations of supervisors and students. *Innovations in Education and Teaching International*, 39(2), 137-144.
- Wu, D., Dang, W., He, D., & Bi, R. (2016). Undergraduate information behaviors in thesis writing: A study using the Information Search Process model. *Journal of Librarianship and Information Science*, 49(3), 256–268. <https://doi.org/10.1177/0961000616654960>
- Yousefi, A., Bazrafkan, L. & Yamani, N. (2015). A qualitative inquiry into the challenges and complexities of research supervision: viewpoints of postgraduate students and faculty members. *Journal of advances in medical education & professionalism*, 3(3), 91–98.
- Yualita, P. (2023). Menulis Paragraf dengan Teknik Parafrasa Menggunakan Software Paraphraser. *Jurnal Kajian Bahasa, Sastra dan Pengajaran*, 7(1), 12-26.
- Zhang, Y. O., & Hyland, K. (2021). Advice-giving, power and roles in theses supervisions. *Journal of Pragmatics*, 172, 35–45. <https://doi.org/10.1016/j.pragma.2020.11.002>