

CHAPTER I

INTRODUCTION

This chapter contains of six subchapters, they are; background of the research, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, and significances of the research.

A. Background of the Research

Writing is one of the abilities required for English language majors. The productive ability in written mode is writing. Even for native speakers of a language, it frequently appears to be the most difficult of the talents since it entails not only the graphic depiction of speech but also the formulation and orderly presentation of thoughts. It is also more complex than it initially appears (Aydoğan & Akbarov, 2014). Students do writing activities to express their thoughts in written form. Students must master writing abilities since they are connected to the whole capacity to organize thoughts, both orally and in writing (Situmorang, 2018). From all the definitions mentioned, it can conclude that writing is a difficult skill to master because it involves the graphic depiction of speech as well as organizing thoughts.

In writing, there is a writing that uses certain rules used in an academic institution called academic writing. This academic writing will lead to a finding or assertion that can contribute in science. Academic writing is typically assigned in college. Scientific papers might be considered

academic writing. One of the essential components of indivisible is scientific paper. This is consistent with the fact that academics are required to present their scientific data in scientific papers as part of every academic stage. An academic's knowledge, abilities, and competency in applying their insights, as well as his capacity to apply the knowledge he possesses, will be evaluated through scientific articles (Abidin et al., 2017). Academic writing is an engaging form of literature that is intended to encourage writing and is underpinned by factual information. Then, in academic writing at a higher education level, namely undergraduate. There are several types of academic writing, namely writing academic paragraphs, essays, paper, proposal, and thesis (Helaluddin, 2017).

Typically, the form and structure used when composing a thesis are the same. Although there is a specific format and framework for writing scientific articles, the patterns and writing strategies are generally quite similar (Qorib et al., 2022). The ability that plays an important role in the process of writing scientific papers is critical thinking. Critical thinking skills are required from the topic selection stage on to determine whether the chosen topic is still relevant to the current situation, to determine the credibility and reliability of references, to the data processing stage where it is necessary to analyze and interpret the data that will ultimately be compiled in a systematic research (Lestari, 2021). The thesis writing, according to Nugraheni (2017), includes a research plan. When creating the first research, include the following information: the research title, research

background, problem identification, problem limitation, problem formulation, theoretical underpinnings, conceptual framework, hypothesis, research method, population and sample, data collection and analysis techniques. From all the definitions mentioned, it can be concluded that to finish their thesis, students must conduct a scientific research plan. Then, when students compose their thesis and go through the research process, they will find difficulties in composing the thesis.

Many undergraduate students experience a number of difficulties when writing a thesis. Some of these difficulties include concepts, structures, lack of vocabulary, and rewriting or paraphrasing are some examples of challenges that students often face when writing a thesis (Dwihandini, 2013). According to Asmawan (2016), there are two factors that prevent students from finishing the thesis namely internal factors, such as motivation and graduating on time is something that students must immediately fulfill their graduation requirements. Meanwhile, external factors, such as the environment and the bureaucratic system. An example of an environmental factor is whether or not the student often meets or shares with friends who are both working on a thesis. Then, an example of a bureaucratic system is the thesis management system by the faculty means the steps that students must take to be able to complete the thesis. This of course refers to the thesis writing guidebook.

Based on observations in preliminary research on the difficulties of students in writing a thesis at STKIP PGRI Pacitan, some students

experience difficulties in internal factors such as difficulty determining research titles, difficulty writing literature review, difficulty determining research methods, and difficulty collecting the data. Then, for difficulties from external factors such as difficulty getting relevant journals.

This research is focused on ensuring that there was difficulties when undergraduated students writing the thesis. As a result, will help the undergraduate students in the future when writing thesis. Therefore this problem is very important to be investigated. Based on the description of the problems above, the researcher conducted research entitled "The Difficulties of Students in Writing A Thesis at STKIP PGRI Pacitan in Acaddemic Year 2022/2023".

B. Identification of the Problem

After collecting information from several sources, the researcher found several problems such as students find it difficult to choose a topic and title, and to create a research concept, students find it difficult to write literature reviews, difficult to collect the data, and difficult to find relevant journals.

C. Limitation of the Problem

In this study, the problem needs to be limited to avoid expanding the problem in order to be more effective and efficient in conducting research. In line with the identification of the problem, the limitation of the problem of The Difficulties of Students in Writing a Thesis at STKIP PGRI Pacitan,

focusing in finding out internal and external factor difficulties faced by students in writing a thesis.

D. Formulation of the Problem

Based on the limitations of the problem above, the researcher formulates the following research problem, such as;

1. What are the students difficulties in writing a thesis at STKIP PGRI Pacitan?
2. What are the students strategies to face difficulties in writing a thesis at STKIP PGRI Pacitan?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of the research is as follows;

1. To identify the students difficulties in writing a thesis at STKIP PGRI Pacitan.
2. To identify how the students strategies to face difficulties in writing a thesis at STKIP PGRI Pacitan.

F. Significances of the Research

The results of this study are expected to be useful both for undergraduate students, institution, and other researchers outlined in following sections;

1. Undergraduate Students

This research can give significant provide insight inside for undergraduate students in what difficulties will arise when writing a thesis such as difficulties from internal factors such as motivation and student abilities, as well as external factors from outside students and their environment so that they can become more disciplined and able to develop themselves.

2. Institution

The result of the resesarch can be used as an overview and also as a consideration for educational institutions in planning and formulating better education programs in the future.

3. Other Researcher

So that other researchers will be able to produce a scientific work that is consistent with the field of science they are working in. Being able to combine their knowledge and abilities, particularly their capacity for comprehension, description, analysis, and explanation in comprehending, articulating, delineating, and illuminating issues associated with their respective scientific domains issues pertaining to their scientific specialty.