

CHAPTER I

INTRODUCTION

A. Research Background

The thesis is one of the last assignments or stages that students in their first year of college must finish. The Merriam-Webster website says that a thesis is a dissertation that shows the results of original research and supports a certain point of view. Geng and Warton (2019) say that writing a thesis is the process of making a new body of knowledge in a field.

We can benefit from reading more academic papers like theses, articles, etc. Reading makes it easier to learn other skills, like vocabulary and writing. It also helps second-language learners do well in school, improves language skills, and brings people closer together (Horwitz, 2008). By reading academic writing, a person can learn new words about academics and get a better grasp on other parts of the language (Liunokas, 2016). The more academic writing is read, the easier it should be to write. Because people read before they write, they can write quickly and easily.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا
يَفْسَحَ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Based on the above verse from the Quran, Surah Al-Mujadilah verse 11, we can see that it is good to look for knowledge and do well in school.

In general, the rules for writing a thesis are the same as for writing in school. It must include the purpose and importance of the study, a review of the literature, the method, the results, and a discussion of the results.

We already have rules for scientific writing at UIN Antasari, especially in the Tarbiyah and Teacher Training Faculty. The writing guidelines tell you everything you need to know, from what to include in your proposal and thesis to how to write a bibliography.

According to Dwihandini et al. (2013), there are three things that make it hard for students in the English Department of Mahasaraswati University to write a thesis. First, psychological factors include not being sure how to choose a thesis title, already knowing a thesis topic, and having trouble writing a good thesis. Second, sociocultural factors included being able to connect and build each sentence into a coherent thesis, knowing the right words and linguistic units, and understanding the culture department of the institution in terms of how the thesis should be written. The third factor is linguistic. It can be hard to keep grammatical mistakes to a minimum and to know or choose which grammatical parts should be taken out, added, changed, or rearranged. Students find it harder to finish their theses because of these three things.

Also, there are many reasons why UIN Antasari students find it hard to finish their theses. Students at UIN Antasari also find it hard to finish their theses because some of them are taking informal classes off-campus, which requires them to split their attention. Some people have to work while also being

the backbone of their families. Some people say they are not in a rush to finish the thesis. So, they keep putting it off.

Because of this, the researcher wants to learn about the problems faced by students in the English Education Department at UIN Antasari Banjarmasin who are in the 8th semester or above. The name of this study is "**A SOCIOCULTURAL ANALYSIS ON STUDENTS' CHALLENGES IN COMPLETING UNDERGRADUATE THESIS WRITING (A NARRATIVE INQUIRY STUDY).**" This study helped us understand how hard it is for students to finish their theses, and it also gave students ways to deal with their problems.

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions.

1. Sociocultural refers to the social and cultural factors that influence students' challenges in completing their undergraduate thesis writing. This includes factors such as the cultural norms and expectations around academic writing, the social support available to students, and the impact of broader societal issues on the writing process (Rizwan & Naas, 2022). The sociocultural analysis in the thesis aims to explore how these factors contribute to the challenges faced by students in completing their undergraduate thesis writing, using a narrative inquiry study approach.

2. Challenges refers to the difficulties or obstacles that students face in completing their undergraduate thesis writing. These challenges may include a lack of writing skills or experience, difficulty in selecting a suitable research topic, time management issues, lack of access to resources or support, and other factors that may impact the writing process (Diad et al., 2023). The sociocultural analysis in the thesis aims to explore the nature of these challenges and how they are influenced by social and cultural factors. The narrative inquiry study approach used in the thesis allows for a deeper understanding of the challenges faced by students through the exploration of their personal experiences and perspectives..
3. Thesis refers to a substantial research project that is typically required for the completion of an undergraduate degree program. It is a written document that presents the findings of an original research study conducted by the student. The thesis is usually a culmination of the student's academic work and demonstrates their ability to conduct independent research, analyze data, and communicate their findings in a scholarly manner. In this particular thesis, the focus is on the challenges that students face in completing their undergraduate thesis writing, and the sociocultural factors that influence these challenges are being analyzed through a narrative inquiry study..

C. Research Questions

The main questions to be addressed in this research are:

1. What are the sociocultural challenges experienced by the (senior) students in completing their thesis?
2. To what extent do these challenges have any impact to their thesis completion as viewed from sociocultural analysis?

D. Research Objectives

Based on the research questions, the research objectives are:

1. To identify the challenges that experienced by the (senior) students in completing their thesis.
2. Based on sociocultural analysis, to find out how impacted the thesis completion by the challenges.

E. Research Significance

This research benefits students in higher education, especially senior students, lecturers, and researchers. As we know, a thesis is a crucial final project for students, and this thesis is one of the main requirements for students to graduate from college. Not a few students are late in completing their education. This research provided important information about what difficulties or challenges students face that cause them to be unable to finish their thesis and what solutions they can do to deal with these difficulties.

This research is expected to be a reference for future researchers regarding student difficulties in completing a thesis. Of course, the results of this research are expected to be useful for all readers.

F. Previous Study

In this study, the researcher utilizes the literature review from the prior study as follows:

First, Rismen (2015) examined the efficacy of the mentor lecturers' help in explaining the types of obstacles encountered by students in finishing the thesis. This is descriptive research; the topic of this study was a professor and undergraduate student in the Mathematics Education Learning Program in 2014 who were writing their thesis. The results of the study indicate that 66.67% of pupils have trouble communicating a concept in writing.

Asmawan (2016) also investigated student issues with thesis writing. Several impediments to completing the thesis were uncovered via investigation. The first element was the pupils' incapacity to write, whereas the external component was the supervisor's difficulties in communicating. Motivation, a supportive atmosphere, and a management system were supporting variables.

Chairina et al. (2017) performed the study titled "The Writing Challenges Facing EFL Students." This study aimed to explain the writing challenges experienced by SMA Negeri 3 Banda Aceh pupils. Lack of vocabulary, ideas, motivation, grammar, organizing ideas, idiomatic expression, and spelling were the writing challenges faced by EFL students, as revealed by the findings of this study.

Therefore, based on the aforementioned research findings, three researchers were tasked with identifying the causes of students' difficulties with thesis writing. The first study describes the issues students have when utilizing the tutor guide during the thesis writing process. The last research focuses on identifying the issues EFL students have while writing a thesis, particularly grammatical faults. In this instance, the researcher opted to perform the same research on the students' difficulties in writing a thesis regardless of the type of difficulty encountered.