

**THE CHALLENGES AND THE STRATEGIES IN WRITING UNDERGRADUATE
THESIS OF IAIN KEDIRI:
A NARRATIVE INQUIRY**

Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Magister* in English Language Education



By:

**RIMA KHASANAH
NIM 926.002.19.010**

**SCHOOL OF GRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF KEDIRI
2021**

APPROVAL

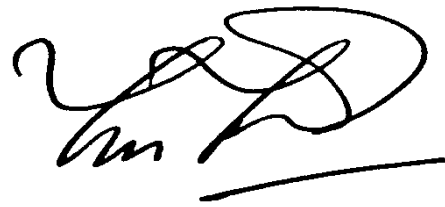
This is to certify that approved by the thesis advisors for further approval by the board of examiners.

Advisors:

Dr. Ary Setya Budhi Ningrum, M.Pd 1.



Dr. Toyyibah, M.Pd. 2.

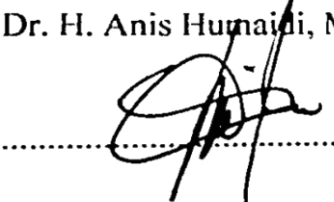





Kediri, 19th January 2021

RATIFICATION

This is to certify that this thesis entitled THE CHALLENGES AND THE STRATEGIES IN WRITING UNDERGRADUATE THESIS OF IAIN KEDIRI: A NARRATIVE INQUIRY has been examined and approved by the Board of Examiners as the requirement for the degree of Magister in English Language Education.

Board of Examiners:

1. Dr. H. Anis Humaidi, M.Ag

2. Nur Afifi, M.App. Ling, Ph.D

3. Dr. Ary Setya Budhi Ningrum, M.Pd

4. Dr. Toyyibah, M.Pd


Kediri, 12th February 2021

Acknowledged by

Director of Graduate Program



Dr. H. Nur Ahid, M.Ag.

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Rima Khasanah

NIM : 92600219010

Department : English Language Education

Thesis Title : THE CHALLENGES AND THE STRATEGIES IN WRITING
UNDERGRADUATE THESIS OF IAIN KEDIRI: A NARRATIVE INQUIRY

Declare that:

1. In the results of my research there are no elements of plagiarism of research works or scientific works that have been carried out or made by anyone other than those that are quoted in this text and mentioned in citation sources and references lists.
2. If in the future it turns out that the results of this study prove to contain elements of plagiarism and claims from other parties, I am willing to be processed according to the applicable laws and regulations.

Kediri, 19th January 2021



Rima Khasanah
RIMA KHASANAH

ABSTRACT

Khasanah, Rima. 2021. THE CHALLENGES AND THE STRATEGIES IN WRITING UNDERGRADUATE THESIS OF IAIN KEDIRI: A NARRATIVE INQUIRY. Master Thesis, School of Graduate Program, State Islamic Institute of Kediri. Advisors: (1) Dr. Ary Setya Budhi N., M.Pd (2) Dr. Toyyibah, M.Pd

Keywords: undergraduate students' thesis writing, challenges experiences, strategies experiences, narrative inquiry

This study reveals undergraduate students' experiences on working thesis writing. The experiences focused on the challenges and the strategies of thesis writing. Revealing their experiences became an academic effort to add knowledge about thesis writing. The study was approached through narrative inquiry which primarily focused on undergraduate students' experiences in thesis writing.

For the research methodology, selecting students who graduate on time and who did not graduate on time as the research participants, purposeful sampling was also applied. Student participants were selected based on their accomplishment in thesis writing. It means that they simultaneously held up the thesis writing process. The four of them were intentionally selected. The students were selected based on their writing thesis accomplishment and the year of entry and graduation and the learning period between 8th semester-14th semester at IAIN Kediri. Narrative frame and interview were used as the research instruments. Both undergraduate students who graduated on time (SGO) and who did not graduate on time (SGN) were asked to write their experiences in the narrative frame to have past, present, future order from their experiences. The interview was done after the participants finished writing the narrative frames. The interview was to gain deeper information about their life history with thesis writing, contemporary experiences with thesis writing activity, and aspirations for future direction.

The students reflected that thesis writing raised some challenges and strategies. The students who graduate on time narrated that they feeling confuse at the first time engaged thesis writing. And the students who graduated not on time feeling afraid. One interesting finding is undergraduate students who purposely do not work on their thesis because of the emergency situations. Whereas, in the strategies experiences was found the tolerance attitude. The process stimulated other skills such as social interaction and responsibility. For future thesis writing, students hoped that the process should be built based on their positive thinking and how to set the time or deadline in accomplishing the writing.

This narrative study is not free from limitations. It is also still far from its ability to capture all important experiences that reflected day-to-day experiences of undergraduate students. However, this narrative study offers theoretical and pedagogical implication. The theoretical implication is to incorporate previous efforts to confirm the challenges and strategies theory. The pedagogical implication of the study is it provides supplementary empirical evidence for the benefits of thesis writing in EFL context. It also informs the complexities of thesis writing faced by undergraduate students which then can be used as point of departure for better practice of undergraduate thesis writing. For further studies, involving lecturer or supervisor and students from all proficiency levels to share the narratives will be essential to conduct.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, firstly, I would like to thank Allah SWT for the countless blessings in my journey of planning, conducting, reporting this thesis. Secondly, I would also like to express my sincere thanks to my thesis advisors : ‘Dr. Ary Setya Budhi N., M.Pd, your green light to have narrative inquiry as my method allowed me to deepen my engagement with this. Your expert touches and great advices have enlightened my understanding on how to critically see the topic. Dr. Toyyibah, M.Pd, having stimulating discussion with you has shaped my academic horizon. Your detail feedbacks have challenged me to think and write more carefully’. Both of you have showed me your dedication as a teacher-educator. I am grateful to the anonymous participants for your helps, patience, and availability to share your experiences. This endeavour has made your voices can be shared and heard. And the final part, I really, really thank to my parents’ and big families’ supports, love, prayers.

Alhamdulillah robbil alamiin.

The Researcher

TABLE OF CONTENTS

	Page
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF SCHEMES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions.....	7
C. Scope of the Study.....	7
D. Significance of the Study.....	7
E. Definition of Key Terms.....	8
CHAPTER II: REVIEW OF RELATED LITERATURE.....	9
A. The Definition of Writing.....	9
B. Academic Writing.....	10
C. Thesis Writing for Undergraduate Students.....	10
D. The Challenges in Thesis Writing.....	11
E. The Strategies in Writing Thesis.....	13
CHAPTER III: RESEARCH METHOD.....	26
A. Research Design.....	26
B. Research Procedures.....	29
C. Research Instruments.....	35
D. The Quality of the Study.....	38
CHAPTER IV: FINDINGS.....	41
A. The Challenges Experiences.....	41
1. Theme 1: For the First Time in Forever.....	41
2. Theme 2: Striking a Blow for Thesis Writing.....	42
B. The Strategies Experiences.....	44
1. Theme 1: The Clock is Ticking.....	44
2. Theme 2: Explain to the Voice of Doubt.....	45
3. Theme 3: My Support System.....	46

4. Theme 4: Regarding Nowadays and Forthcoming.	49
CHAPTER V: DISCUSSION.	53
A. The Challenges Experiences	53
1. For the First Time in Forever.....	53
2. Striking a Blow for Thesis Writing	54
B. The Strategies Experiences.	61
1. The Clock is Ticking	61
2. Explain to the Voice of Doubt.....	62
3. My Support System.	64
4. Regarding Nowadays and Forthcoming.....	68
CHAPTER VI: CONCLUSION AND RECOMMENDATION.	75
A. Conclusion.	75
B. Implication of the Study	78
C. Recommendation.....	79
BIBLIOGRAPHY.....	80
APPENDICES	86
CURRICULUM VITAE	108

LIST OF TABLES

Table	Page
3.1 Participants' Profile.....	31
3.2 Coding System	33
3.3 Blueprint of Data Analysis	34
3.4 Blueprint of Data Collection.	37
4.1 The Summary of the Findings on Students' Experiences.	50

LIST OF FIGURE

	Page
3.1 Step in Conducting Narrative Inquiry	28

LIST OF SCHEMES

	Page
5.1 The theoretical scheme on the challenges and the strategies of writing undergraduate thesis of the students who graduate on time.....	72
5.2 The theoretical scheme on the challenges and the strategies of writing undergraduate thesis of the students who graduate not on time.....	73

LIST OF APPENDICES

Appendices	Page
Appendix 1: Narrative Frame.....	86
Appendix 2: Narrative Empty Box	87
Appendix 3: Interview Guides	88
Appendix 4: Narrative from SGN1.....	89
Appendix 5: Narrative from SGN2.....	90
Appendix 6: Narrative from SGO1	91
Appendix 7: Narrative from SGO2	93
Appendix 8: The Original Transcription of the Interview	95
Appendix 9: Retranscribing and Restorying the Transcript (Coding)	99