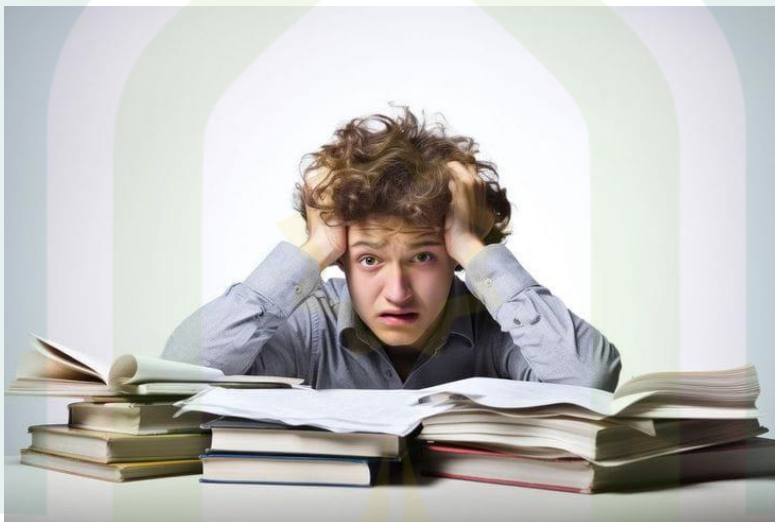




**INVESTIGATING UNDERGRADUATE
STUDENTS' ANXIETY IN WRITING
A THESIS PROPOSAL**



NENENG ISLACHATUL UMMAH

SN. 2518128

2025



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A THESIS

Submitted in Partial Fulfillment of the Requirements for the degree
of *Sarjana Pendidikan* in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

Just smile at your problem



ABSTRAK

Berbeda dengan penelitian sebelumnya yang mengkaji jenis anxiety dan faktornya saja, penelitian ini menyajikan metode untuk mengatasi kecemasan saat menulis proposal skripsi. Penelitian ini bertujuan untuk mengidentifikasi berbagai kecemasan dan cara yang digunakan para mahasiswa untuk mengatasi kecemasan tersebut. Studi kasus digunakan sebagai metode untuk mengungkap masalah yang ditemukan. Untuk mengumpulkan data, peneliti menggunakan wawancara. Subjek penelitian ini adalah mahasiswa tahun ke-6 dan ke-7 jurusan Bahasa Inggris di Universitas Islam di Jawa Tengah pada tahun akademik 2024/2025 yang saat ini sedang menulis skripsi dan telah menyelesaikan proposal skripsi. Berdasarkan data yang terkumpul, peserta mengalami tiga jenis anxiety yaitu cognitive, somatic, dan avoidance behaviour. Peserta mengalami anxiety terparah saat mengerjakan literature review. Metode yang peserta gunakan ada tiga yakni changing mindset, doing something different, and building self-confidence. Temuan penelitian ini dapat menjadi masukan bagi pembuat kebijakan dalam merancang program tugas akhir bagi mahasiswa seperti pemberian program motivasi, penjadwalan dan bimbingan skripsi yang terstruktur, serta bimbingan metodologi pendidikan yang lebih intensive.

Kata kunci : Kecemasan, proposal skripsi, menulis.

ABSTRACT

This study offers strategies for overcoming anxiety when writing an academic proposal, in contrast to other research that solely looked at the different forms of anxiety and their contributing variables. This study aims to explore the various forms of anxieties and the methods used by students to cope with these anxieties. Case studies are used as a method to uncover the problems encountered. To collect data, the researcher used interviews. The participants of the research were English students from an Islamic University in Central Java during the 2024-2025 academic year who were currently writing their thesis and have completed their thesis proposals. Based on the collected data, participants experienced three types of anxiety: cognitive, somatic, and avoidance behavior. Participants experienced the most severe anxiety while working on the literature review. The methods used by the participants are three: changing mindset, doing something different, and building self-confidence. The findings of this research can serve as input for policymakers in designing final project programs for students, such as providing motivation programs, structured thesis scheduling and guidance, as well as more intensive educational methodology guidance.

Keyword: An anxiety, a thesis proposal, and writing.

PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my thesis, “A CASE STUDY : INVESTIGATING AN ANXIETY OF EFL STUDENTS IN WRITING THE THESIS PROPOSAL.” It is submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan, to fulfill one of the Research thesis requirements. There is much support from many people, which enables this proposed study to be completed. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

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The Writer

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ENCLOSURE LIST

Enclosure 1: Transcription of Interview

Enclosure 2: Curriculum Vitae



CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed about background of study, formulation of the problems, operational definitions, and significances of study.

1.1 Background of the study

Writing is one of the essential skills that EFL students must master. This skill is particularly critical when writing a final project, such as a thesis, which is a graduation requirement. Writing a thesis begins with drafting a thesis proposal, which serves as the foundation for the thesis. (Yunia & Hermawati, 2021).

However, many college students experience difficulties when writing a thesis proposal. They often feel overwhelmed by anxiety, which hampers their progress and prolongs the thesis-writing process. According to Advanced American English Longman (2005), anxiety is defined as a feeling of worry or discomfort about something that may occur or may have already occurred. It often causes excessive rumination and an intense fear or failure.

According to facet (2006), the researcher have to write a proposal to help manage and structure the research project. Even though it seems unimportant and a waste of time, a thesis proposal is made with the aim of the author preparing all the aspects needed for research. So that when the writing process has begun, the author has clear guidelines for writing research. Facet (2006) argued that the proposal plays an important role in justifying the research to a supervisor. It is used to argue the case for the research, also to demonstrating that it is important to state that the researcher are capable of undertaking – and successfully completing – the work.

Students who have completed the methodology course material taught in the third year should ideally be capable and have finished working on their thesis proposals. However, advocacy has been held for sixth-year students who have not yet completed their thesis as a final assignment. Data found that 9 out of 12 attending students have not yet completed their thesis proposals. Therefore, this is concerning

considering that their study period will soon be over specifically in the seventh year. From the data, the author attempts to investigate the causes of the delay in terms of the anxiety they experience in preparing their thesis proposals.

The students experience anxiety when writing thesis proposals, who are in their 6th and 7th years of study, faced significant challenges complicating their undergraduate thesis proposals, leading to prolonged delays. They reported confusion when crafting the background of study, selecting themes, identifying problems, and finding relevant theories, among other challenges. They added that they are also confused in preparing the thesis proposal due to a lack of understanding regarding the structure of the thesis proposal and the points within each feature of the thesis proposal structure.

In this study, the researcher will examine EFL students who have completed writing thesis proposals. This research aims to identify the anxiety experienced by EFL students and provide solutions for managing that anxiety when creating thesis proposals.

The results of this research can be used as a precaution for students who are starting to write their theses so that they do not experience delays in completing their theses. By understanding the types of anxiety that may arise along with their handling methods, it is hoped that students can complete their theses without being hindered by anxiety. In addition, from this research, it is expected that a program will be developed for students to support the completion of their theses, such as an intensive academic mentoring program and optimal mentoring scheduling. Additionally, considering the number of students who are struggling to complete their thesis proposals, it is necessary to consider adding more credit course for the methodology course.

1.2 Formulation of the problem

This study will guide by the following three questions:

1. What are the anxieties experienced by EFL students in writing a thesis proposals?
2. What are the structures of a thesis proposal that cause writing anxiety among EFL students when writing a thesis proposal?

3. How did they overcome the anxieties ?

Using this formula will help the researcher to analyze and find out one of the problem writing a thesis.

1.3 Operational definition

To prevent misunderstandings about the terms discussed in this research, the researcher provides the following definitions:

1. Anxiety

Rahman (2013) stated that “Anxiety is a tense unsettling anticipation of a threatening but form-less event, feeling of uneasy suspense”. Anxiety is usually equated with fear. However, fear and anxiety are two different things. the cause of fear is usually clear, while the cause of anxiety is difficult to understand.

2. Writing

Flower and Hayes (1981), Flower and Hayes (1987) explained that “writing is a complex process represented by textual features that entails language proficiency, transmission of ideas, communication and interaction with people, as well as appropriateness within diverse contexts”

3. Thesis proposal

“A thesis proposal is the foundation part of the process of thesis writing” (Hermawati. 2021).

1.4 Significances of the research

1. Theoretical use : This research will provide insight regarding the anxieties experienced by students when writing thesis proposals and how they cope with it. These insight enable readers to understand various aspects of anxiety in writing a thesis proposal and how to overcome it.
2. Empirical use : This research adds to the study of the anxieties experienced by students when writing thesis proposals and how they cope with it. The anxiety being studied is the anxiety during conducting thesis proposal generic structure. Some of these anxieties can be developed into more detailed research in the future.

3. Practical use : This research raises awareness about the real anxiety experienced by students when writing thesis proposals. Thus, it can be used to encourage readers to understand the anxieties that may arise. By understanding them, it is hoped that readers can anticipate some anxieties and learn ways to overcome them when writing thesis proposals. This research can also serve as a reference in curriculum development, such as in the addition of methodology course hours.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main parts. The first part is a conclusion that briefly explains the study and answers the research questions. The second part is suggestions for undergraduate students in the English education department.

5.1 Conclusions

In closing, from the results of the research discussed previously, this research revealed that there are three types of anxiety experienced by the participants, namely cognitive anxiety, somatic anxiety, and avoidance behavior anxiety. All participants indicated that they experienced cognitive anxiety and avoidance behavior anxiety. As for the type of somatic anxiety, only two out of the four participants experienced this type of anxiety, which is shown by the body's response. Among these three types of anxiety, it indicates that the participants are more dominant in cognitive anxiety and avoidance behavior anxiety.

The introduction and review on related literature sections are the parts of the thesis proposal structure that most cause participants to experience anxiety. In the introduction section, participants experience a lot of anxiety during the conducting background of study session and the conducting formulation of problems session. Meanwhile, for the review on related literature section, their anxiety occurs during the conducting theoretical review session and the conducting previous study session. All participants experience their worst anxiety during the conducting theoretical review session. The results of this research indicate that there is still a need for understanding and practice in creating a thesis proposal structure among EFL students.

There are three solutions that were applied by participants when dealing with anxiety in writing thesis proposals. They are changing mainset, doing something different, and buiding self-confidence. A shift in mindset towards a more positive direction enhances the motivation of participants in working on their thesis. by trying something different, such as the atmosphere and

environment in working on the thesis proposal, participants also felt a significant difference in the increase in their thesis progress. In addition, building self-confidence is equally important for them because it helps maintain the consistency of their thesis work until the end. Thus, this research shows that a motivation program is needed for students to complete their theses.

5.2 Suggestions

Based on the conclusions drawn above, there are several suggestions the researcher can offer to the readers, especially EFL readers as writers and researchers. As a foundational material for research, the thesis proposal is crucial as the initial stage in the research process. Therefore, thoroughly understanding each part of the thesis proposal is a necessity. It would be better to review the research methodology again before starting to conduct the thesis proposal. That way, you can avoid excessive anxiety regarding the lack of understanding related to the parts of the thesis proposal.

The second suggestion is the importance of increasing motivation and self-consistency in working on the thesis proposal. Anxiety can occur when there is a long gap between the stages of working on the thesis proposal. With consistency, anxiety will decrease and progress will increase, albeit little by little. Procrastination done to avoid discomfort will actually worsen anxiety in the future. In addition, do not be ashamed to ask for help from others, because working together will also increase your motivation.

Further research can be developed by using other theories related to methods for overcoming anxiety. It is hoped that more methods for overcoming anxiety will be obtained. Thus, there will be more options for methods and ways to avoid or overcome the problems that hinder the completion of the thesis. The findings of this research can serve as input for policymakers in designing final project programs for students, such as providing motivation programs, structured thesis scheduling and guidance, as well as more intensive educational methodology guidance.

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