

**EFL STUDENTS' BARRIERS AND SOLUTIONS
IN WRITING UNDERGRADUATE THESIS**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree
of *Sarjana Pendidikan* in English Education Department**



By:

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2024

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2024**

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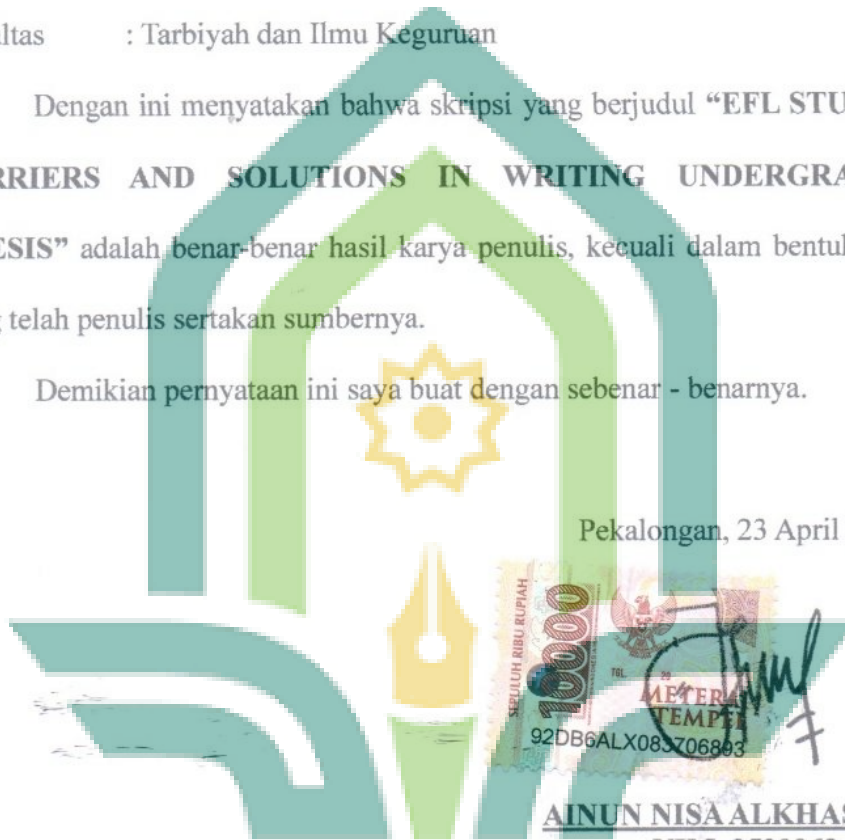
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Dengan ini menyatakan bahwa skripsi yang berjudul **“EFL STUDENTS’ BARRIERS AND SOLUTIONS IN WRITING UNDERGRADUATE THESIS”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

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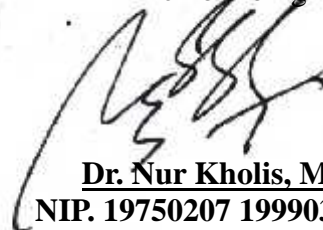
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Wassalamu'alaikum Wr. Wb.

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MOTTO

Terkadang Allah seakan menunda apa yang kita inginkan, bukan karena membiarkan kita tidak mendapatkannya, tetapi Allah ingin memberikan nikmat secara sempurna.

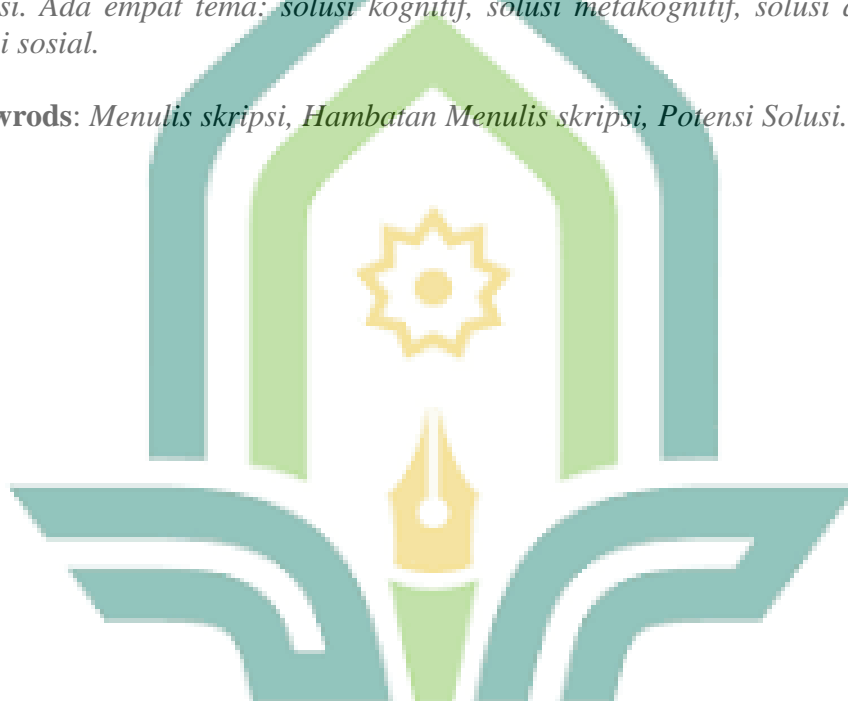
-Ustadz Adi Hidayat-



ABSTRAK

Penelitian ini bertujuan untuk mengetahui hambatan dan solusi mahasiswa dalam menulis skripsi. Desain penelitian menggunakan kualitatif melalui studi kasus. Lima partisipan dalam penelitian ini yang memenuhi kriteria yaitu mahasiswa EFL yang telah menyelesaikan penulisan skripsi dan bersedia berpartisipasi dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa mahasiswa EFL memiliki beberapa hambatan dalam menulis tesis sarjana mereka. Berdasarkan data yang dikumpulkan, terlihat tiga tema seperti permasalahan psikologis, sosial budaya, dan kebahasaan. Permasalahan yang paling banyak dan sering disebutkan dari wawancara adalah permasalahan faktor psikologis, faktor sosiokultural, dan faktor kebahasaan. Selain hambatan, terungkap juga bahwa peserta menerapkan beberapa solusi untuk mengatasi hambatan dalam penulisan skripsi. Ada empat tema: solusi kognitif, solusi metakognitif, solusi afektif, dan solusi sosial.

Keywords: *Menulis skripsi, Hambatan Menulis skripsi, Potensi Solusi.*



ABSTRACT

This study aim to discover students' barriers and solutions in writing their undergraduate theses. The research design uses qualitative through a case study. Five participants in this study met the criteria, namely, EFL students who have completed writing the thesis and are willing to participate in this study. Was conducted interviews and documentation. The results of this study indicate that EFL students have several barriers to writing their undergraduate thesis. Based on the data collected, three themes are evident such as psychological, sociocultural, and linguistic problems. The most common and frequently mentioned problems from interviews were problems with psychological factors, sociocultural factors, and linguistic factors. Besides barriers, it was also revealed that participants implemented several solutions to overcome barriers in writing a thesis. There are four themes: cognitive solutions, metacognitive solutions, affective solutions, and social solutions.

Keywords: Writing Thesis, Barriers in Writing, Potential Solutions.



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, "EFL STUDENTS' BARRIERS AND SOLUTIONS IN WRITING UNDERGRADUATE THESIS." 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

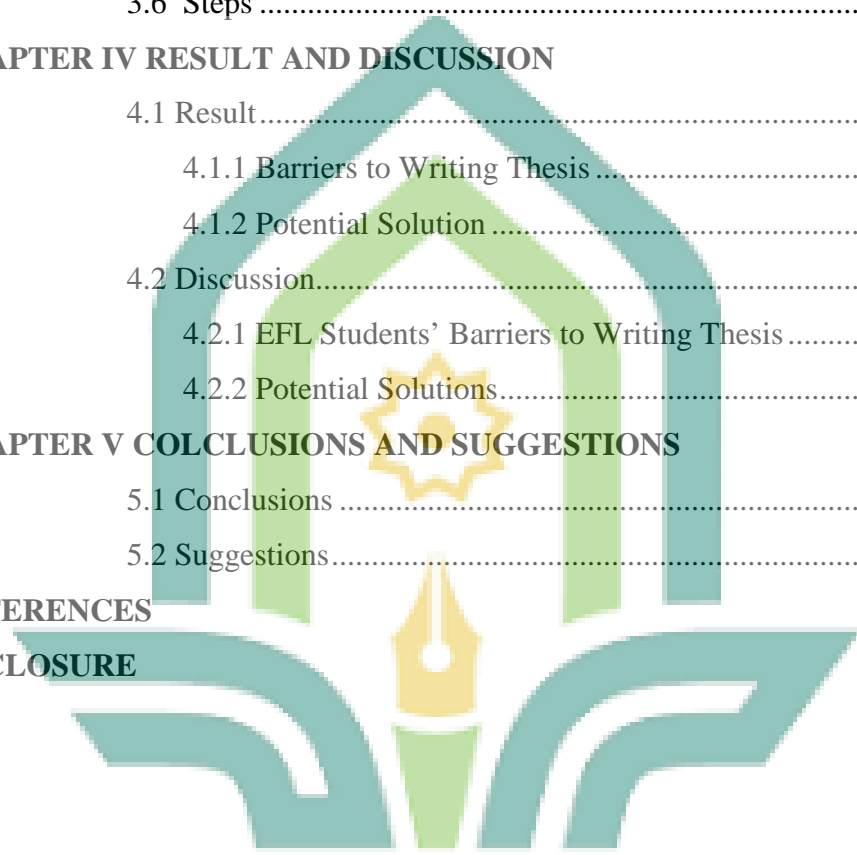


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ENCLOSURE LIST

Enclosure 1: Transcription of Interview

Enclosure 2: Curriculum Vitae



CHAPTER I

INTRODUCTION

1.1 Background

Students who should be able to graduate on time for the education they experience can graduate late because of their final assignment, namely a thesis. Writing a thesis is one of the most challenging times every final-year student must face. The thesis is a graduation requirement for every student pursuing students' education at the undergraduate, postgraduate, and dissertation levels (Akademi et al., 2019). The delay in graduating from EFL students in writing a thesis certainly has several factors that result in students needing help writing a thesis. Students who do not have academic writing skills, namely theses, find it challenging to write a thesis, such as determining research topics, planning time to write, and understanding things related to scientific writing (Fitria, 2022). Students' challenges when writing a thesis are also caused by various things, such as research objectives, data, research findings, and all research based on proven ratios (Lestari, 2020). The more skills in writing skills, the more students experience anxiety when writing their thesis (Vos, 2013). What is more, students who have to write their thesis in English, even if English is not their first language, must pay attention to the choice of vocabulary and the use of grammar; grammar mastery in EFL students causes them to lack confidence in writing their thesis (Lestari, 2020). Writing English is also considered the most challenging of other English skills, namely reading, listening, and speaking (Rattanadilok et al., 2015). In addition, the supervisor

also influences the process of students writing their thesis to direct students so that their writing is correct. Supervisors must discover their students' difficulties (Lawson et al, 2015). The description above illustrates that many EFL students experience barriers to carrying out their final assignment, namely the thesis, a requirement for student graduation.

Many studies have discussed the barriers experienced by students in completing their final assignment, namely the thesis. Barriers experienced by EFL students are often associated with linguistic aspects, which make EFL students experience difficulties in writing their thesis (Bambang et al., 2021). Several previous studies, including Akademi et al. (2019), found that grammar, which is a linguistic aspect, has grammar errors when writing a thesis proposal, namely additions, omissions, wrong forms, and mistakes in wording. Other previous studies from Ayana (2020) found other linguistic aspects, namely, errors in writing wrong sentences, mechanical errors, changing vocabulary, and errors in vocabulary, which were the most common mistakes made by students in writing their thesis. From the earlier studies, the linguistic aspect hinders students' EFL, even though other aspects can also become barriers for students in writing their thesis.

In this study, the researcher wanted to examine EFL undergraduate students who have completed writing the thesis. This paper aims to complete the deficiencies in previous studies that ignored the solutions of EFL students who experienced difficulties in writing their thesis. There are solutions students experience when writing their thesis. Potential solutions for overcoming

student thesis writing barriers have yet to be seen. In line with that, this paper wants to focus on the barriers to writing a thesis and the EFL students' solutions to the barriers to writing a thesis.

1.2 Formulation of The Problem

The problems of the study can be formulated into two aspects below:

1. What are the barriers experienced by EFL students in writing their thesis?
2. What are the EFL students' solutions to the barriers in writing a thesis?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Writing Thesis

Writing a thesis is research conducted by students following the rules of scientific methodology, such as formulating research questions, collecting data, analyzing findings, and presenting results systematically (Cresswell, 2013).

2. Barriers to Writing Thesis

Barriers to writing a thesis are anything that can slow down the emergence of ideas in writing caused by several factors (Murray, 2000).

Barriers for students in writing their thesis are caused by psychological factors, sociocultural factors, and linguistic factors (Rizwan & Naas, 2022)

3. Potential solutions

Potential solutions are a strategy used to overcome problems in writing (Bean & Melzer, 2021).

1.4 Aims of the Study

This study aims to investigate EFL students' barriers and solutions in writing an undergraduate thesis.

1.5 Significances of The Study

1. Theoretical Use

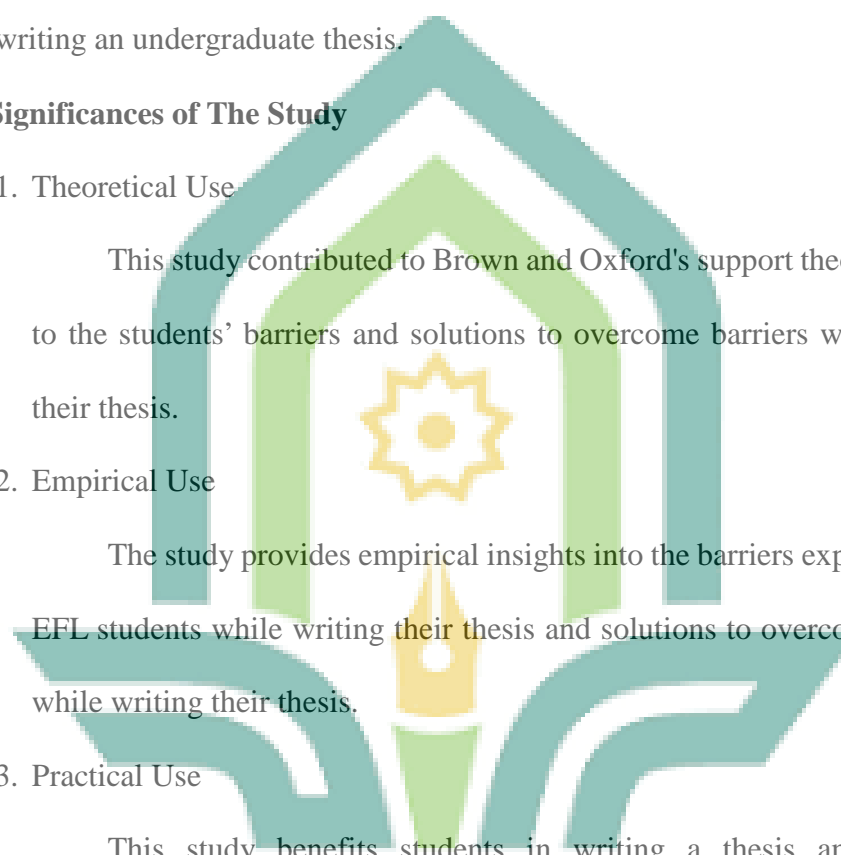
This study contributed to Brown and Oxford's support theories related to the students' barriers and solutions to overcome barriers while writing their thesis.

2. Empirical Use

The study provides empirical insights into the barriers experienced by EFL students while writing their thesis and solutions to overcome barriers while writing their thesis.

3. Practical Use

This study benefits students in writing a thesis and provides information and knowledge for readers about EFL students' barriers and solutions in writing an undergraduate thesis.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In closing, from the results of the research discussed previously, this research revealed that:

1. EFL students' barriers in writing undergraduate thesis were indicators of psychological factors that cause students to experience anxiety and Lack of motivation. While the indicators of socio-cultural factors, students experience social distance between students and society. Nonetheless, as an indicator of linguistic factors, EFL students experience a lack of mastery of grammar always receive revisions in the grammar section from their supervisors, and experience barriers to vocabulary.
2. EFL students' solutions to the barriers in writing undergraduate thesis were that there are indicators of cognitive solutions, and they apply them by making good plans so that working on their thesis runs effectively. In the metacognitive solution indicator, they apply it by self-regulating themselves before guidance from their supervisor to minimize revisions, radiating themselves by looking at friends' thesis that has passed. In the affective solution indicator, they apply it by considering high motivation and controlling their emotional condition. As well as social solution indicators, they apply through communication with supervisors, friends, and family regarding difficulties in writing a thesis.

5.2 Suggestions

Based on the conclusions that have been mentioned, there are several suggestions that I would like to convey to readers, especially EFL readers as writers and researchers. Low foreign language skills do not always mean an inability to produce good written work. There are several ways to overcome this problem and two of them are by utilizing technological devices. There are several useful tools that can be accessed for free such as Grammarly and QuillBot.

The second is that with self-consistency you will make more progress in writing your thesis, continue to evaluate and learn from past mistakes, continue to have motivation and maintain emotional health, and finally, seek help from other people, there will be many quality people who are willing to share. his knowledge.

The researcher provides several suggestions for further research examining EFL students' barriers and solutions to writing an undergraduate thesis. For future research, researcher suggest changing the research design to obtain more in-depth data and experience updates. In addition, factors that hinder EFL students in writing their theses can also be added.

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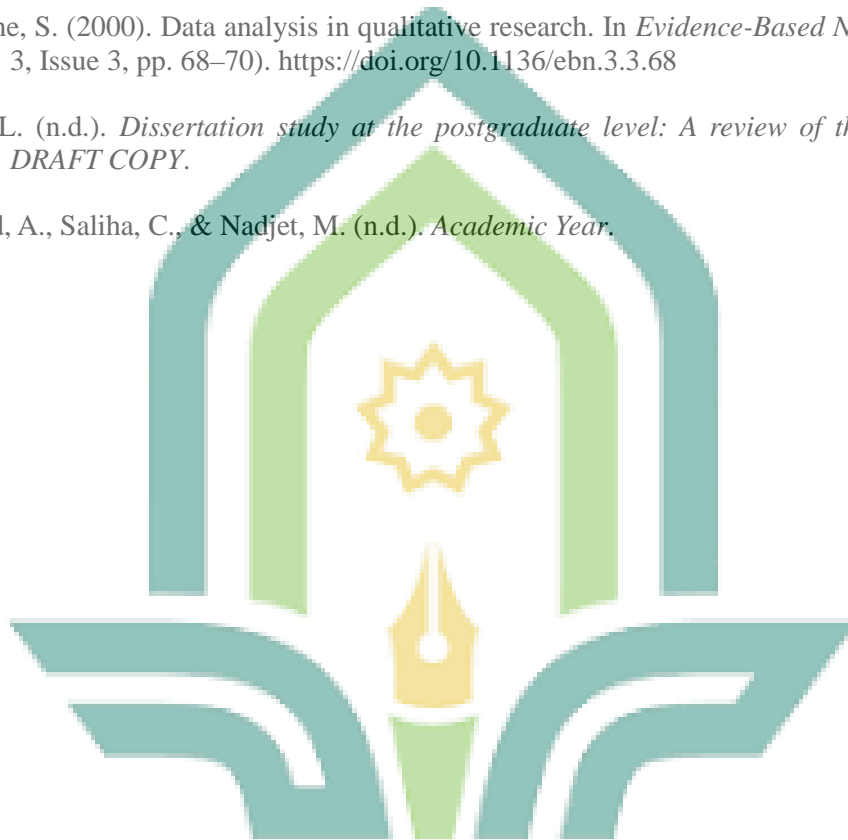
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ENCLOSURE

Enclosure 1: Transcription of Interview

Tiara's Interview

Name (Pseudonyms)	:	Data Transcription
Interviewer	:	Assalamualaikum Wr. Wb, sebelumnya saya sangat berterima kasih karena sudah bersedia untuk menjadi partisipan saya dalam penelitian ini. Penelitian saya yaitu bertujuan untuk mengetahui apasaja hambatan yang dialami oleh mahasiswa EFL dalam menulis skripsi dan apasaja solusinya terhadap hambatan dalam menulis skripsi. Apakah bisa dipahami?
Tiara	:	Okay, bisa dipahami.
Interviewer	:	Sekarang kita masuk pertanyaan yang pertama.
Tiara	:	Okay ayok bisa dimulai.
Interviewer	:	Apakah kamu pernah mengalami tekanan psikologi dalam menulis skripsi?
Tiara	:	Tentu saja pernah apalagi skripsi saya mundur yang harusnya lulus tepat waktu menjadi mundur satu tahun jadi lulusnya lima tahun. Salahsatunya factor tekanan psikologi yang dialami tentu stress dan itu saya menjadi orang yang pelupa juga pada waktu itu karena pressure.
Interviewer	:	Selain stress, misalnya muncul kecemasan saat menulis skripsi atau motivasi yang menurun dalam proses menulis skripsi, apakah pernah mengalami?
Tiara	:	Mengalami kecemasan pada saat menulis skripsi tentunya pernah, karena cemas ketika pada penulisan skripsinya udah benar belum sih nulisnya, jadi ada rasa kecemasan tersendiri.
Interviewer	:	saya juga terkadang merasakan seperti itu. Jadi kalau tekanan psikologinya berupa kecemasan dan juga stress ya?
Tiara	:	Iya gitu.

Interviewer	:	Tapi kalau dukungan atau support dari lingkungan sosial termasuk dengan dosen pembimbing ada nggak yang menjadikan hambatan kamu saat menulis skripsi?
Tiara	:	Kalau dukungan sosial pasti ada dari keluarga, kalau pembimbing alhamdulillahnya enak diajak bimbingan dan tidak pernah tidak bisa ditemui paling misalnya ganti hari ya tapi sebelumnya udah ada komunikasi terlebih dahulu. Tapi aku tidak mempunyai banyak teman, jadi aku untuk bersosialisasi dengan teman mengenai skripsi nggak ada.
Interviewer	:	Berarti untuk hubungan kamu dengan teman menjadi sebuah hambatan selama menulis skripsi?
Tiara	:	Iya, paling kalau dengan teman saja. Soalnya aku nggak banyak begitu teman.
Interviewer	:	Kalau dari factor linguistiknya ada nggak yang membuat kamu mengalami hambatan dalam menulis skripsi misal dari grammarnya atau vocabalrynya?
Tiara	:	Dari factor kebahasaan pasti ada seperti ada beberapa grammar yang belum sesuai terus banyak typo, ada kebingungan juga setelah dicek di Grammarly ternyata kurang tepat. Tetapi jika dari vocabnya akua man aja. Paling itu grammar.
Interviewer	:	Jadi dari factor linguistic ada ya yang menjadi hambatan dalam menulis skripsi.
Tiara	:	Iya, ada.
Interviewer	:	Terus kalo kita ngomongin solusi dari hambatan yang kamu alami. Apakah kamu menggunakan Solusi cognitive seperti mengatur waktu dalam menulis skripsi agar lebih efektif?
Tiara	:	Tadinya sejalannya aja, terus semakin kesini semakin cepet pengen lulus. Jadi seminggu itu harus mengerjakan walaupun seminggu itu dapet satu kalimat paling banyak satu paragraph. Pokoknya dalam satu minggu itu aku harus menulis walaupun hanya satu kalimat.
Interviewer	:	Semacam membuat timeline ya?
Tiara	:	Nggak si, paling cuman di rencanain aja kalau satu minggu itu harus nulis.

Interviewer	:	Terus kalau dari solusi metacognitive misalnya mengevaluasi diri ada nggak?
Tiara	:	Saya menggunakan solusi metacognitive dengan mengevaluasi diri saya sendiri yang terkadang suka nggak teliti. Saya selalu meneliti lagi tulisan saya sudah benar belum si pada bab ini. Misal diteliti kalimat-kalimatnya udah nyambung belum si sama kalimat sebelumnya, pada grammarnya juga.
Interviewer	:	Jadi kalau menurut kamu, mengevaluasi diri itu penting ya?
Tiara	:	Iya penting, soalnya kalau tidak, kita lebih ke sombong kaya mengiranya udah bener.
Interviewer	:	Dari Solusi affective kamu menggunakan Solusi tersebut nggak misalnya melakukan aktivitas tertentu untuk menjaga motivasi agar tidak menurun saat menulis skripsi?
Tiara	:	Saya selalu mempunyai motivasi, karena jika kita tidak mempunyai motivasi maka akan kehilangan arah. Jadi saya menggunakan solusi affective berpedoman pada orangtua yang terus memberikan masukan-masukan positifnya agar segera lulus, ingin mendapatkan pekerjaan yang lebih baik lagi untuk membangkitkan motivasi saya.
Interviewer	:	Oh iya, ini menyambung pada pertanyaan terakhir pada Solusi social misalnya dari teman dan keluarga itu membuat saya menjadi Solusi misal kaya tanya sama teman tentang hambatan-hambatan yang saya alami, kalau kamu?
Tiara	:	Jujur saya tidak terlalu memiliki banyak teman, jadi kalau mau cerita-cerita mengenai hambatan saya dalam menulis skripsi ke teman, saya tidak melalukannya. Tetapi saya selalu mengkomunikasikan langsung ke dosen pembimbing tentang hambatan-hambatan yang saya alami
Interviewer	:	Berarti kamu mending jalan sendiri ya dalam proses menulis skripsi?
Tiara	:	Iya saya begitu suka tanya langsung ke dosen pembimbing tentang hambatan-hambatan yang saya alami.
Interviewer	:	Baik, mungkin tadi pertanyaan terakhir. Saya mengucapkan terima kasih banyak sudah meluangkan waktunya untuk interview penelitian saya.
Tiara	:	Sama-sama, selagi saya bisa bantu saya pasti akan bantu.

In English Translation

Name (Pseudonyms)	:	Data Transcription
Interviewer	:	Assalamualaikum Wr. Wb I would like to thank you in advance for being willing to be my participant in this research. My research aims to find out what barriers are experienced by EFL students in writing a thesis and what are the solutions to the barriers in writing a thesis. Can it be understood?
Tiara	:	Okay, that's understandable.
Interviewer	:	Now let's get to the first question.
Tiara	:	Okay, come on, let's start.
Interviewer	:	Have you ever experienced psychological pressure while writing your thesis?
Tiara	:	Of course, I had especially when my thesis was postponed, which was supposed to be graduated on time, but it was postponed by one year, so it took five years to graduate. One of the psychological pressure factors experienced was of course stress and I became a forgetful person at that time because of the pressure.
Interviewer	:	Apart from stress, for example, anxiety appears when writing a thesis or motivation decreases during the process of writing a thesis, have you ever experienced this?
Tiara	:	Of course, I have experienced anxiety when writing my thesis, because I was worried when I wrote the thesis correctly and had not written it yet, so there was a certain feeling of anxiety.
Interviewer	:	I also sometimes feel like that. If the psychological pressure is in the form of anxiety and stress, right?
Tiara	:	Yes, like that.
Interviewer	:	Is there anything about support from the social environment, including your supervisor, that creates obstacles for you when writing your thesis?
Tiara	:	If there is social support, there must be from the family. <i>Alhamdulillah</i> , the mentors are nice to be invited to guide

		and they are never unable to be found, at least for example changing days, but there has been communication beforehand. But I don't have many friends, so I don't have time to socialize with friends about my thesis.
Interviewer	:	Does that mean social factors were not a barriers for you in writing your thesis?
Tiara	:	<i>Alhamdulillah</i> no, especially from the family and most importantly from the mother who always encourages.
Interviewer	:	Are there any linguistic factors that make you experience barriers in writing your thesis such as grammar or vocabulary?
Tiara	:	In terms of linguistic factors, there are some grammar factors that are not appropriate and there are lots of typos, there is also confusion. After checking on Grammarly, it turns out that it is not quite right. But in terms of vocabulary, I'm fine. Mostly it's grammar.
Interviewer	:	So, there are linguistic factors that become barriers in writing a thesis?
Tiara	:	Yes, there is.
Interviewer	:	Then we talk about solutions to the barriers you experience. Do you use cognitive solutions such as managing your time in writing your thesis to make it more effective?
Tiara	:	At first, it was just going along, but the further I got here, the faster I wanted to graduate. So, you have to work on it for a week, even if you get one sentence at most in one paragraph. Anyway, in one week I have to write, even if it's only one sentence.
Interviewer	:	Kind of like making a timeline, right?
Tiara	:	No, at least you just plan that you have to write in one week.
Interviewer	:	Then, from a metacognitive solution, for example, self-regulatory is there or not?
Tiara	:	I use a metacognitive solution by evaluating myself, which is sometimes careless. I always double-check that my writing is correct and not in this chapter. For example, if

		you examine the sentences, they are not connected to the previous sentence, but also to the grammar.
Interviewer	:	In your opinion, self-regulatory up is important, right?
Tiara	:	Yes, it's important because we don't become more arrogant than thinking we're right.
Interviewer	:	From the affective solution, do you use this solution instead of, for example, doing certain activities to keep your motivation from decreasing when writing your thesis?
Tiara	:	I always have motivation, because if we do not have we will lose direction. So, I used an affective solution based on my parents who continued to give me positive input so that I could graduate quickly, wanting to get a better job to raise my motivation.
Interviewer	:	Oh yes, this connects to the last question on social solutions, for example from friends and family, which makes me a solution, for example, like asking friends about the barriers I experience, what about you?
Tiara	:	To be honest, I don't have many friends, so if I want to tell my friends about the barriers in writing my thesis, I don't do it. However, I always communicate directly to my supervisor the barriers I experience.
Interviewer	:	Does that mean you choose your path in the thesis writing process?
Tiara	:	Yes, I like asking my supervisor directly about the barriers I experience.
Interviewer	:	OK, maybe that was the last question. I thank you very much for taking the time for my research interview.
Tiara	:	You're welcome, as long as I can help, I will help.

Lyodra's Interview

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Sebelumnya saya mengucapkan terima kasih banyak karena sudah menjadi partisipan dalam penelitian saya. Penelitian saya bertujuan untuk mengetahui apasaja hambatan yang dialami oleh mahasiswa EFL dalam menulis skripsi dan apasaja solusinya terhadap hambatan dalam menulis skripsi. Kita langsung masuk pertanyaan yang pertama ya. Apakah kamu mengalami tekanan factor psikologi dalam menulis skripsi?
Lyodra	:	Untuk factor psikologi dalam menulis skripsi tidak terlalu tertekan cuman memang saya kan semester 11 terus saya itu ibarat sudah tinggal satu tahun. Maksudnya yang sebenarnya empat tahun menjadi lima tahun, kemungkinan dari factor itu jadi saya bener-bener harus ada target disemester ini terakhir dan kalau bisa langsung selesai skripsinya dan tekanan itu pasti dari target saya dalam menggapai seminar proposal, komprehension, dll di bulan ini.
Interviewer	:	Kalau boleh tau dari factor psikologi ada kecemasan tersendiri nggak atau misal kehilangan motivasi?
Lyodra	:	Dari kecemasan itu ada misal kalau bimbingan nggak diacc saya ngulangin lagi nggak ya dan takut tidak sesuai dengan target saya. Dulu pernah ngerjain di bab 3 aku pikir udah selesai ternyata masih ada yang harus direvisi lagi.
Interviewer	:	Bagaimana dukungan lingkungan sosial kamu termasuk dosen pembimbing terhadap kamu saat menulis skripsi?
Lyodra	:	Dukungan sosial saya alhamdulillah kaya teman saya terus motivator-motivator saya yang mungkin sahabat saya itu banyak yang mendukung saya agar cepat selesai dan bisa membuat saya berpikir bahwa saya itu harus bisa mungkin ada efek postifnya juga dari lingkungan saya. Dosen pembimbing juga sangat membantu saya, gampang diajak ketemu dan diskusi.
Interviewer	:	Berarti untuk socialcultural factor tidak menjadi hambatan kamu dalam menulis skripsi ya?

Lyodra	:	Alhamdulillah tidak menjadi hambatan selama saya menulis skripsi.
Interviewer	:	Kalau dari factor linguistiknya ada nggak yang menjadi hambatan selama menulis skripsi?
Lyodra	:	Kesulitan menulis skripsi dalam kebahasaan kemungkinan untuk grammarnya itu memang saya itu ada kesulitan dalam penulisan Bahasa. Memang untuk segi membuat kalimat sesuai dengan grammar yang baik itu memang saya kurang dan saya selalu revisi dibagian itu.
Interviewer	:	Grammar memang paling susah si dari factor linguistic.
Lyodra	:	Benar sekali.
Interviewer	:	Sekarang saya mau tanya mengenai Solusi yang kamu gunakan untuk mengatasi hambatan-hambatannya. Apakah dari kamu sendiri menggunakan Solusi kognitif misalnya mengatur waktu yang baik agar lebih efektif saat mengerjakan skripsi?
Lyodra	:	Untuk diriku sendiri Solusi pada kognitif yang efektif untuk mengerjakan skripsi yaitu saya mempunyai catatan notes tersendiri bahwa saya bulan ini harus mencapai ini tujuannya agar ada patokan untuk memberikan semangat agar saya selesai tepat waktu.
Interviewer	:	Dari Solusi metacognitive apakah kamu menggunakannya sebagai Solusi?
Lyodra	:	Untuk solusi metacognitive tidak menjadi solusi karena saya tidak melakukannya.
Interviewer	:	Okay baik. Kalau melakukan aktivitas tertentu untuk menjaga agar motivasi tidak menurun kira-kira kamu melakukannya untuk mengatasi hambatan menulis skripsi nggak?
Lyodra	:	Untuk aktivitas tertentu nggak ada si, karena kan sejauh ini aman-aman aja motivasi saya untuk mengerjakan skripsi.
Interviewer	:	Baik, Lyodra. Untuk Solusi social kamu, apakah kamu selalu mengkomunikasikan hambatan-hambatan kamu dengan keluarga, atau teman?

Lyodra	:	Jika saya mengalami hambatan dalam menulis skripsi, pasti saya langsung cerita ke keluarga mengenai hambatannya dan keluarga selalu memberikan masukan-masukan yang bisa membantu menyelesaikan hambatan menulis skripsi saya, misal saya tanya sama kakak saya mengenai bab 1 yang mungkin kakak sudah berpengalaman. Pasti solusi ini sangat membantu saya dalam menyelesaikan skripsi.
Interviewer	:	Okay terima kasih, mungkin itu pertanyaan terakhir. Saya sekali lagi mengucapkan terima kasih banyak karena sudah bersedia menjadi partisipan dalam penelitian saya.

In English Translation

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	First of all, I would like to thank you very much for being a participant in my research. My research aims to find out what obstacles are experienced by EFL students in writing a thesis and what are the solutions to the obstacles in writing a thesis. Let's go straight to the first question. Do you experience psychological pressure when writing your thesis?
Lyodra	:	As for the psychological factor in writing a thesis, it's not too stressful, it's just that I'm in the 11th semester and it's like I've only had one year left. What this means is that four years have become five years, and it is possible that from that factor, I really have to have a target in this last semester and if possible, finish the thesis straight away the pressure is definitely from my target in achieving thesis proposal examination, comprehension examination this month.
Interviewer	:	If I may know from psychological factors there is a certain anxiety, lack of motivation, right?
Lyodra	:	From this anxiety, for example, if the guidance is not accepted, will I repeat it and am afraid that it will not meet my target. I was working on chapter 3 before, I thought it was finished, but it turns out there was still something that needed to be revised. For lack of motivation is not a barrier in writing thesis.
Interviewer	:	How did your social environment, including your supervisor, support you when writing your thesis?

Lyodra	:	<i>Alhamdulillah</i> , my social support is abundant from my friends and many of my motivators, maybe my friends, who support me so that I can finish quickly and can make me think that I should be able to, maybe there is also a positive effect from my environment. My supervisor was also very helpful to me, easy to meet and discuss.
Interviewer	:	This means that socio-cultural factors are not barriers to writing your thesis, right?
Lyodra	:	<i>Alhamdulillah</i> , there were no barriers while I was writing my thesis..
Interviewer	:	Are there any linguistic factors that become barriers in writing a thesis?
Lyodra	:	Difficulty writing a thesis in linguistics, possibly due to grammar, and I have difficulties in writing linguistics. Indeed, in terms of making sentences according to good grammar, I am lacking and I always revise that part.
Interviewer	:	Grammar is indeed the most difficult of linguistic factors.
Lyodra	:	Exactly.
Interviewer	:	Now, I want to ask about the solutions you used to overcome the barriers. Do you use cognitive solutions, for example managing your time well to be more effective when working on your thesis?
Lyodra	:	For myself, the effective cognitive solution for working on my thesis is that I have a separate note that this month I must achieve this goal so that there is a benchmark to encourage me so that I finish on time.
Interviewer	:	From the metacognitive solution do you use it as a solution?
Lyodra	:	For the metacognitive solution not to be the solution because I didn't do it
Interviewer	:	I see. If you do certain activities to keep your motivation from decreasing, you probably do it to overcome obstacles in writing your thesis, right?
Lyodra	:	There are no specific activities because so far my motivation for working on my thesis is safe.

Interviewer	:	Okay, Lyodra. For your social solutions, do you always communicate your barriers with family or friends?
Lyodra	:	If I experience barriers in writing my thesis, I tell my family straight away about the barriers and my family always provides input that can help overcome the barriers in writing my thesis, for example, I ask my sister about chapter 1, which perhaps my sister already has experience with. This solution will help me in completing my thesis.
Interviewer	:	OK thanks, maybe that's the last question. Once again thank you very much for agreeing to be a participant in my research.

Salma's Interview

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb Sebelumnya saya sangat berterima kasih karena sudah bersedia untuk menjadi partisipan saya dalam penelitian ini. Penelitian saya yaitu bertujuan untuk mengetahui apasaja hambatan yang dialami oleh mahasiswa EFL dalam menulis skripsi dan apasaja solusinya terhadap hambatan dalam menulis skripsi. Apakah bisa dipahami?
Salma	:	Bisa dipahami.
Interviewer	:	Okay, kita masuk pertanyaan yang pertama ya?
Salma	:	Iya.
Interviewer	:	Jadi ini mengenai hambatan-hambatan selama menulis skripsi, apakah kamu mengalami tekanan factor psikologi dalam menulis skripsi?
Salma	:	Selama menulis skripsi kadang banyak si factor-faktor psikologi yang biasa mengganggu, contohnya malas yang sering menyerang terus ngerasa overthinking saat sudah menulis skripsi terus mau diajuin ke dosen pembimbing itu overthinking dulu.
Interviewer	:	Selain dari overthinking semacam kaya kecemasan atau kehilangan motivasi pernah mengalami tidak?

Salma	:	Iya merasa cemas saat menulis skripsi tentunya pernah mengalami, seperti berfikir yang sebenarnya belum tentu terjadi jadinya merasa adanya kecemasan.
Interviewer	:	Tetapi kalau motivasi sering menurun nggak selama proses menulis skripsi?
Salma	:	Iya sering, kadang rasa malasnya itu muncul sehingga membuat memotivasi untuk ngerjainnya itu kadang nggak ada.
Interviewer	:	Jadi kalau dari factor psikologi dari kamu ada kecemasan yang muncul, dan adanya rasanya malas yang membuat motivasi menurun.
Salma	:	Iya gitu.
Interviewer	:	Kalau dari dukungan dari lingkungan sosial ada nggak si misal kaya temen terus dosen pembimbing yang sulit untuk ditemui?
Salma	:	Alhamdulillah kalau dosen pembimbing si mudah ya sangat mendukung, jadi tidak menghambat saya dalam menulis skripsi. Teman-teman juga sangat support banget termasuk keluarga.
Interviewer	:	Jadi kalo dari factor sociocultural nggak menjadi hambatan untuk kamu menulis skripsi ya?
Salma	:	Iya tidak menjadi hambatan saya selama menulis skripsi.
Interviewer	:	Kalau dari factor linguistiknya ada nggak yang menjadi hambatan selama menulis skripsi?
Salma	:	Kadang missal kalau baca jurnal susah, memahami konteks dalam jurnal harus baca berulang-ulang.
Interviewer	:	Kalau dari segi vocabulary atau grammar?
Salma	:	Iya dari vocabulary juga saya masih kurang penguasaannya, saya sangat sulit mencari kata-kata yang memiliki arti yang sama yang sedang saya cari.
Interviewer	:	Oh iya. Okay, tadi kan udah ngomongin soal hambatannya ya. Sekarang dari solusinya untuk mengatasi hambatan dalam menulis skripsi. Dari Solusi kognitif misal mengatur waktu agar lebih efektif dalam menulis skripsi?

Salma	:	Saya selalu membuat rencana yang untuk mengatur menulis skripsi, jadi saya selalu menerapkan pokoknya dalam satu minggu itu harus menulis satu hari kadang cuman dapet satu poin. Itu harus saya lakukan karena agar waktu pengerjaan skripsi saya tertata dengan baik sehingga saya bisa menyelesaikan skripsi saya dengan tepat.
Interviewer	:	Kalau dari Solusi metacognitive misal pengaturan diri mengenai proses kemajuan proses menulis skripsi, apakah pernah kamu menggunakannya untuk menjadikan Solusi dari hambatan dalam menulis skripsi?
Salma	:	Untuk pengaturan diri tidak, saya sejalannya saja.
Interviewer	:	Dari solusi yang affective misal melakukan aktivitas tertentu untuk menjaga agar motivasi tidak menurun kira-kira kamu melakukannya untuk mengatasi hambatan menulis skripsi nggak?
Salma	:	Kalau saya kan terkadang bosan, terus suntuk juga ya dalam menulis skripsi. Saya selalu Me time aja si biar tenang untuk memberikan semangat lagi dan menjaga kondisi emosional karena kan solusi affective ini juga berkaitan dengan emosi, jadi saya me time agar tidak terlalu spaneng. Setelah me time itu pasti energi positif akan datang sendirinya dan lanjut untuk mengerjakan skripsi.
Interviewer	:	Iya si emang me time itu enak banget untuk mengembalikan semangat kita lagi dalam mengerjakan skripsi. kalau dari Solusi yang sosial gimana, Salma?
Salma	:	Saya selalu menanyakan ke teman-teman saya jika saya mengalami keraguan dalam menulis skripsi. Ke perpustakaan bareng dan saling mendiskusikan mengenai hambatan-hambatan yang sedang dialami.
Interviewer	:	Iya si kalau saya pribadi juga paling sering nanya ke teman. Mungkin itu saja pertanyaan-pertanyaan dari saya. Saya mengucapkan banyak terima kasih sudah meluangkan waktunya untuk kesempatan kali ini.
Salma	:	Iya sama-sama.

In English Translations

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb First of all, I am very grateful for being willing to be my participant in this research. My research aims to find out what obstacles are experienced by EFL students in writing a thesis and what are the solutions to the obstacles in writing a thesis. Can it be understood?
Salma	:	Yes, I get it.
Interviewer	:	Okay, let's start with the first question.
Salma	:	Yes.
Interviewer	:	This is about obstacles when writing a thesis, did you experience pressure from psychological factors when writing the thesis?
Salma	:	While writing a thesis, sometimes there are a lot of psychological factors that usually interfere, for example, laziness often strikes, and then you feel overthinking when you have written your thesis and then want to submit it to your supervisor and overthink it first.
Interviewer	:	Apart from overthinking, the kind of anxiety rich have you ever experienced?
Salma	:	Yes, of course, I have experienced feeling anxious when writing my thesis, such as thinking that something is not happening, so I feel anxious.
Interviewer	:	But is not motivation often decreasing during the thesis writing process?
Salma	:	Yes, often, sometimes the feeling of laziness appears so that sometimes there is no motivation to do it.
Interviewer	:	So, if you have psychological factors, anxiety arises, and you feel lazy, which can cause your motivation to decrease.
Salma	:	Yes, like that.

Interviewer	:	Is there support from the social environment, for example, like friends and supervisors who are difficult to find?
Salma	:	<i>Alhamdulillah</i> , the easy supervisor was very supportive, so it didn't hinder me in writing my thesis. My friends are also very supportive, including my family.
Interviewer	:	Sociocultural factors aren't an barriers for you to write your thesis, right?
Salma	:	Yes, there were no barriers while I was writing my thesis.
Interviewer	:	Are there any linguistic factors that become barriers when writing your thesis?
Salma	:	Sometimes, for example, if it is difficult to read a journal, you have to read the context of the journal over and over again.
Interviewer	:	In terms of vocabulary or grammar?
Salma	:	Yes, in terms of vocabulary, I still lack mastery, it is very difficult for me to find words that have the same meaning as what I am looking for. If grammar is not an obstacle because of grammar, I rarely revise.
Interviewer	:	I see. Ok, I already talked about the barriers earlier. Now for the solution to overcome barriers in writing a thesis. From cognitive solutions, for example managing time to be more effective in writing a thesis?
Salma	:	I always make a plan to organize my thesis writing, so I always apply the point that in one week I have to write one day, sometimes I only get one point. I have to do this because it ensures that my thesis work time is well organized so that I can complete my thesis correctly.
Interviewer	:	If from a metacognitive solution, for example, self-regulatory about the progress of the thesis writing process, have you ever used it to create a solution to barriers in writing a thesis?
Salma	:	As for self-regulation or not, I just go along with it.
Interviewer	:	From affective solutions, for example, carrying out certain activities to keep motivation from decreasing, I think you have succeeded in overcoming the barriers to writing your thesis, right?

Salma	:	Sometimes I get bored, and I also get bored when writing my thesis. I always just take time to calm down to give myself more enthusiasm and maintain my emotional condition because this affective solution is also related to emotions, so I take time so I don't get too busy. After that me-time, positive energy will come by itself and you can continue working on your thesis.
Interviewer	:	Yes, metime is really good for restoring our enthusiasm for working on our thesis. What about social solutions, Salma?
Salma	:	I always ask my friends if I have doubts about writing a thesis. Go to the library and gather and discuss the barriers you are experiencing.
Interviewer	:	Yes, personally, I also often ask my friends. Maybe those are all my questions. I thank you very much for donating your time for this opportunity.
Salma	:	My pleasure.

Nabila's Interview

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb Sebelumnya saya sangat berterima kasih karena sudah bersedia untuk menjadi partisipan saya dalam penelitian ini. Penelitian saya yaitu bertujuan untuk mengetahui apasaja hambatan yang dialami oleh mahasiswa EFL dalam menulis skripsi dan apasaja solusinya terhadap hambatan dalam menulis skripsi. Apakah bisa dipahami, Nabila?
Nabila	:	Walaikumussalam Wr. Wb. Iya sama-sama, saya juga berterima kasih karena dikasih kepercayaan untuk menjadi salahsatu partisipan dalam penelitianmu.
Interviewer	:	Okay, kita masuk pertanyaan yang pertama. Apakah kamu mengalami tekanan psikologi saat menulis skripsi?
Nabila	:	Sebagai mahasiswa yang sedang mengerjakan skripsi pasti mereka akan merasakan yang namanya tekanan baik itu tekanan dari luar maupun dari dalam atau tekanan mental

		tekanan psikologi tentunya pernah apalagi bagi mahasiswa yang fokusnya terbagi, contohnya lagi bekerja atau melakukan sesuatu terus dibarengi dengan proses pengerjaan skripsi pasti lebih double lagi tekanannya dan pasti mereka bakalan stress.
Interviewer	:	Berarti selama kamu menulis skripsi salahsatunya stress ya. Kalau boleh tau kalau dari factor psikologi mengalami kecemasan tersendiri atau nggak tidak adanya motivasi selama menulis skripsi nggak?
Nabila	:	Kalau perasaan cemasnya ada. Jadi gini, selama proses pengerjaan skripsi itu saya punya usaha dagang jadi kadang kendalanya ada pada manajemen waktu. Jadi pas ketika mau bimbingan kan biasanya dikasih revisi dan dikasih tenggat waktu juga kalau saya belum ngerjain revisinya dan setiap mau bimbingan pasti cemas banget jadinya lebih ke yaudah dikerjain h-2 atau h-1 yang penting ada bahan untuk bimbingan.
Interviewer	:	Okay, jadi dari tekanan psikologi ada stress dan juga mengalami kecemasan saat hendak bimbingan. Untuk pertanyaan selanjutnya, bagaimana hubungan kamu dengan lingkungan sosial termasuk dengan dosen pembimbing.
Nabila	:	Kalau hubungan dengan keluarga, kerabat, teman, dan dosen pembimbing alhamdulillah semuanya baik dan support banget. Jadi mereka sering memberikan motivasi agar cepat mengerjakan skripsinya. Dosen pembimbingku juga orangnya supportive banget suka memberikan motivasi terus juga tipe pembimbing yang selain memberikan revisi tetapi beliau juga suka memberikan referensi-referensi seperti jurnal.
Interviewer	:	Dari factor sosial sepertinya tidak menjadi hambatan kamu selama menulis skripsi ya?
Nabila	:	Iya kalau dari factor social tidak menjadi hambatan.
Interviewer	:	Dari factor linguistic menjadi hambatan selama menulis skripsi nggak?
Nabila	:	Iya ini benar banget apalagi kita kan lintas Bahasa dari Bahasa ibu Indonesia ke Bahasa Inggris jadi kita mau nggak mau harus translate apa yang dipikiran kita denga

		apa yang akan kita tuliskan. Jadi factor linguistic seperti grammar pasti sering banget jadi revisi setiap pembimbing dan pembimbing juga mengusulkan untuk menggunakan aplikasi quillbot.
Interviewer	:	Iya si benar, grammar sangat diteliti sama dosen pembimbing.
Nabila	:	Iya makanya menjadi salah satu hambatan dalam menulis skripsi.
Interviewer	:	Kalau untuk solusinya gimana, dari solusi cognitive. Jadi Solusi cognitive itu semacam memecahkan sebuah masalah. Apakah kamu menggunakan Solusi tersebut misal seperti konsistensi diri?
Nabila	:	Paling kalau saya menjaga konsistensi diri saya, saya mengusahakan untuk sebisanya kalau capek banget ngerjaikn skripsinya malam hari atau nggak sebelum subuh sebelum memulai kegiatan pas pikirannya lagi fresh. Pokoknya satu hari itu harus ada progress dalam mengerjakan skripsi.
Interviewer	:	Berarti untuk yang Solusi cognitive dilakukan kamu untuk mengatasi hambatan-hambatan selama menulis skripsi ya. Untuk Solusi yang metacognitive seperti mengevaluasi diri dilakukan oleh kamu tidak?
Nabila	:	Untuk Solusi metacognitive berarti saya melakukan evaluasi diri dengan melakukan melihat skripsi dari teman yang sudah lulus sebelum melakukan ujian skripsi seperti format skripsinya, grammarnya. Jadi evaluasi dirinya lebih ke melihat skripsinya teman yang sudah lulus.
Interviewer	:	Solusi yang metacognitive juga membantu kamu untuk mengatasi hambatan dalam menulis skripsi. Untuk pertanyaan selanjutnya ada Solusi affective, Solusi affective itu pengelolaan emosi. Apakah kamu melakukannya juga?
Nabila	:	Kalau saya lebih ke naikin mood atau melakukan hobi saya seperti nonton drakor atau nonton youtube untuk naikin mood tapi nontonnya dengan subtitle Bahasa inggris agar tetap sambil belajar juga. Dengan menaikkan moodnya nonton drakor atau youtube bisa mengembalikan semangat saya lagi untuk mengerjakan skripsi yang

		terkadang membosankan bagi saya dan agar tetap terjaga kondisi emosional saya.
Interviewer	:	Aku juga setuju si, aku juga misal udah suntuk mending nonton yang membuat kita terhibur. Untuk pertanyaan terakhir, apakah kamu melakukan Solusi social misalnya mengkomunikasikan hambatanmu dengan teman?
Nabila	:	Saya selalu bertanya ke teman mengenai hambatan saya dalam menulis skripsi, misal kalau saya jalan-jalan sama teman-teman sambil cerita-cerita mengenai skripsi dan saya mencoba untuk menanyakan hambatan-hambatan yang sedang saya alami, dan ini akan membantu saya dalam mengatasi hambatan tersebut.
Interviewer	:	Teman memang menurutku Solusi utama untuk dimintai tolong mengenai skripsi, tetapi jika mempunyai teman yang tepat.
Nabila	:	Iya benar sekali.
Interviewer	:	Mungkin itu saja interview kali ini. Saya mengucapkan terima kasih banyak karena sudah meluangkan waktunya untuk menjadi partisipan dalam penelitian saya.
Nabila	:	Sama-sama senang bisa membantu. Good luck ya!

In English Translations

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb First of all, I would like to thank you for agreeing to be my participant in this research. My research aims to find out what obstacles are experienced by EFL students in writing a thesis and what are the solutions to the obstacles in writing a thesis. Is that understandable, Nabila?
Nabila	:	Walaikumussalam Wr. Wb. Yes, you're welcome, I also thank you for being given the trust to be a participant in your research.

Interviewer	:	OK, let's get to the first question. Did you experience psychological pressure when writing your thesis?
Nabila	:	As students who are working on their thesis, they will feel pressure, whether it is pressure from outside or inside or mental pressure, psychological pressure, of course, especially for students whose focus is broad, for example, working or doing something continuously accompanied by the process of working on the thesis is more double. the pressure is on and they will be stressed.
Interviewer	:	This means that while you are writing your thesis, it's stressful. If I may, it is psychological factors that you experience anxiety or lack of motivation while writing your thesis, right?
Nabila	:	There must be feelings of anxiety. So, during while working on my thesis, I have a trading business, so sometimes the problem is time management. If I want guidance, I am usually given a revision and a deadline, and if it has not been revised, every time you want guidance, I will be really worried, so it's better to have a second revision. The first day or days, the important thing is that there is guidance material.
Interviewer	:	I see, so from psychological pressure there is stress and also anxiety when seeking guidance. For the next question, how is your relationship with the social environment, including with your supervisor.
Nabila	:	In terms of relationships with family, relatives, friends, and supervisors, thank God they are all good and very supportive. So, they are often motivated to quickly work on their thesis. My supervisor is also a very supportive person who likes to provide continuous motivation and is also the type of supervisor who apart from providing revisions, he also likes to provide references such as journals.
Interviewer	:	Sociocultural factors don't seem to be a barrier for you when writing your thesis, right?
Nabila	:	Yes, if social factors are not barriers in writing thesis.
Interviewer	:	Linguistic factors become barriers when writing a thesis, right?

Nabila	:	Yes, exactly, especially since we cross languages from Indonesian to English, so we inevitably have to translate what we think into what we write. So, linguistic factors such as grammar are sure to be frequently revised by each supervisor and supervisors are also advised to use the Quillbot application.
Interviewer	:	Yes, it's true, grammar is scrutinized by supervisors.
Nabila	:	Yes, that's why it is one of the difficulties in writing a thesis.
Interviewer	:	What about the solution, from a cognitive solution? So, a cognitive solution is a kind of solving a problem. Do you use this solution, for example, like self-consistency?
Nabila	:	At least, if I maintain my consistency, I try as much as possible if I'm really tired to work on my thesis at night or not before dawn before starting the activity when my mind is fresh. One day there must be progress in working on the thesis.
Interviewer	:	This means cognitive solutions that you use to overcome obstacles while writing your thesis. For metacognitive solutions such as turning yourself on, do you do it or not?
Nabila	:	For the metacognitive solution, it means I do a self-evaluation by looking at the theses of friends who have passed before taking the thesis exam, such as the format of the thesis, and grammar. So, his self-evaluation is more about looking at the thesis of friends who have graduated.
Interviewer	:	Metacognitive solutions also help you to overcome barriers in writing a thesis. For the next question, there is an affective solution. The affective solution is managing emotions. Do you do it too?
Nabila	:	If I prefer to improve my mood or do my hobbies, such as watching Korean dramas or watching YouTube to improve my mood, but watch it with English subtitles so that I can still study as well. By improving my mood, watching Korean dramas or YouTube can restore my enthusiasm to work on my thesis which is sometimes boring for me, and to maintain my emotional condition.
Interviewer	:	I agree with you, if I'm too tired, it's better to watch something that keeps us entertained. For the last question,

		do you do social solutions, for example communicating your obstacles with friends?
Nabila	:	I always ask friends about my barriers in writing my thesis, for example, if I hang out with my friends while telling stories about my thesis and I try to ask about the barriers I am experiencing, and this will help me overcome these barriers.
Interviewer	:	In my opinion, friends are the main solution for asking for help regarding a thesis, but if you have the right friends.
Nabila	:	Exactly.
Interviewer	:	Maybe that is all for this interview. I thank you very much for donating your time to be a participant in my research.
Nabila	:	My pleasure. Good luck!

Mahalini's Interview

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb Sebelumnya saya sangat berterima kasih karena sudah bersedia untuk menjadi partisipan saya dalam penelitian ini. Penelitian saya yaitu bertujuan untuk mengetahui apasaja hambatan yang dialami oleh mahasiswa EFL dalam menulis skripsi dan apasaja solusinya terhadap hambatan dalam menulis skripsi. Apakah bisa dipahami, Mahalini?
Mahalini	:	Iya, bisa dipahami.
Interviewer	:	Kita masuk pertanyaan yang pertama ya. Apakah kamu pernah merasakan tekanan psikologi selama menulis skripsi.
Mahalini	:	Skripsi itu butuh effort yang lebih, butuh perjuangan, butuh riset, butuh data-data, dan sebagainya. Pasti takut dan rasa cemas itu pasti ada karena skripsikan bukan cuman menulis pesan.
Interviewer	:	Berarti menjadi hambatan ya untuk masalah psikologi?

Mahalini	:	Iya menjadi hambatan bagi saya.
Interviewer	:	Kalau kurangnya motivasi selama mengerjakan skripsi ada nggak?
Mahalini	:	Ada, karena kan dulu corona online semua dan motivasi belajarnya mulai menurun dan akhirnya berdampak pada pengerjaan yang semakin mundur, jadi niatnya yang tadinya senang ketemu teman ketemu dosen jadinya agak redup dan akhirnya kehilangan motivasi.
Interviewer	:	Dari factor sosial kamu ada tidak yang menjadi hambatan misalnya dari teman, keluarga, atau dosen pembimbing yang susah untuk ditemuin?
Mahalini	:	Kalau dari lingkungan sosial tidak ada mungkin dari lingkungan saya sendiri, saya kan dari semester 4 sampai semester 10 itu saya part time ngajar. Jadi waktu saya mengerjakan skripsi kepakai untuk mengajar. Teman dan juga pembimbing alhamdulillah nggak ada masalah dalam proses menulis skripsi saya.
Interviewer	:	Salut banget sama kamu bisa membagi waktu antara kerja dan mengerjakan skripsi.
Mahalini	:	Tapi kan lulusnya terlambat
Interviewer	:	Setidaknya terlatnya itu ada kegiatan yang lain.
Mahalini	:	Karena factor lain juga si.
Interviewer	:	Dari faktor linguistic misalnya grammar dan vocabulary ada tidak yang menjadi hambatan kamu selama menulis skripsi?
Mahalini	:	Lebih ke teori ya bukan ke linguistic soalnya beberapa kali teori saya ditolak karena alasan nggak sesuai.
Interviewer	:	Iya menemukan teori yang sesuai itu juga kadang menyusahkan.
Mahalini	:	Iya gitu, kalau dari faktor linguistiknya si nggak ya.
Interviewer	:	Kita lanjut pertanyaan yang selanjutnya mengenai Solusi. Solusi yang pertama ada Solusi cognitive, jadi Solusi cognitive itu semacam memecahkan masalah dari kesulitan yang dialami oleh mahasiswa EFL selama menulis skripsi.

		Apakah kamu menggunakannya untuk mengatasi hambatan selama menulis skripsi? Apalagi tadi kamu menyebutkan ngerjain skripsi sambil part time.
Mahalini	:	Untuk Solusi kognitif pastinya saya lakukan yaitu, jadi biasanya saya membuat jadwal, misal ngajar dari siang sampai sore terus aku ngerjainnya dari magrib sampai isya habis itu lanjut makan, shalat, dan segala macam terus dilanjut lagi tapi kalau capek nggak aku terusin, yang penting ada sedikit perubahan dalam skripsi saya.
Interviewer	:	Berarti kalau kamu setiap harinya harus mengerjakan skripsi ya?
Mahalini	:	Nggak harus si, tapi satu minggu itu harus ada progress walaupun cuman dapat dua halaman.
Interviewer	:	Aku juga menerapkan seperti itu, satu minggu harus ada progress. Berarti untuk Solusi cognitive dilakukan kamu untuk mengatasi hambatan selama menulis skripsi?
Mahalini	:	Iya, karena sangat membantu saya dalam menulis skripsi.
Interviewer	:	Dari Solusi yang metacognitive misalnya mengevaluasi diri. Apakah kamu melakukannya sebagai Solusi?
Mahalini	:	Saya kalau mau bimbingan pasti mengevaluasi diri sendiri dulu dengan meneliti lagi bab mana yang kurang tepat agar minim revisi nantinya dan kalau bisa ya langsung diacc.
Interviewer	:	Iya si kalau menurut saya juga penting banget harus mengevaluasi diri. Dari Solusi yang metacognitive mampu memberikan Solusi untuk mengatasi hambatan selama menulis skripsi ya?
Mahalini	:	Iya menurut saya.
Interviewer	:	Pertanyaan selanjutnya dari Solusi affective semacam pengelolaan emosi. Apakah kamu menggunakannya sebagai solusi?
Mahalini	:	Saya biasanya selalu metime untuk menjaga kondisi emosional saya, karena kan solusi affective ini berkaitan dengan emosi ya, jadi saya kalau udah mulai bosan mengerjakan skripsinya, untuk naikin mood biasanya

		saya me time terus beli jajan yang saya sukai. Nanti setelah saya me time baru mengerjakan skripsi lagi.
Interviewer	:	Kalau dari Solusi social, apakah kamu juga melakukannya?
Mahlini	:	Paling sama orangtua ya diingetin terus harus cepat lulus, kalau sama teman malah saya jarang berkomunikasi.
Interviewer	:	Baik, mungkin itu pertanyaan terakhir. Saya mengucapkan terima kasih banyak sudah bersedia menjadi partisipan dalam penelitian saya.
Mahalini	:	Sama-sama. Semoga sukses ya skripsinya.
Interviewer	:	Aamiin.

In English Translations

Name (Pseudonyms)	:	Data Transcriptions
Interviewer	:	Assalamualaikum Wr. Wb First of all, I would like to thank you for agreeing to be my participant in this research. My research aims to find out what barriers EFL students experience in writing their theses and what solutions there are to these barriers in writing their theses. Is that understandable, Mahalini?
Mahalini	:	Yes, I get it.
Interviewer	:	Let's get to the first question. Have you ever felt psychological pressure while writing your thesis?
Mahalini	:	The thesis requires more effort, requires struggle, requires research, requires data, and so on. There must be fear and anxiety because this thesis is not just about writing messages.
Interviewer	:	Does that mean it is a barrier to psychological issues?
Mahalini	:	Yes, it is a barrier for me.
Interviewer	:	What if you lack motivation while working on your thesis?
Mahalini	:	Yes, because in the past Corona was all online, and his motivation to study started to decline and ultimately impacted on his work progressing further, so his intention,

		which was previously happy to meet friends and meet with lecturers, became somewhat dimmer and ultimately lost motivation.
Interviewer	:	Are there any social factors that are not barriers for you, for example, friends, family, or supervisors who are difficult to find?
Mahalini	:	From the social environment, there is no possibility of my environment, I taught part-time from semester 4 to semester 10. So, when I was working on my thesis I used it to teach. My friends and my supervisors, there were no problems in the process of writing my thesis.
Interviewer	:	I appreciate you being able to divide your time between work and working on your thesis.
Mahalini	:	But I graduated late.
Interviewer	:	At least it's late there are other activities.
Mahalini	:	Because of other factors too.
Interviewer	:	From linguistic factors, for example, grammar and vocabulary, wasn't there anything that hindered you while writing your thesis?
Mahalini	:	It's more about theory, not linguistics because some of my theories were rejected. After all, they did not do it.
Interviewer	:	I find fitting theories also sometimes troublesome.
Mahalini	:	Yes, that's it based on linguistic factors, no.
Interviewer	:	We will further the next question regarding Solutions. The first is a cognitive solution, so the cognitive solution is a kind of problem-solving of the difficulties experienced by EFL students while writing their thesis. Did you use it to overcome obstacles while writing your thesis? Moreover, you mentioned working on your thesis part-time.
Mahalini	:	For the cognitive solution, I do that, so usually I make a schedule, for example, teaching from noon to evening then I do it from sunset until Isha ends, then I continue eating, praying, and all kinds of things and continuing again, but if

		I'm tired I don't continue, the important thing is to have slight changes in my thesis.
Interviewer	:	Does that mean you have to work on your thesis every day?
Mahalini	:	It doesn't have to be, but in one week there must be progress even if you only get two pages.
Interviewer	:	I also apply it like this, one week there should be progress. What do you mean by cognitive solutions to overcome obstacles while writing your thesis?
Mahalini	:	Yes, because it helped me in writing my thesis.
Interviewer	:	From metacognitive solutions, for example, self-regulatory. Are you doing it as a solution?
Mahalini	:	If I want guidance, I will self-evaluation myself first by researching again which chapters are not quite right so that at least they can be revised later and if possible, I will immediately correct them.
Interviewer	:	Yes, in my opinion, it is also very important to go round and round. Metacognitive solutions can provide solutions to overcome barriers while writing a thesis, right?
Mahalini	:	Exactly.
Interviewer	:	The next question of affective solutions is some kind of emotional management. Do you use it as a solution?
Mahalini	:	I usually always take time to maintain my emotional condition, because this affective solution is related to emotions, so when I start to get bored working on my thesis, to improve my mood I usually take time and buy snacks that I like. Later, after I have time, I will work on my thesis again.
Interviewer	:	If it's from Social Solutions, do you do it too?
Mahlini	:	Mostly with my parents, I keep reminding myself that I have to graduate quickly, but with my friends, I rarely communicate.
Interviewer	:	OK, maybe that's the last question. I would like to thank you very much for agreeing to be part of my research.

Mahalini	:	You are welcome. Good luck!
Interviewer	:	Aameen.



Enclosure 2

CURRICULUM VITAE

Name : Ainun Nisa Alkhasanah
Student Number : 2520062
Place and Date of Birth : Pemasang, October 27 2001
Gender : Female
Address : DS. Sukorejo Gg. Madukara, Kec.
Ulujami. Pemasang.
Educational Background :
1. SD Negeri 01 Sukorejo (2015)
2. SMP Negeri 05 Ulujami (2017)
3. SMA Negeri 01 Sragi (2020)

