CHAPTER I

INTRODUCTION

This chapter discusses: Background of the study**,** problems of the study, objectives of the study, significances of the study, scope and limitation, definition of key term, and framework of the discussion.

A. Background of the Study

Undergraduate students (S1) has the end goal of the study to complete the final task or thesis. Thesis is a scientific paper based on the results of field research or literature study prepared in accordance with the students' study program as the final at a university. Thesis also has an important role as a means to measure how far science has been obtained by the students during the lectures. In spite of it, the thesis is also an honor for the students concerned.

The thesis is an obligation that must be taken and completed the student as a condition for obtaining a degree. For some final semester students, making thesis is telecom that can be easlily carried and able to complicate in a relatively short one semester. But for some students thesis is a something unpleasant and make students stressor. Problems referred to as the difficulties, obstacles, interference, dissatification, or gaps. In general and almost of cognitive psychologists agree that the problem is a gap between the present situation and the future situation or desired goal *(problem is a gap discreppancy between the present state and future state or desired goal).*

Thesis writing is of great importance for graduate students. Through the process, the students come to know how to do research and report the findings. Research proposal writing is the first step for graduate students to take.

For graduate students, the approval of a proposal may either help to obtain funding for research or permission to embark on a thesis study in certain fields. In this sense, its completion is actually the starting point of future study. However, the process of writing a proposal is difficult for novice graduate researchers who have little experience in academic writing, especially those having to write in their second language (L2).

Students are therefore expected to complete their thesis within a stipulated duration of time. The duration of postgraduate program varies depending on each university's and nation's postgraduate regulations.

S.1 study period were given a period of 14 semesters with a maximum study load of 160 credits. In practical terms, the load of study can be completed during the semester 9 then do graduation ceremony in 10 semesters. Thus students who completed studies of the semester 10 students can be categorized by problem 'delay study'.

The problem study delay in Permendikbud Number 49 Year 2014 concerning Standards National Higher Education which set S1 with load SKS 144 studies (Article 17) and a study of the age of 4-5 years. is understandable that students S1 the study period more than 5 years, it can be

said late. In other words, the students those who their study period were in 11 to 14 including old semester students.[1]

Experience has shown that students spend more years than programmed at post graduate level majorly owing to slow pace of the thesis completion. There might be some depressive feelings or self-negation resulting from ambiguous knowledge of research fields or difficulties encountered in the academic discourse community, such as in negotiating with supervisors and holding discussions with peers.

Openness and accessibility, the hallmarks of many distance teaching institutions, all too often seem to be associated with significantly lower rates of successful completion of courses and programs of study than campus based institutions. In most conventional institutions students have access to their lecturers or tutors or to fellow students for help, advice or information.

Based on the observation and interview the author with the thirteenth English Study Program students' obtained the number of the students who are still struggling finish the study at thirteenth semesters consist of eight students.

It is quite possible for second language learner to find difficulties in getting and generating their ideas for writing or focusing their attention on particular topic when they were asked to write, students even found it hard to write a paragraph which is the basis for competency in writing.

The delay in students completing their graduation theses often causes difficulties for the students, their advisers, and for the Graduate Schools of

---

[1] Raharjo, "Problem dan Solusi/mahasiswa Semester Tua" *Nadwa:Jurnal Pendidikan Islam,* Vol 8, No. 2, Oktober 2014, hal. 3.

Business. To understand the scope and nature of student's late completion of the thesis, the researcher will search those difficulties and then explores the causes and implications of the delay and to finally suggest managerial approaches for each party to minimize if not mitigate the problem caused by late completion of the thesis. The causes of delay are likely to be both External (Extrinsic) and Internal (Intrinsic) to the student.

Increased attention is being paid to the services, functions, and outcomes of community colleges, particularly as they affect student persistence and completion. Yet despite this response legitimate or not community colleges remain central to conversations swirling within the higher education and policy communities around "student success."

Graduating from college is difficult; careful study, concentration, and long-term commitment are required to obtain a degree. Because of this, many students struggle to complete their credential. For community college students, the road is often more difficult. Many enter college unprepared or under prepared for the academic rigor of college level work. Others are shuttled into remedial courses, which often serve as a roadblock to credit-bearing classes and college completion. Still others become lost in the maze of majors, lectures, and high cost. Whether students' experience all or just some of these problems, the reasons that many community college students fail to complete their degree must be carefully examined so high-quality solutions can be found to help students succeed.

Students persisting to completion of their educational goals is a key gauge of student success, and therefore institutional success. Two most frequently cited

statistics in connection with student success are the freshman-to-sophomore retention rate, or first-year annual return rate, and the cohort graduation rate.

Since the annual return rate of students as they progress through a program is directly related to their degree/certificate completion, the concept of retention usually includes year-by-year retention or persistence rates as well as graduation rates. Together, these statistics represent student success.

Based on that phenomena the researcher is interested to investigate the problems and strategies why they to complete their study. For a greater part of the study of the study of retention, little distinction beyond returning and non-returning students has been made. There are several distinct sub-populations of students who do not return or persist to graduation. These sub-populations include drop-outs, stop-outs, opt-outs, and transfer-outs. Each of these sub-populations will be explain in literature.

The expectations are not in line with the reality that occurs in the English Study Program, because the majority of the students are not able to complete the study on time all subjects with the number of credits is determined and can be reached 8 semesters or 4 years. Delays in completing the study are complex issues and involves various that mutually sustainable, including internal factors and external factors of the students.

Students who are being the part of that situation need to be described their problems and strategies in completion their study. Survey research method is used for coordinating the responses of the English students of the English Education Study Program of IAIN Palangka Raya which is essential to

implement. By doing the survey research, the students' responses could be measuring the students' response toward on their problems and strategies for developing to create a good variety of things by this type of situation in the future of the English Education Study Program.

Base of that the researcher had research about "**Students Coping Strategies in Writing Thesis of English Study Program of State Islamic Institute Palangka Raya**".

B. Problem of the Study

Based on the background above the researcher would like to present and formulates the main problem of the study as follows:

What are the thirteenth-semester of English study program students' coping strategies in writing thesis of English Study Program?

C. Objective of the Study

The objective of this study is:

To know the thirteenth-semester of English study program students' coping strategies in writing thesis of English Study Program.

D. Scope and Limitation of the Study

In this research, researcher had taken of the thirteenth semester English Study Program Students IAIN Palangka Raya. The limitation of this research is the students' coping strategies in writing thesis of English Study Program.

E. The significance of the Study

The study has two significances. The first theory significance and second Practically significances. Theory significances of this study is to give information about the factors and strategies in writing thesis of the thirteenth semester English study program students. Practically significances of this study is to give contribution to solve the factors and strategies in writing thesis the study of the thirteenth semester English study program students.

F. Definition of the Key Terms

1. Coping Strategies is ongoing cognitive and behavioral efforts to manage specific (external and/or internal) demands that are appraised as taxing or exceeding the resources of the individual.
2. Thesis writing is a research report that is written by college students who want to get bachelor degree.

G. Framework of the Discussion

Chapter I   :   Introduction consists of background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation, definition of key term, and framework of the discussion.

Chapter II   :   The review of related literature consists of This chapter discusses Related of the study, Problems, definition of problems, kinds of problems, how to identify problems, coping strategies, definition of coping strategies, kinds of coping strategies, benefits of using coping strategies, and assessing of coping strategies.

Chapter III   :   Research method consists of research design, subject of study, data collection procedure, data analysis procedure.

Chapter IV   :   Description of the data and discussion which consists of the students coping strategy in writing thesis.

Chapter V   :   Closing consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related of the study, Coping Strategies, Definition of coping strategies, Kinds of coping strategies, Benefits of using coping strategies, Assessing coping strategies, Academic Writing, Thesis Writing and The Difficulties in Writing Thesis.

A. Related Studies

There are some research that are related with this study. A study was conducted by Moira Maguire entitled Self-efficacy In Academic Reading and Writing, Authorial Identity and Learning Strategies in First Year Students.[2] The research found that increasingly evidence indicates that students' engagement with academic writing and their wider approaches to study are influenced by their beliefs about themselves as researchers. To provide effective support for academic writing, an understanding of these beliefs, particularly in the first year, is essential. The study sought to examine beliefs about writing held by first year students in a department of Nursing, midwifery & Health Studies, the relationships between these beliefs and their associations with learning strategies. First- year students were surveyed at 3 points over the first-year. They completed measures of academic reading and writing self-efficacy, authorial identity,

---

[2] Moira Maguire, Ann Everitt Reynolds and Brid Delahunt, *Self-efficacy In Academic Reading and Writing, Authorial Identity and Learning Strategies in First Year Students*, *Dundalk Institute of Technology (DkIT), Dundalk, Ireland, AISHE-J Vol. 5, Number 1 Spring 2013 Page 1111*.

learning strategies and the extent to which they saw themselves as novice researchers.

Findings revealed that, typically, our students had fairly positive beliefs about their writing, although there was considerable variability. Beliefs were associated with student characteristics: mature students and Nursing & Midwifery students reported higher levels of writing self-efficacy,. First-generation students were also significantly more likely to see themselves as novice researchers. There were strong positive correlations between all the measures of writing beliefs and in particular between reading and writing self-efficacies. Beliefs about writing were positively associated with deep learning, and, to a lesser extent strategic learning. Only a minority of students could be compared at different points in the year. Where this was possible the beliefs were stable with the exception that positioning as a novice researcher showed a significant increase.

The study which is discussed about thesis writing is Dwihandini entitled *The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University*.[3] the study aimed at finding out the factors affecting undergraduate students' difficulties in writing thesis. This study followed the descriptive survey research proposed by Sapsford which involves problem definition, sample selection, design measurement, and concern for participants. The subjects of the study were the undergraduate students in the English Department of Mahasaraswati University.

---

[3] Dwihandini, Marhaeni and Suarnajaya, *The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis In The English Department Of Mahasaraswati University,* e-Journal Language Education Study Program, Postgraduate Program Ganesha University Of Education Singaraja, Indonesia Vol. 2 Tahun 2013, p. 1.

The data were collected through expert judgment sheet, questionnaire, and interview.

The findings of the study identified three major factors that affected undergraduate students' thesis writing. *First*, psychological factors that comprised lack of confidence in deciding thesis title, having prior knowledge due to thesis topic, and writing a good thesis. *Second*, sociocultural factors that covered ability to connect and form each sentence into meaningful thesis writing, to have knowledge of proper lexical items and linguistic units, and to have an understanding about the culture department of the university regarding the format of the thesis writing. Finally, the *third* factor is the linguistic factors that consisted of difficulties in minimalizing grammar error, and in knowing and/or deciding the grammatical items which should be deleted, replaced, supplied and reordered. This study has an implication to academic writing pedagogy, especially in thesis writing.

The study which discussed about coping strategies is Vincent C. Asogwa, entitled *Challenges and Coping Strategies Adopted by Postgraduate Students of Agricultural Education in Thesis Writing in Nigerian Universities*.[4] The study investigated challenges encountered and coping strategies adopted by postgraduate students of agricultural education in writing thesis in Nigerian universities. Two research questions and two hypotheses guided the study. The study was conducted in Nigerian universities offering post-graduate programme in

---

[4] Vincent C. Asogwa, Adoo D. Wombo, and Charles U. Ugwuoke, *Challenges and Coping Strategies Adopted by Postgraduate Students of Agricultural Education in Thesis Writing in Nigerian Universities,* American Journal of Operations Research, 2014, 4, 311-318.

agricultural education. The population for the study was 118 made up of 14 postgraduate diploma, 66 masters and 38 doctoral students writing thesis in agricultural education. The entire population was involved in the study. An instrument tilted: Challenges and Coping Strategies Questionnaire (CCSQ) was used for data collection. Three experts validated the questionnaire. Cronbach alpha reliability method was used to determine the internal consistency of the questionnaire. A reliability coefficient of 0.85 was obtained. A total of 97 copies of the questionnaire were returned representing 93 percent return rate. Data collected for the study were analyzed using mean and standard deviation to answer the research questions while Analysis of Variance was used to test hypothesis of no significant difference at P ≤ 0.05 level of significance. The statistical package for social sciences (SPSS) was the tool employed to analyze the data collected. It was found out that 28 challenges were encountered by postgraduate students of agricultural education in thesis writing while 15 coping strategies were adopted by postgraduate students of agricultural education in thesis writing. The recommendations were that postgraduate students of agricultural education who have abandoned their thesis writing should adopt the identified coping strategies to complete their programme among others. Data could be collected using either observation or checklist or interview schedule, or questionnaire. Questionnaire was found appropriate for the study.

The findings showed that 28 challenges were encountered and 15 coping strategies were adopted by postgraduate students of agricultural education in thesis writing in Nigerian universities. The finding of the study is in line with that

of in a study on challenges and prospects of supervision of Adult Education learning centres in Anambra State, Nigeria, in the 21st century, where it was found out that four major challenges affect supervision of Adult Education learning centres in Anambra State. The challenges include the current location of adult education learning centres makes inaccessible for effective supervision, poor funding in the supervision process, non uniformity of supervision process by local, state and federal government and inadequate supervision ration among the three ties of government. Reference [19] also found out that the prospects for effective supervision of adult learning centers include supervision should be done on a regular bases, supervisors should be trained adequately to be competent for the task ahead of them among others. The findings of the study are in agreement with that of on challenges of entrepreneurship as perceived by undergraduate of tertiary institution in Kaduna State, where it was found out that 12 entrepreneurship challenges were faced by undergraduate of tertiary.

In this study, the researcher uses third of the study as the main reference in the research students' coping strategies. This research uses a survey as research method. While for generating the data the research retrieves data through questionnaires distributed to faculty, students, alumni and managers. The students' difficulties in writing thesis are also studied very clearly defined, especially in terms of research subject response. The differences between those related studies with this study as stated before in the focus and the limitation of this study. The researcher focuses about the factors and strategies in writing thesis of the thirteenth semester English study program students.

B. Coping Strategies

1. Definition of coping strategies

Davies in gore stated that coping is defined as a short-term strategy adopted within the prevailing value system adopted within the prevailing value system to avert a negative effect on the actor. Coping is an array of short term strategies. It means the managing of the resources in difficult situations. It includes finding ways to solve problems, to handle stress or to solve problems, to handle stress or to develop defense mechanisms.

The positive effects of humor may be explained by the role of humor in the cognitive appraisal of threatening, hence stressful, situations and its function as a coping strategy in general. Kuiper and Martin (1998: 162) propose, ''the stress-moderating effects of sense of humor appear to operate, at least in part, through more positive appraisals and more realistic cognitive processing of environmental information.'' According to Kuiper et al. (1995) and Lefcourt and Thomas (1998), further studies are needed to address the lack of research on humor and cognitive appraisal.[5]

Coping can be defined as an effort to manage and overcome demands and critical events that pose a challenge, threat, harm, loss, or benefit to a person (Lazarus, 1991). The term coping often has been used in a more narrow sense as a response required of an organism to adapt to adverse circumstances. In the context

---

[5] MILLICENT H. ABEL, *Humor, stress, and coping strategies,* Humor15–4 (2002), 365–381. P.3.

of a recent positive psychology movement, however, the conceptualization of coping is broadening and now includes self-regulated goal attainment strategies and personal growth as well (for detailed discussions, cf. Snyder, 1999; Snyder & Lopez, in press).

2. Kinds of coping strategies

According to Folkman & Lazarus coping strategies can be grouped into two general types;

a. Problem-focused

Problem-focused coping is aimed at problem-solving or doing something to alter the source of stress. Another tactic from the arsenal of problem-focused coping is the exercise of restraint. Although restraint is often overlooked as a potential coping strategy, it sometimes is a necessary and functional response to stress. Restraint coping is waiting until an appropriate opportunity to act presents itself, holding one-self back, and not acting prematurely. This is an active coping strategy in the sense that the person's behavior is focused on dealing effectively with the stressor, but it is also a passive strategy in the sense that using restraint means not acting. Another coping response that can be considered as relevant to problem-focused coping is the seeking out of social support. People can seek social support for either of two reasons, which differ in the degree to which they imply problem focus. Seeking social support for

instrumental reasons is seeking advice, assistance, or information. This is problem-focused coping. Seeking social support for emotional reasons is getting moral support, sympathy, or understanding. This is an aspect of emotion-focused coping. We have distinguished between these two social support functions because they are distinct conceptually. In practice, however, they often co-occur (see, e.g., Aldwin & Revenson, 1987).

b. Emotion-focused coping

Emotion-focused coping is aimed at reducing or managing the emotional distress that is associated with the situation. Although most stressors elicit both types of coping, problem-focused coping tends to predominate when people feel that something constructive can be done, whereas emotion-focused coping tends to predominate when people feel that the stressor is something that must be endured.[6]

The notion that it may not always be useful to seek emotional support begins to raise a broader question about whether cer- tain responses to stress may tend to be maladaptive (see also McCrae & Costa, 1986; RiPlSetoe & Rogers, 1987). As just implied, one possible candidate for such a role is focusing on and venting of emotions: the tendency to focus on whatever distress or upset one is experiencing and

---

[6] Muhamad Saiful Bahri Yusoff, , *Stress, Stressors And Coping Strategies Among Secondary School Students In A Malaysian Government Secondary School: Initial Findings, Medical Education Department of School of Medical Sciences 16150 Kubang Kerian, Kelantan, Malaysia., ASEAN Journal of Psychiatry, Vol.11(2) July –December 2010: XX XX* p.2

to ventilate those feelings (cf. Scheff, 1979)? Such a response may sometimes be functional, for example, ifa person uses a period of mourning to accommodate to the loss of a loved one and move forward. There is reason to suspect, however, that focusing on these emotions (particu- larly for long periods) can impede adjustment (see Felton, Revenson, & Hinrichsen, 1984), The phenomenological salience of distress may exacerbate the distress (e.g., Scheier & Carver, 1977); focusing on the distress may also distract people from active coping efforts and movement beyond the distress.

3. Benefits of using coping strategies

According to Shelley E. Taylor Coping is the process of managing demands that are appraised as taxing or exceeding the resources of the person." Thus, coping is not a one-time action that someone takes; rather, it is a set of responses, occurring overtime, by which the environment and the person influence each other. "How a person copes can influence the degree, duration, and frequency of a stressful event." It's important to learn how to recognize when your stress levels are out of control. One cannot completely eliminate stress from one's life but can control how much it affects. One may feel like the stress in life is out of control, but can always control the way one responds.

Coping has been viewed as a stabilizing factor that may assist individuals in maintaining psychosocial adaptation during stressful events. The process of coping is a very complex response that occurs when an individual

attempts to remove stress or a perceived threat from the environment. Thus, the actual reaction to an environmental event may be as important as the event itself.

Coping responses can be described as positive or negative and as reactive i.e. reacting to an individual's own thoughts and feelings or active i.e. dealing with actual stressful situations or events. Active or reactive coping responses can be positive or negative, depending on the situation and the content of the responses.

4. Assessing coping strategies

Interest in the processes by which people cope with stress has grown dramatically over the past decade. Lazarus argued that stress consists of three processes. Primary appraisal is the process of perceiving a threat to oneself. Secondary appraisal is the process of bringing to mind a potential response to the threat. Coping is the process of executing that response.

The nature of this diversity would seem to deserve further scrutiny. That is, some emotion-focused responses involve denial, others involve positive reinterpretation of events, and still others involve the seeking out of social support. These responses are very different from each other and they may have very different implications for a person's success in coping.

Problem-focused coping also deserves closer examination. At first glance a single process, problem-focused coping can potentially involve several distinct activities: planning, taking direct action, seeking assistance, screening out other

activities, and sometimes even forcing oneself to wait before acting. To study these activities separately, one needs to be able to measure them separately. Indeed, this point is a more general one: to study the diversity of potential coping responses separately requires ways to measure them separately.[7]

Charles and Michael's research using Five scales (of four items each) measure conceptually distinct aspects of problem-focused coping (active coping, planning, suppression of competing activities, restraint coping, seeking of instrumental social support); five scales measure aspects of what might be viewed as emotion-focused coping (seeking of emotional social support, positive reinterpretation, acceptance, denial, turning to religion); and three scales measure coping responses that arguably are less useful (focus on and venting of emotions, behavioral disengagement, mental disengagement).[8]

The researcher uses the concept to measure conceptually distinct aspects of problem-focused coping and also measure aspects of what might be viewed as emotion-focused coping. In order to reports the development of scale items, correlations between the various coping scales and several theoretically relevant personality measures in an effort to provide preliminary information about the inventory's convergent and discriminant validity, and the inventory to assess coping responses among a group of undergraduates who were attempting to cope

---

[7] Assessing Coping Strategies: A Theoretically Based Approach *Charles S. Carver, Michael F. Scheier University of Miami Carnegie Mellon University, Jagdish Kumari Weintraub University of Miami (Journal of Personality and Social Psychology Copyright 1989 by the American Psychological Association, Inc. 1989, Vol. 56, No. 2, 267-283)*

[8] *Ibid.*, p. 1

with a specific stressful episode. This study also allowed an initial examination of associations between dispositional and situational coping tendencies.

C. Academic Writing

1. Thesis Writing

Writing is one of the productive skills, besides speaking, which involves a complex process. Thesis writing is an academic writing that is in the context of the academic environment. The academic writing itself is the kind of writing used in high school and college classes. It is different from creative writing, which is the kind of writing stories, and it is also different from personal writing, which is the kind of writing letters or e-mails. Added that academic writing is formal, so the researcher should not use slang or contractions. In addition, the researcher should take care to write complete sentences and to organize them in a certain way. [9]

Thesis writing is a research report that is written by college students who want to get a bachelor degree. The thesis is a far bigger project than most students will ever have undertaken before, it requires more independent study, more self-motivation.[10] In addition, the thesis project was probably the biggest project that students would have undertaken in students' academic life'.[11] In line with those two ideas, writing a thesis is a challenge; for those writing in English whose first

---

[9] Oshima, A. & Hogue, A. *Introduction to Academic Writing. Third Edition.* New York: Pearson Education, Inc. 2007. p. 3.

[10] Murray, R. *How to Write a Thesis. 3rd edition.* New York: Open University Press. 2011. p. 2.

[11] Berndtsson, M. et al. *Thesis Projects: A Guide for Students in Computer Science and Information Systems. Second Edition.* London: Springer-Verlag London Ltd. 2008. p. 4.

language is not English, the challenges are even greater.[12] No doubt, that thesis writing is not an easy project to be done and it is more challenging among the other types of writing for the students.

2. The Difficulties in Writing Thesis

In writing a thesis, many undergraduate students have some vary factors of the difficulties they face. The ideas, structure, lack of vocabularies and rewrite or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. However, there are yet further researches about other factors of acquiring the second language as the basic factors to be analyzed by the researcher. For second language learner in specific, the factors of the difficulties in acquiring the second language may also encounter them difficult to write a thesis.

However, thesis writing is not without any treatment. Learners usually found themselves blank when they write a thesis. The condition of learners to lose their focus in writing a good thesis is categorized in one of psychological factors area. While, if learners have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing. Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing.

---

[12] Paltridge, B. & Starfield, S. *Thesis and Dissertation Writing in a Second Language*. New York: Routledge. 2007. p. 25.

The definition of psychosocial factors is developed by combining the Merriam Webster's dictionary definitions of psychological, "of or relating to the state of mind and behavior of an individual or a group" social "of or relating to human society"; and factor "an agent" or "something that actively contributes to a result". The definition of psychosocial factors is then: an agent of the mind or behavior of an individual or group that actively contributes to a result.[13]

a. Life Orientation

Scheier & Carver in Nickole stated that a person's life orientation is a characteristic trait that affects the way s/he views life events. It is their generalized outcome expectancy and can be either pessimistic (negative) or optimistic (positive).[14] It measures optimism by assessing generalized outcome expectancies of individuals. A higher score indicates greater levels of optimism.

b. Perceived Social Support

According to Procidano and Heller stated in Nikole, perceived social support is "the extent to which an individual believes that his/her needs for support, information, and feedback are fulfilled".[15] It is an individual's subjective view of how other people, in particular families or peers, are available to meet and/or assist with meeting the individual's needs for comfort and support.

c. Coping

---

[13] Nickole M. Tickerhoof George, *"Stress, Psychosocial Factors, and the Outcomes of Anxiety, Depression, and Substance Abuse in Rural Adolescents",* Dissertation, The Pennsylvania State University, 2005. p. 16.

[14] *Ibid.*, p. 16

[15] *Ibid.*, p. 17.

Per Lazarus and Folkman in Nikole stated that coping a psychological process that occurs when a person in struggling to manage psychological stress.[16] It is a person's assessment and subsequent response to life events and/or changes in their environment.

Thus, in this research, the factors to be underlined are the factors raised as explained as follows:[17]

a. Psychological Factor

The factors related to the researchers internal factors can also be known as the psychological factors. The psychological factors of students can be identified from the affective factors of the students. Further, the affective factors which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empthy; (8) Extroversion; (9) Motivation.[18]

All of the psychological factors mentioned will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

The researcher uses these literatures as the concept of making the questionnaire of factors raise difficulties in writing thesis.

b. Sociocultural Factor

---

[16] *Ibid*., p. 17.
[17] Brown, H. Douglas. *Principles of Language Learning and Teaching: Fifth Edition.* United States of America: Pearson Education, Inc. 2007. p. 86
[18] *Ibid.*, p. 153-154

Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors. The culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects, such as; [19]

1) The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.

2) The culture in the language classroom of the undergraduate students, and;

3) The communicative competence among each undergraduate students and the communicative competence between undergraduate students and their tutor.

As stated above the researcher also uses sociocultural factors raise difficulties in writing thesis.

c. **Linguistic Factor**

Four categories to describe the errors in second language learner production data.[20] First, an overview is to identify errors by addition, omission, substitution, and ordering. Second, to identify the errors is put in the student's levels of language (phonology, lexicon, grammar, and discourse) that should be considered. Third, Errors can be also analyzed by the global errors or local errors. Finally, identifying errors by considering

---

[19] *Ibid.,* p. 189.
[20] *Ibid.*, p. 262-263.

the two related dimensions of error, such as domain and extent. Domain is the rank of the linguistic unit (from phoneme to discourse) that must be taken into the context in order for an error to become apparent, and extent is the rank of a linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence.

Nurul on her study analyzes of the type of the students' grammatical error in writing was based on Oshima's classification where grammatical errors are categorized into twenty-two types of error which found that type of the students' grammatical error in writing paragraph that was done at the second semester students of English Study Program of STAIN Palangka Raya. There were six commons of error on the students' paragraph writing. They are capitalization, spelling, wrong word form, a word missing, punctuation, and plural. The numbers of errors were happening more than 10 times. Capitalization was the most common of error. The number of error was 36 or 21.68%.[21]

In order to make writing test which will be stated in chapter III, the researcher uses Nurul' thesis as the literature to describe the students' grammatical.

---

[21] Nurul Hikmah, "The Students' Grammatical errors in writing paragraph made by the second semester of English study program of STAIN Palangkaraya 2012/2013 academic year", *Unpublished Thesis*, STAIN: Palangka Raya, 2013, p. 56.

CHAPTER III

RESEARCH METHOD

This chapter discusses research method that consists of research design and approach, time and place of the study, subject and object of the study, data collection procedure, data analysis procedures and endorsement of data

A. Research Design and Approach

The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions.[22] This suggested a research design focuses on the methods with which data were collected and analyzed to investigate a research question in the most logical manner.

In this study, the research design is descriptive qualitative research. The descriptive qualitative research attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about, say, living condition of a community, or describes attitudes towards an issue..[23]

According to Furchan, states that *descriptive qualitative research is intended to obtain the information about the phenomena while the research.*[24]

---

[22] Yin, *Case Study Research: Design and Methods,* 3rd Edition, New Delhi: SAGE Publications, 2003, p.20-21.

[23]Catherine dawson, *Practical Research Methods,* New delhi: UBS Publishers Distributors, 2002, p.22

[24] Arief Furchan, *Pengantar Penelitian dalam Pendidikan,* Yogyakarta: Pustaka Pelajar, 2007, p.447.

Descriptive research has been used to obtain information concerning the status of the phenomena to describe "what exists" with the condition in a situation.

In this study, the design is used survey research with the classification according to focus and scope as a census intangibles and the focus information as attitudinal information because this study concerned with students' responses in the process. Attitudinal information, attitudinal questions seek to find out more about the opinions, beliefs, or interests of teachers or learners. These questions are often used in needs analysis research when researchers want to gather information on such topics as what learning goals students have or what skill areas they are most interested in.[25] The data collects from the students' information. It means the data is written.

B. Time and Place of the Study

The researcher conducted the research at State Islamic Institute of Palangka Raya. The researcher had done the research of the thirteenth semester English study program students.

C. Subject and Object of the Study

The subject of this study are thirteenth semester students to those who is completing the study at English Study Program of State Islamic Institute of Palangka Raya and the total numbers of the students were eight students. As shown in the following table :

---

[25] Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006. p. 35.

Table 3.1

The number of students who completing the study in academic year 2009

No	Name
1.	SF
2.	BK
3.	AD
4.	AR
5.	ND
6.	AN
7.	AB

To collect the subject of the study, the researcher uses the purposive sample. That is sample purposed done by taking the subject is not used on the level, random or territory but based on the purposive..[26]

The object of the study is the problems and strategies in completing the study of the thirteenth semester English study program students.

D. Data Collection Procedure

There are two basic data gathering techniques in survey research: interviews and questionnaires.[27] In this research, the researcher uses the second technique as the technique for collecting the data by the respondents. The type of the questionnaire that the researcher uses was directly administered

---

[26] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revisi VI, Jakarta: PT Rineka Cipta, 2006, p. 140
[27] *Ibid*., p. 379.

questionnaires. A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose.[28]

The instrument of the study is needed in the research. It is because the instruments were tools to get the data of the study. In which the data are the important things to help the researcher in answering the problem of study. In collecting the data for this research, the researcher uses interview and questionnaires to obtain the data in order to answer the problem.

To get collecting the objective data, the researcher applies the steps as follows:

1. The researcher prepares the questionnaire.

2. The researcher gives questionnaire to the respondents

3. The researcher collects the responses.

4. The researcher makes the summary of the study.

To collect the data, the researcher uses two technique of data collection, namely interview, questionnaire and documentation.

Table 3.2

Kinds of Instrument

Problem	Data	Instrument
Students coping strategy in writing thesis (emotional)	Responses	Questionnaire
Students coping strategy (focus problem)	Triangulation	Interview
Students coping strategy	Photo and Data	Documentation

---

[28] Johnson, B & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches, 2 nd Edition*, Boston: Pearson, 2004, p. 387.

1. Interview

The interview is a technique of collecting data through interview process that goes in one direction that was the question which came from the interview and answers given by those interviewed.[29]

In this study, the researcher uses structured interviews. Structured interviews use an interview schedule that is similar to the survey questionnaire. Structured data is organized. Structured data can be produced by closed questions. Closed questions can make analyzing the data relatively easy, but they restrict the responses.

The interview is used for completing the data that found by the questionnaires. The respondents are 7 respondents for interview by the simple sampling. In this, research brief the researcher conducts face to face interviews with participants. The informal conversational interviews will use for gathering the data by interviewing the respondents. Conversation is not being used here in the general sense of informal interactions that have no particular agenda because these conversations do have a purpose and very unstructured. The success of an interview is related to the wording of the questions. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language.[30] Depending on the design, this research observes the data by the students. The Indonesian language

---

[29] Muhamad Hasyim, "The Strategy of Successful and Unsuccsessful Students in Writing Explanation Text Applied by Twelfth Grade Students of Language Programe in SMAN-2 Pahandut Palangka Raya",*Unpublished Thesis*, STAIN: Palangka Raya, 2009, p.3.
[30] *Ibid.*, p. 53

used for avoiding the respondents' misunderstanding comprehension of the question.

The researcher uses the interview to know all students' problem why completing the study. The interview guideline is available in appendix I.

2. Questionnaire

The questionnaire is List of a research or survey questions asked to respondents and designed to extract specific information. It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking the question, and (4) to make questions engaging and varied.[31]

The questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities information that is typically not available from production data alone.[32] Therefore the researcher uses the closed-ended question toward this research. This type is suitable for the topic of the research. By using this type of question the researcher will measure the students' response to problem factors and strategies in compiling the study. In compiling the results of the research will do the coding. The researcher uses the Likert scale, the interval scales is also used for coding the question. Each response is given a number for example strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4. To get the total score of an item, those

---

[32] Alison Mackey and Susan, *Second Language Research*, p. 93

number will be equal to the value of each response. For example, in item 1 there are 3 students strongly agree (1), 2 students agree (2), 1 students disagree (3) and 1 students strongly disagree (4). The total of item 1 is 3X1+2X2+1X3+1X4= 14.

The questionnaire is constructed in the form of likert scale which consisted of 14 items. The questionnaire design is available in appendix II.

The researcher focuses on measuring the questionnaires and founding the problems exist in the clarity of the directions and which items might be confusing or difficult the researcher will do the pilot survey. The researcher will do the pilot study on 16th of May 2016 in English Education Study Program. The researcher will collect the data by using the questionnaires both of the close-ended and the Likert type scale. The result of pilot study results is available in appendix III.

There are some procedures will do by the researcher in carrying out the pilot study as follows:

a. The researcher do the total sampling (7 respondents).

b. The researcher prepares the pilot questionnaire.

c. The researcher gives questionnaire to the respondents

d. The researcher collects the responses.

e. The researcher analyzes the data obtained using SPSS 20 program to know the instrument value and to measure the face validity and also to know if it will not confusing and difficult to answer.

3. Documentation

According to Arikunto documentation is a searching of data about things or variable through notes, transcript, book, newspaper, magazine, and so on.[33] This technique was used to collect the data which were related to the research. It is used to support of data through documents or writings that have connected with this study. In this case documentation of the students will be interview. Will save the picture and writing what the students talk. The data were took from some cases as follows:

1. Photo

2. The result of interview.

E. Data Analysis Procedures

According to Bogdan in Sugiyono says that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other material that you accumulate to increase your own understanding of them and to enable you to preset what you have discovered to others.[34]

1. Data Collection

In this case the researcher will study all of the data that have been collected the field which about the students problems and the students strategies in completing the study.

---

[33] Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek. Edisi V*, Jakarta: Rhineka cipta, 2002, p.112.
[34] *Ibid*. p.5

2. Data Reduction

In the reduction process, the researcher does selection and chooses the data that relevant of the study. It focuses on the data directly to solve the problem or to answer the research. Further, simplicity of the data and arrange question.

3. Data Display

Researcher gives explanation in data display, so the result of the data reduction made in report systematically which can be understood and reasonable of the data namely gotten in the field by the researcher.

4. Data Conclusion

The conclusion verified by looking back of the data reduction, data display before and after collecting the data. So, conclusion that was taken did not deviate from the problems of the study.

Based on four techniques above, the data are collected from the interview, and documentation related to the topic of the problems and strategies completing the study.

F. Endorsement of Data

To find and make the endorsement of the data, the researcher does some endorsements of the data. To use an existing instrument, described the established validity and reliability of scores obtained from past use of the instrument. This

means reporting efforts by authors to establish validity whether one can draw meaningful and useful inferences from scores on the instruments.[35]

There are three forms of validity that used in this research, the first face validity, the researcher do pilot study not only to know the students' difficulties in answering the questionnaire but also to measure the content validity of the questionnaire. The researcher calculates the results of the pilot study using Microsoft excel program. The total of the item is 30 items and the total of the respondents are 5 students. The correlation is significant in 5% and 1% degree. The researcher will be comparing and analyzing between the pilot study results and the critical values of the Pearson Product Moment Correlation Coefficient as stated in Donald' book.

The second is construct validity, the researcher assesses construct validity by having some colleagues such as advisor and some lecturers who have credibility to judge the questionnaire. By the colleagues judgments the researcher takes the point the questionnaire is valid. The last is criterion-related validity. After responses are obtained, the researcher do the observation to determine whether the actual behavior of the subjects agreed with students' responses.

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[36] Press, 1977, p. 236.

---

[35] John Crasswell, *Research Design Qualitative and Quantitative,* California: Sage Publication, inc, 1994, p. 179.

[36] Peter Lindsay & Donald Ary, *Human Information Processing: An Introduction to Psychology,* New York: Britannica Press, 1977*,* p. 236.

The researcher measures the instrument with the steps, the researcher asks the same subjects identical questions and then assess the consistency of the responses that the interviewer reported. With questionnaires, internal consistency may be checked by building some redundancy into the instrument items on the same topic may be rephrased and repeated in the questionnaire or interview. The more consistent the responses the higher the reliability. [37]

To support the validity and the reliability of the data, the researcher do the triangulation of the data. The researcher uses method triangulation as the supporting method in collecting the data. As stated above, the researcher uses interview for completing the data that found by the questionnaires.

The researcher calculated the results of the pilot study using Microsoft excel. The total of the item was 30 items and the total of the respondents were 7 students. It could be seen in appendix IV. The correlation was significant in 5% and 1% degree. By comparing and analyzing between the pilot study results and the critical values of the Pearson Product Moment Correlation Coefficient as stated in Donald' book the data were found as follow:

---

[37] *Ibid.*, p. 410

Table 3.3.

Results of Face Validity

No.	Item	Value	Critical Value (Df = N-2)	Validity
1.	Item 1	-.19	.625	Invalid
2	Item 2	-.32	.625	Invalid
3	Item 3	.161	.625	Invalid
4	Item 4	.302	.625	Invalid
5	Item 5	.843	.625	Valid
6	Item 6	.632	.625	Valid
7	Item 7	.114	.625	Invalid
8	Item 8	.632	.625	Valid
9	Item 9	.226	.625	Invalid
10	Item 10	.114	.625	Invalid
11	Item 11	.677	.625	Valid
12	Item 12	.015	.625	Invalid
13	Item 13	.758	.625	Valid
14	Item 14	.83	.625	Valid
15	Item 15	.677	.625	Valid
16	Item 16	.56	.625	Invalid
17	Item 17	.677	.625	Valid
18	Item 18	.632	.625	Valid
19	Item 19	.461	.625	Invalid
20	Item 20	-.4	.625	Invalid
21	Item 21	.632	.625	Valid
22	Item 22	.015	.625	Invalid
23	Item 23	.678	.625	Valid
24	Item 24	.-39	.625	Invalid
25	Item 25	.965	.625	Valid
26	Item 26	.015	.625	Invalid
27	Item 27	.677	.625	Valid
28	Item 28	.677	.625	Valid
29	Item 29	.0	.625	Invalid
30	Item 30	-.51	.625	Invalid

The second was construct validity, the researcher assessed construct validity by having some colleagues such as advisor and some lecturers who have the credibility to judge the questionnaire. By the colleague's judgments the

researcher took the point the questionnaire was valid. The last was criterion-related validity. After responses were obtained, the researcher did the observation to determine whether the actual behavior of the subjects agreed with their response. The researcher found the agreement between survey responses and actual behavior. Therefore the researcher has evidence for the criterion-related validity of the survey.

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[38] The researcher measured the instrument with the steps, the researcher asked the same subjects identical questions and then assess the consistency of the responses that the interviewer reported. With questionnaires, internal consistency may be checked by building some redundancy into the instrument items on the same topic may be rephrased and repeated in the questionnaire or interview. The more consistent the responses, the higher the reliability.[39] In this research, the researcher found the consistent responses by the students when the researcher did pilot study either in a questionnaire or in an interview. These all have significant similarities in the observation which has been done by the researcher.

To support the validity and the reliability of the data, the researcher did the triangulation of the data. The researcher used method triangulation as the supporting method in collecting the data. As stated above, the researcher used the interview for completing the data that found by the questionnaires.

---

[38] Donald Ary, *Introduction to Research*, p. 236.
[39] *Ibid*., p. 410

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter will present the result of the study and discussion. The finding designs to answer the research problem are the questionnaire and interview. This section covers data finding or the Students Coping Strategies in Writing Thesis of English Study Program of State Islamic Institute Palangka Raya.

A. The Result of Data Analyze

In order to analyze the results of the research on the students coping strategies in writing thesis by using questionnaire and interview as the instrument for collecting the data. The data were displaying as follow:

1. Questionnaire Analyze

For analyzing the results of the questionnaire the researcher used the data displaying as follow:

Table. 4.1.

Results of the Questionnaire

No	Item		Scale				
			SA	A	DA	SDA	Total
			1	2	3	4	
1	1	Number	3	2	2	0	13
		Percent	42.86	28.57	28.57	0	100
2	2	Number	1	3	1	2	18
		Percent	14.28	42.86	14.286	28.57	100
3	3	Number	3	3	1	0	12
		Percent	42.86	42.86	14.28	0	100
4	4	Number	4	3	0	0	10
		Percent	57.14	42.86	0	0	100
5	5	Number	3	4	0	0	11
		Percent	42.86	5714	0	0	100
6	6	Number	3	4	0	0	11
		Percent	42.86	57.14	0	0	100
7	7	Number	1	3	3	0	16
		Percent	14.28	42.86	42.86	0	100
8	8	Number	3	4	0	0	11
		Percent	42.86	57.14	0	0	100
9	9	Number	0	4	1	2	19
		Percent	0	57.14	14.28	28.57	100
10	10	Number	3	4	0	0	11
		Percent	42.86	57.14	0	0	100
11	11	Number	0	3	1	3	21
		Percent	0	42.86	14.28	42.86	100
12	12	Number	4	3	0	0	10
		Percent	57.14	42.86	0	0	100
13	13	Number	2	1	2	2	18
		Percent	28.57	14.28	28.57	28.57	100
14	14	Number	3	4	0	0	11
		Percent	42.856	57,14	0	0	100

It was apparent from the table above that the students coping strategies in writing thesis as most of the students stated agreed with all item.

Figure 4.1

Percentage of the Questionnaire
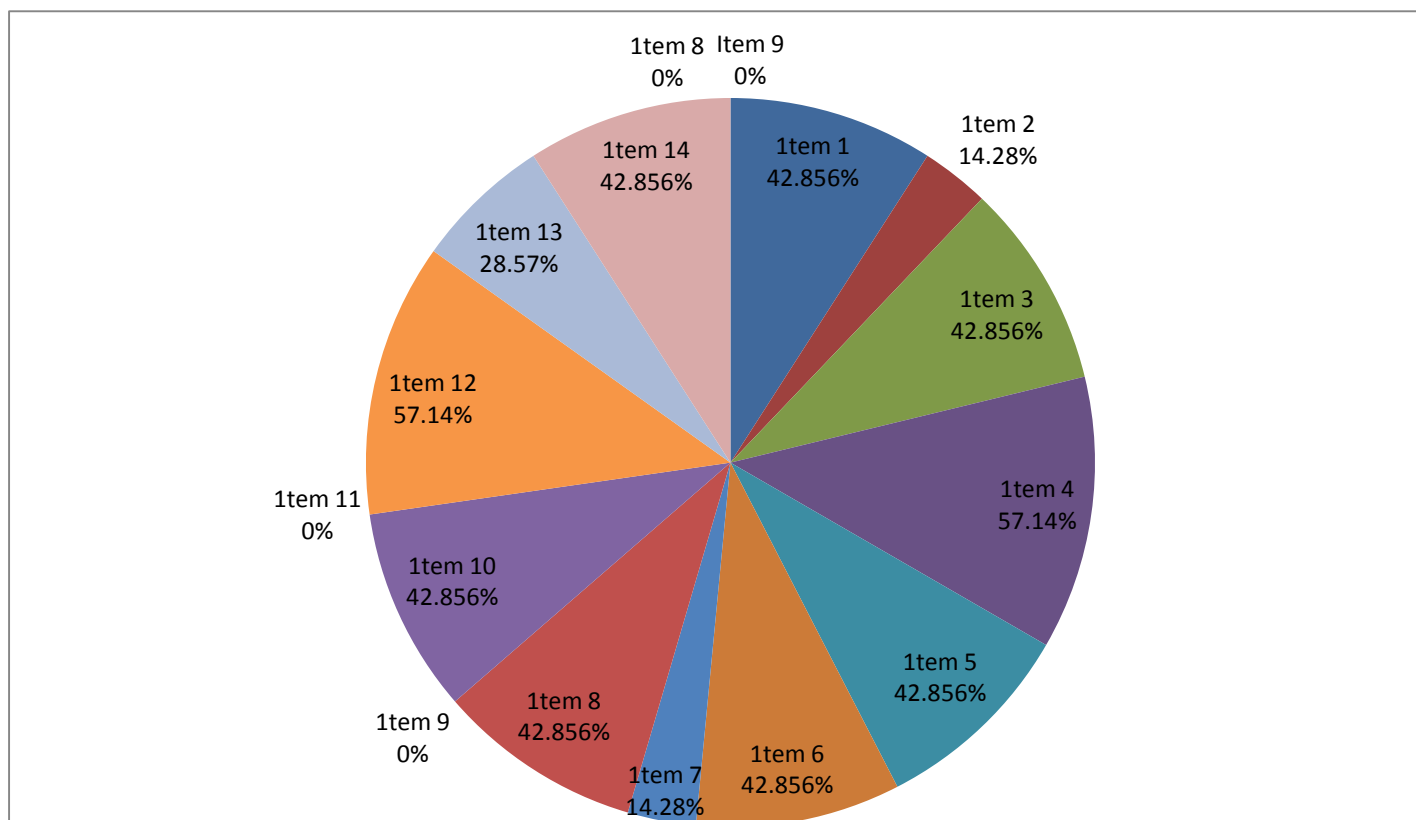
Item 1, I think about how I might best handle the problem. The respondents, 3 (42.86 %) students strongly agree, 2 (28.57 %) agree and 2 (28.57 %) disagree.

Item 2, I put aside other activities in order to concentrate on this. 1 (14.28 %) students strongly agree, 3 (42,86 %) agree, 1 (14,2 8%) disagree, and 2 (28,57

%) strongly disagree. Item 3, I keep myself from getting distracted by other thoughts or activities. 3 (42.86 %) students strongly agree, 3 (42.86 %) agree, 1 (14.28 %) disagree.

Item 4, I restrain myself from doing anything too quickly. 4 (57.14 %) students strongly agree, 3 (42.86 %) agree. Item 5, I try to get advice from someone about what to do. 3 (42.86 %) students strongly agree and 4 (57.14 %) agree. Item 6, I try to get emotional support from friends or relatives. 3 (42.86 %) students strongly agree and 4 (57.14 %) agree.

Item 7, I discuss my feelings with someone. 1 (14.28 %) students strongly agree, 3 (42.86 %) agree, and 3 (42.86 %) disagree. Item 8, I learn something from the experience. 3 (42.86 %) students strongly agree and 4 (57.14 %) agree.

Item 9, I learn to live with it. 4 (57.14%) agree, 1 (14.28 %) disagree, and 2 (28.57 %) strongly disagree. Item 10, I pray more than usual. 3 (42.86 %) students strongly agree and 4 (57.14 %) agree. Item 11, I let my feelings out. 3 (42.86 %) agree, 1 (14.28 %) disagree, and 3 (42.86 %) strongly disagree. Item 12, I act as though it hasn't even happened. 4 (57.14 %) strongly agree, and 3 (42.86 %) agree.

Item 13, I just give up trying to reach my goal. 2 (28.57 %) strongly agree, 1 (14.28 %) agree, 2 (28.57 %) disagree, and 2 (28.57 %) strongly disagree. Item 14, I turn to work or other substitute activities to take my mind off things. 3 (42.86 %) students strongly agree and 4 (57.14 %) agree.

From the data the reseacher have to know about the responses coping strategy for solve the problem in writing thesis:

1. The fisrt responden is Bk, Bk coping strategies which :

   a. Strongly agree are active coping, Suppression of competing activities, restraining coping, seeking social support for instrumental, turning to religion, denial, and mental disengagement. BK strongly agree about statement 'I think about how I might best handle the problem' BK will think what action for solve the problem. Then 'I put aside other activities in order to concentrate on this' BK will focus what have to do. Then 'I restrain myself from doing anything too quickly' also have quickly to finish. Then 'I try to get advice from someone about what to do' BK want to someone give the solution for the problem. Afterwards, 'I pray more than usual' because pray make BK heart will be enjoy and relax. And the last 'I turn to work or other substitute activities to take my mind off things' that BK think that other job for refresh.

   b. Agree are Suppression of competing activities, Seeking social support for emotional reasons, Positive reinterpretation & growth, and Focus on & venting of emotions. The statement are I try to get emotional support from friends or relatives, I learn something from the experience, and I let my feelings out.

   c. Disagree is acceptance. The statement is I learn to live with it.

d.   Strongly disagree is Behavioral disengagement. The statement is I just give up trying to reach my goal.

The result of the questionnaire of the BK strongly agree, 7 item agree 5 item, disagree 1 item and strongly disagree 1 item.

2   The second is ND, ND coping strategies which:

a.   Strongly agree are seeking social support for instrumental and turning to religion. The statement are I try to get advice from someone about what to do and I pray more than usual.

b.   Agree are planning, Suppression of competing activities, Restraint coping, Seeking social support for instrumental reasons, Seeking social support for emotional reasons, Positive reinterpretation & growth, denial, behavioral disengagement, and mental disengagement. The statement are I put aside other activities in order to concentrate on this and I keep myself from getting distracted by other thoughts or activities, I restrain myself from doing anything too quickly, I try to get advice from someone about what to do, I discuss my feelings with someone, I learn something from the experience, I just give up trying to reach my goal and I turn to work or other substitute activities to take my mind off things.

c.   Disagree is focus on venting of emotions. The statement is I let my feeling out.

d.   Strongly disagree is acceptance. The statement is I learnt to live with it.

The result of the ND questionnaire strongly agree 2 item, agree 10 item, disagree 1 item, and strongly disagree 1 item.

3   The third is SF, SF coping strategies which :

a.   Strongly agree are Planning, seeking social support for instrumental, Positive reinterpretation & growth, denial and behavioral disengagement. The statement are I think about how I might best handle the problem, I keep myself from getting distracted by other thoughts or activities, I try to get advice from someone about what to do, I learn something from the experience, I act as though it hasn't even happened, and I just give up trying to reach my goal.

b.   Agree are Restraint coping, Seeking social support for instrumental reasons, acceptance, Turning to religion, and Focus on & venting of emotions. The statement are I restrain myself from doing anything too quickly, I try to get advice from someone about what to do, I learn to live with it, I pray more than usual and I let my feelings out.

c.   Disagree is Seeking social support for instrumental reasons. The statement is I discuss my feelings with someone.

The result of the SF questionnaire strongly agree 6 item, agree 6 item, disagree 1 item, and strongly disagree 0 item.

4. The fourth is AN, AN coping strategies which:

a.   Strongly agree are Suppression of competing activities, seeking social support for instrumental. The statement are I think about how I might

best handle the problem and I try to get advice from someone about what to do.

b. Agree are Planning, Suppression of competing activities, Restraint coping, Seeking social support for emotional reasons, Positive reinterpretation & growth, Acceptance, Turning to religion, Denial, and Mental disengagement. The statement are I think about how I might best handle the problem, I put aside other activities in order to concentrate on this, I restrain myself from doing anything too quickly, I try to get emotional support from friends or relatives and I discuss my feelings with someone, I learn something from the experience, I learn to live with it, I pray more than usual, I act as though it hasn't even happened, and I turn to work or other substitute activities to take my mind off things.

c. Disagree are Focus on & venting of emotions and Behavioral disengagement. The statement are I let my feelings out and I just give up trying to reach my goal.

d. Strongly disagree are planning, Suppression of competing activities, Restraint coping, Seeking social support for emotional reasons, Positive reinterpretation & growth, Turning to religion, Denial, and Mental disengagement. The statement are I think about how I might best handle the problem, I put aside other activities in order to concentrate on this, I restrain myself from doing anything too quickly, I try to get emotional support from friends or relatives, and I discuss

my feelings with someone, I learn something from the experience, I pray more than usual, I act as though it hasn't even happened, and I turn to work or other substitute activities to take my mind off thing.

The result of the AN questionnaire strongly agree 2 item, agree 10 item, disagree 0 item, and strongly disagree 2 item.

5. The fifth is AR, AR coping strategies which:

a. Strongly agree are planning, restraint coping, seeking social support for instrumental, Positive reinterpretation & growth, turning to religion, denial, behavioral disengagement, and mental disengagement. The statement are I pray more than usual, I think about how I might best handle the problem, I restrain myself from doing anything too quickly, I try to get emotional support from friends or relatives, I act as though it hasn't even happened, I just give up trying to reach my goal, and I turn to work or other substitute activities to take my mind off things.

b. Agree are Suppression of competing activities, Restraint coping, Seeking social support for instrumental reasons, Acceptance, Focus on & venting of emotions, and Denial. The statement are I put aside other activities in order to concentrate on this and I keep myself from getting distracted by other thoughts or activities, I restrain myself from doing anything too quickly, I try to get advice from someone about what to do, I learn to live with it, I let my feelings out, and I act as though it hasn't even happened.

The result of the AD questionnaire strongly agree 9 item, agree 6 item, disagree 0 item, and strongly disagree 0 item.

6. The sixth is AD, AD coping strategies which:

   a. Strongly agree is restraint coping. The statement is I restrain myself from doing anything too quickly.

   b. Agree are Seeking social support for instrumental reasons, Seeking social support for emotional reasons, Positive reinterpretation & growth, Turning to religion, Denial, and Mental disengagement. The Statement are I try to get advice from someone about what to do, I try to get emotional support from friends or relatives, I learn something from the experience, I pray more than usual, I act as though it hasn't even happened and I turn to work or other substitute activities to take my mind off things.

   c. Disagree are Seeking social support for instrumental reasons, Seeking social support for emotional reasons, and Behavioral disengagement. The statement are I try to get advice from someone about what to do, I try to get emotional support from friends or relatives and I discuss my feelings with someone, and I just give up trying to reach my goal.

   d. Strongly disagree are Acceptance and Focus on & venting of emotions. The statement are I learn to live with it and I let my feelings out.

The result of the AD questionnaire strongly agree 1 item, agree 6 item, disagree 4 item, and strongly disagree 2 item.

7   The last is AB, AB coping strategies which:

    a.   Strongly agree are Suppression of competing activities, Restraint coping, Seeking social support for instrumental reasons, Positive reinterpretation & growth, denial, and mental disengagement. The statement are I keep myself from getting distracted by other thoughts or activities, I restrain myself from doing anything too quickly, I try to get advice from someone about what to do, I learn something from the experience, I act as though it hasn't even happened, and I turn to work or other substitute activities to take my mind off things.

    b. Agree are Seeking social support for emotional reasons, Acceptance, and Turning to religion**.** The statement are I try to get advice from someone about what to do, I learn to live with it, and I pray more than usual.

    c. Disagree are Planning and Seeking social support for instrumental reasons. The statement are I think about how I might best handle the problem and I discuss my feelings with someone.

    d. Strongly disagree are Focus on & venting of emotions and Mental disengagement. The statement are I let my feelings out and I turn to work or other substitute activities to take my mind off things.

The result of the SF questionnaire strongly agree 6 item, agree 2 item, disagree 2 item, and strongly disagree 2 item.

2. Interview Data Results and Analyze

The researcher did the interview for making reliable and supporting the data was found. The results of interview could be seen in appendix V. The results of the interview as follow:

a. BK

BK found ways to solve her problem by asking some advices with her husband and family. By getting those emotional, she learns to live with it. However, she also thought that writing thesis is really difficult. She has a problem in writing a thesis as a research study. For her, the most problem in writing thesis was time-consuming. Therefore, she needed to discuss hers feeling with someone who has experienced. Helpfully, her husband could help her in doing hers duty as a wife. Her family gave big expectation on her graduated. To manage the living and studying cost in Palangka Raya, BK should take a part job as a distributor of an online shop.[40]

b. SF

In line with his wife, SF felt that writing thesis was needed more than just good knowledge. He keeps himself from getting distracted by other thoughts or activities. He could handle the problem in writing thesis by himself. He thought that in writing his thesis, he should manage his time. For him,

---

[40] Bikrotun Nafiah, *Personal Interview*, on 2016

graduated with his wife was a good plan. Therefore, he has a good motivation to finish his thesis at this year. [41]

c. AB

As a manager of the big store in Palangka Raya, which has many staffs and costumers, AB should divide his focus on writing his thesis. As a father of his little boy, AB spend more than just 12 hours a day to make his shop better. AB also felt that the most difficulties in writhing his thesis was on grammatical problems. Therefore, he needed more than just time but also the briefly knowledge of structure. AB, seeking social support for instrumental reasons about what to do to solving his problem. He knew that he did not have time to discuss his feelings with someone. In another hand, AB thought that he should learn something from his friend experiences in writing thesis quickly and briefly.[42]

d. AD

AD told his problem in writing thesis was about motivation and communication. He needed support from his friends. He was a gamer. AD did not have a friend to share and to support him about how to get bachelor degree. AB also felt that the most difficulties in writing his thesis was on the rules of the department program. Therefore, he needed more than just friend to share but also a friend who could help him on seeking social support for instrumental reasons about what to do to solve his problem AD told his

---

[41] Ahmad Syariffudin, *Personal Interview*, on 2016
[42] Abdullah, *Personal Interview*, on 2016

problem in writing thesis was about motivation and communication. He needed support from his friends. He was a gamer. AD did not have a friend to share and to support him about how to get the bachelor degree. AB also felt that the most difficulties in writing his thesis were on the rules of the department program. Therefore, he needed more than a just friend to share but also a friend who could help him on seeking social support for instrumental reasons about what to do to solve his problem.[43]

e. AR

In line with AD, AR told his problem in writing thesis was about motivation and communication. AR also felt that the most difficulties in writhing his thesis was on grammatical problems. Therefore, he needed a friend who can share the knowledge and the experiences in writing thesis.[44]

f. ND

ND was a good woman who has a good knowledge in English. But, she could not manage her time. She needed a friend to support her for doing her thesis. She though that she could not reach her goal in studying.[45]

g. AN

Last but not least, AN has a good knowledge in writing a thesis. He was also one of the students who have high grades on his IPK. The most problem

---

[43] Aditya, *Personal Interview*, on 2016
[44] Alamin Riza, *Personal Interview*, on 2016
[45] Nia, *Personal Interview*, on 2016

that faced on him was the motivation. AN said that he accepted to live with his problem. AN did not have the focus on his thesis. He looked like just give up trying to reach his goal and let his feelings out. [46]

B. Discussion

The researcher problem stated: "What are the thirteenth semester of English study program students' coping strategies in writing thesis of English Study Program" Hence, the question looked for the answer. To answer the problem of the study above, the researcher has done the study in this research.

In another hand, the instructions stated in the questionnaire and asked in interview described the students' coping strategies in writing thesis of English Study Program.

The researcher did the research on the problem as stated previously. The data were found explained that students' coping strategies in writing the thesis of English Study Program. The researcher gave the questionnaire as the instrument for measure the information. The questionnaire that the researcher used was adopted by Dwihandini' research of the students' difficulties in writing the thesis and also a research that focuses on coping strategies as mentioned in chapter II. Therefore, the questions in the questionnaire and interview focused on the students' coping strategies and difficulties in writing the thesis.

---

[46] Achmad Noor, *Personal Interview*, on 2016

As stated before, the researcher used the concept to measure conceptually distinct aspects of problem-focused coping and also measure aspects of what might be viewed as emotion-focused coping. In order to reports the development of scale items, correlations between the various coping scales and several theoretically relevant personality measures in an effort to provide preliminary information about the inventory's convergent and discriminant validity, and the inventory to assess coping responses among a group of undergraduates who were attempting to cope with a specific stressful episode. This study also allowed an initial examination of associations between dispositional and situational coping tendencies.

According to Folkman & Lazarus coping strategies can be grouped into two general types; Problem-focused coping is aimed at problem-solving or doing something to alter the source of stress. Emotion-focused coping is aimed at reducing or managing the emotional distress that is associated with the situation. Although most stressors elicit both types of coping, problem-focused coping tends to predominate when people feel that something constructive can be done, whereas emotion-focused coping tends to predominate when people feel that the stressor is something that must be endured.[47]

---

[47] Muhamad Saiful Bahri Yusoff, , *Stress, Stressors And Coping Strategies Among Secondary School Students In A Malaysian Government Secondary School: Initial Findings, Medical Education Department of School of Medical Sciences 16150 Kubang Kerian, Kelantan, Malaysia., ASEAN Journal of Psychiatry, Vol.11(2) July –December 2010: XX XX* p.2

Charles and Michael research using Five scales (of four items each) measure conceptually distinct aspects of problem-focused coping (active coping, planning, suppression of competing activities, restraint coping, seeking of instrumental social support); five scales measure aspects of what might be viewed as emotion-focused coping (seeking of emotional social support, positive reinterpretation, acceptance, denial, turning to religion); and three scales measure coping responses that arguably are less useful (focus on and venting of emotions, behavioral disengagement, mental disengagement).[48]

In writing thesis, the factors raised in writing a thesis divided into three; The psychological factors of students can be identified from the affective factors of the students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Motivation.[49] The culture was also become strongly important in the learning of a second language and also four categories to describe the errors in the second language learner production data. The object of this research was for understanding the students of English Education Study Program responses on their coping strategies in writing thesis.

The discussion of the results' of this study as follows:

The researcher divided 14 items consist of students coping strategies. The researcher made questionnaire based on the theory of the expert. Comparing the

[48] *Ibid.,* p. 1
[49] *Ibid.*, p. 153-154

expert theory with the goal of this research. The questionnaire consists of 12 points such as planning, suppression of competing activities, restraint coping, seeking social support for instrumental reasons, seeking social support for emotional reasons, positive reinterpretation, and growth, acceptance, turning to religion, focus on and venting of emotions, denial, behavioral disengagement, and mental disengagement. The respondents of this subject were 7 respondents.

Item 1, most of respondents agreed that they have planning in order to handle their problem. It could be seen on the presentation. There were 3 (42.86 %) and 2 (28.57 %) students was strongly agree that to solve problem they could do their best to handle it.

Item number 2, 3 students (42.86 %) students thought that they put aside other activities in order to concentrate on competing activities. By the data were taken, respondents have different opinion on suppression problem. There are 2 (28.57 %) respondents strongly disagree with that. It could be said that, respondents thought in suppression of competing activities was not always by placing aside other activities in order to concentrate the problems.

Item 3, almost all of the respondents agreed that they keep themselves from getting distracted by other thoughts or activities. Therefore, in writing thesis, they did not want to distract their friends. By comparing the result of the interview and item 3 in questionnaire, the respondents tried to completing their study by themselves.

The researcher divided 14 items consist of students coping strategies. The researcher made questionnaire based on the theory of the expert. Comparing the

expert theory with the goal of this research. The questionnaire consists of 12 points such as planning, suppression of competing activities, restraint coping, seeking social support for instrumental reasons, seeking social support for emotional reasons, positive reinterpretation, and growth, acceptance, turning to religion, focus on and venting of emotions, denial, behavioral disengagement, and mental disengagement. The respondents of this subject were 7 respondents.

Item 6, the respondents tried to get emotional support from friends or relatives. All of respondents needed social support from their friends. In completing the thesis, the respondents not only asked instrumental reason but also emotional support. BK in interview stated that she asked support from her family in solving the problem. She thought that by asking the support from her family, she could get motivation in completing the study.

Item 7, the respondents felt that they need to discuss their feeling with someone to solve the problem. In this item, there were also 3 respondents (42.86 %) did not agree to discuss it. The reason was because they thought that strategy in writing thesis was more complicated than feelings. SF in interview explained that he just needed support in emotional and instrument in solving his problem.

Item 8, students agreed that learning by experience was the positive reinterpretation and growth in completing the study. They thought that by learning from the experiences, they could solve the problem. For example in interview, AB said that he learned by his friends experiences to writing thesis briefly.

Item 9, there were difference acceptance in respondents in their way to accept the problems. 4 (57,14 %) respondents stated agreed that they just learned

to live with that problem. There were 1 (14.28 %) disagree and 2 (28.57 %) strongly disagree. They did not want to accept it. The wanted to solve and clear their problems by themselves.

Item 10, as students of Islamic Collage State, all of them were agreed that they should turn to their faith when they have a problem. In writing the thesis and completing the study, they pray more than usual to get more kinds from God.

Because the respondents did their strategy in completing the study by asking their friends experiences, pray more than usual, asking support from their friend, therefore 1 (14,28 %) respondents disagree and 3 (42,86 %) strongly disagree with the statement in item 11. The respondents focused on the problem and tried to solve it by themselves without let their feeling out.

Item 12, in solving the problems, respondents want to though that it has not even happened. All of them agree on that. Respondents denial it, but they also did the way to solve their problem even the though it has not even happened. Item 13, In cases reaching goal of the study, some of respondents gave up to reach it. AN who did not motivation to finish the studying quickly was the example of this behavioral disengagement. Item 14, all of the respondents agreed that they have to do the other activities to get more mental disengagement. They turned to work or other substitute activities to take their mind of things.

By compiling the data were taken in interview and in questionnaire, it could be concluded that students in solving the problem did the coping strategy. There were many strategies that they have did. Those strategies have gave the reasons for them to finish the study. Social support was the most effective coping

strategy which was shown in the data. The students used their friend social support to solve the problem.

By comparing the results of this research, the researcher concluded that the type of coping strategies which is used by respondents was emotion-focused coping. Because the students were aimed at reducing or managing the emotional distress associated with the situation. The psychological factors of students that could be identified as Dwihandini research in order to create a good thesis writing were; (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Motivation.

CHAPTER V

CLOSING

This chapter presents conclusion and suggestions on the basis of the research finding and discussion. The conclusions deal with the result of the research finding. Meanwhile, the suggestions are addressed to other writer and those who are interested in researching students coping strategies in writing thesis of English Study Program of State Islamic Institute Palangka Raya.

A. Conclusions

The study was aimed the students coping strategies in writing thesis of English Study Program of State Islamic Institute Palangka Raya. Based on the result of the study, there were some conclusions which could be seen as follow:

The discussion of the results' of this study as follows:

1 The object of this research was for understanding the students of English Education Study Program responses on their coping strategies in writing thesis. The respondents of this subject were 7 respondents. There were many strategies that they have done. Those strategies have given the reasons for them to finish the study. Social support was the most effective coping strategy which was shown in the data. The students used their friend's social support to solve the problem.

2 It could be seen from the results that the psychological factors of students that could be identified in order to create a good thesis writing were; (1) Self-

Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empty; (8) Extroversion; (9) Motivation.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, the English Education Study Program and the researchers.

1. For the students

   The writer recommended the students to focus on the study and improve their knowledge and skills to be able to reach the graduation or certification or for entrance into a professional or vocation field.

2. For the English Education Study Program

   Students who have problems in writing thesis need social support the students uses their friends social support to solve the problem.

3. For the other writers

   This thesis, the writer recognized the design of study was very simple. There are still many weaknesses that could be seen. Therefore, for further research is expected that the other researchers can improve this study with the better design and different object in order to support the result finding. In short, the writer approve the other researchers can use this research as the reference for conducting their research.

REFERENCES

Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revisi

VI,

Jakarta: PT Rineka Cipta, 2006.

Arikunto, Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek. Edisi V*,

Jakarta:

Rhineka cipta, 2002.

Assessing Coping Strategies: A Theoretically Based Approach *Charles S. Carver, Michael F. Scheier University of Miami Carnegie Mellon University, Jagdish Kumari Weintraub University of Miami (Journal of Personality and Social Psychology Copyright 1989 by the American Psychological Association, Inc. 1989, Vol. 56, No. 2, 267-283)*

Berndtsson, M. et al. *Thesis Projects: A Guide for Students in Computer Science and Information Systems. Second Edition*. London: Springer-Verlag London Ltd. 2008.

Brown, H. Douglas. *Principles of Language Learning and Teaching: Fifth Edition*. United States of America: Pearson Education, Inc. 2007.

Crasswell, John, *Research Desaign Qualitative and Quantitative,* California: Sage Publication, inc, 1994.

Dawson, Catherine, *Practical Research Methods,* New delhi: UBS Publishers Distributors, 2002.

Dwihandini, Marhaeni and Suarnajaya, *The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis In The English*

Department Of Mahasaraswati University, e-Journal Language Education Study Program, Postgraduate Program Ganesha University Of Education Singaraja, Indonesia Vol. 2 Tahun 2013.

Furchan, Arief, *Pengantar Penelitian dalam Pendidikan,* Yogyakarta: Pustaka Pelajar, 2007.

Hasyim, Muhamad, "The Strategy of Successful and Unsuccsessful Students in Writing Explanation Text Applied by Twelfth Grade Students of Language Programe in SMAN-2 Pahandut Palangka Raya",*Unpublished Thesis*, STAIN: Palangka Raya, 2009.

Hikmah, Nurul, "The Students' Grammatical errors in writing paragraph made by the second semester of English study program of STAIN Palangkaraya 2012/2013 academic year", *Unpublished Thesis*, STAIN: Palangka Raya, 2013.

Johnson, B & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches, 2 nd Edition*, Boston: Pearson, 2004.

Lee Mckey, Sandra, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006.

Lindsay, Peter & Donald Ary, *Human Information Processing: An Introduction to Psychology,* New York: Britannica Press, 1977.

Maguire, Moira, Ann Everitt Reynolds and Brid Delahunt, *Self-efficacy In Academic Reading and Writing, Authorial Identity and Learning Strategies in First Year Students*, *Dundalk Institute of Technology*

(DkIT), Dundalk, Ireland, AISHE-J Vol. 5, Number 1 Spring 2013 Page 1111.

MILLICENT H. ABEL, *Humor, stress, and coping strategies, Humor15–4 (2002), 365– 381. P.3.*

Murray, R. *How to Write a Thesis. 3rd edition*. New York: Open University Press. 2011.

Oshima, A. & Hogue, A. *Introduction to Academic Writing. Third Edition.* New York: Pearson Education, Inc. 2007.

Paltridge, B. & Starfield, S. *Thesis and Dissertation Writing in a Second Language*. New York: Routledge. 2007.

Raharjo, "Problem dan Solusi/mahasiswa Semester Tua" *Nadwa:Jurnal Pendidikan Islam,* Vol 8, No. 2, Oktober 2014

Saiful Bahri Yusoff, Muhamad*, Stress, Stressors And Coping Strategies Among Secondary School Students In A Malaysian Government   Secondary School: Initial Findings, Medical Education Department of School of Medical Sciences 16150 Kubang Kerian, Kelantan, Malaysia., ASEAN Journal of Psychiatry, Vol.11(2) July –December 2010: XX XX.*

Tickerhoof George, Nickole M.,"*Stress, Psychosocial Factors, and the Outcomes of Anxiety, Depression, and Substance Abuse in Rural Adolescents",* Dissertation, The Pennsylvania State University, 2005.

Vincent C. Asogwa, Adoo D. Wombo, and Charles U. Ugwuoke, *Challenges and Coping Strategies Adopted by Postgraduate Students of Agricultural*

Education in Thesis Writing in Nigerian Universities, American Journal of Operations Research, 2014, 4, 311-318.

Yin, *Case Study Research: Design and Methods,* 3rd Edition, New Delhi: SAGE Publications, 2003.

INTERVIEW GUIDELINE

Nama   :

NIM   :

1. What will you do to solve your problem?
2. Do you have a planning to solve it?
3. Do you like to face on the competition?
4. Do your friends help you to solve your problem?
5. How will you learn about the problem?
6. How the experiences problems affect your decision to solve the problem?
7. How often will you pray than usual if you have a problem?
8. What do you think about quit or stuggle in a problem?
9. What is the commonly difficulties in writing thesis?
10. What are your interactions with other students had an impact on your personal growth, attitudes, and values?
11. When you think about your overall social life here (friends, college organizations, extracurricular activities, and so on), what do you satisfied with yours?
12. What do you think you have in common with other students here?
13. What do you do when you encounter a problem? Will you discuss it with:
14. What is the supportive your family of your pursuit of a college degree, in terms of their encouragement and expectations?
15. What is difficult it for you or your family to be able to handle college costs?

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : Bikrotun Mu'awanah

NIM   : 09011 20435

AGE   : 24 thn

MALE/FEMALE   : Female

No	Questionnaire	Answer choise			
		SA	**A**	**D**	**SD**
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.	✓			
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.	✓			
3	I keep myself from getting distracted by other thoughts or activities.		✓		
	Restraint coping				
4	I restrain myself from doing anything too quickly.	✓			
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.	✓			
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or		✓		

	relatives.				
7	I discuss my feelings with someone.		✓		
	Positive reinterpretation & growth				
8	I learn something from the experience.		✓		
	Acceptance				
9	I learn to live with it.			✓	
	Turning to religion				
10	I pray more than usual.	✓			
	Focus on & venting of emotions				
11	I let my feelings out.		✓		
	Denial				
12	I act as though it hasn't even happened.	✓			
	Behavioral disengagement				
13	I just give up trying to reach my goal.				✓
	Mental disengagement				
14	I turn to work or other substitute activities to take my mind off things.	✓			

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : MIA DWI ASTUTI

NIM : 0901120470

AGE : 25 thn

MALE/FEMALE : FEMALE

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning		√		
1	I think about how I might best handle the problem.				
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.		√		
3	I keep myself from getting distracted by other thoughts or activities.		√		
	Restraint coping				
4	I restrain myself from doing anything too quickly.		√		
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.		√		
	Seeking social support for emotional reasons	√			
6	I try to get emotional support from friends or	√			

	relatives.				
7	I discuss my feelings with someone.		✓		
	Positive reinterpretation & growth				
8	I learn something from the experience.		✓		
	Acceptance				
9	I learn to live with it.				✓
	Turning to religion				
10	I pray more than usual.	✓			
	Focus on & venting of emotions				
11	I let my feelings out.			✓	
	Denial				
12	I act as though it hasn't even happened.		✓		
	Behavioral disengagement				
13	I just give up trying to reach my goal.		✓		
	Mental disengagement				
14	I turn to work or other substitute activities to take my mind off things.		✓		

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : Muhammad Syarifudin

NIM   : 09011204 66

AGE   : 26 thn

MALE/FEMALE   : Male

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.	√			
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.			√	
3	I keep myself from getting distracted by other thoughts or activities.	√			
	Restraint coping				
4	I restrain myself from doing anything too quickly.		√		
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.		√		
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or	√			

#						
	relatives.					
7	I discuss my feelings with someone.				✓	
	Positive reinterpretation & growth					
8	I learn something from the experience.	✓				
	Acceptance					
9	I learn to live with it.		✓			
	Turning to religion					
10	I pray more than usual.		✓			
	Focus on & venting of emotions					
11	I let my feelings out.		✓			
	Denial					
12	I act as though it hasn't even happened.	✓				
	Behavioral disengagement					
13	I just give up trying to reach my goal.					
	Mental disengagement	✓				
14	I turn to work or other substitute activities to take my mind off things.		✓			

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : ACHMAD NOOR

NIM : 0901120420

AGE : 25 Htn

MALE/FEMALE : MALE

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.		√		
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.		√		
3	I keep myself from getting distracted by other thoughts or activities.	√			
	Restraint coping				
4	I restrain myself from doing anything too quickly.		√		
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.	√			
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or		√		

		relatives.				
7		I discuss my feelings with someone.		✓		
		Positive reinterpretation & growth				
8		I learn something from the experience.		✓		
		Acceptance				
9		I learn to live with it.		✓		
		Turning to religion				
10		I pray more than usual.		✓		
		Focus on & venting of emotions				
11		I let my feelings out.				✓
		Denial				
12		I act as though it hasn't even happened.		✓		
		Behavioral disengagement				
13		I just give up trying to reach my goal.				✓
		Mental disengagement				
14		I turn to work or other substitute activities to take my mind off things.		✓		

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : AL - AMIN RIZA

NIM   : 0901120 425

AGE   : 21 thn

MALE/FEMALE : MALE

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.	✓			
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.		✓		
3	I keep myself from getting distracted by other thoughts or activities.		✓		
	Restraint coping				
4	I restrain myself from doing anything too quickly.	✓			
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.		✓		
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or	✓			

	relatives.				
7	I discuss my feelings with someone.	✓			
	Positive reinterpretation & growth				
8	I learn something from the experience.	✓			
	Acceptance				
9	I learn to live with it.		✓		
	Turning to religion				
10	I pray more than usual.	✓			
	Focus on & venting of emotions				
11	I let my feelings out.		✓		✓
	Denial				
12	I act as though it hasn't even happened.	✓	✓		
	Behavioral disengagement				
13	I just give up trying to reach my goal.	✓			
	Mental disengagement				
14	I turn to work or other substitute activities to take my mind off things.	✓			

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : ADITIA S

NIM : 0901120481

AGE : 25 thn

MALE/FEMALE : MALE

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.			√	
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.				√
3	I keep myself from getting distracted by other thoughts or activities.			√	
	Restraint coping				
4	I restrain myself from doing anything too quickly.	√			
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.		√		
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or		√		

#		1	2	3	4
	relatives.				
7	I discuss my feelings with someone.			✓	
	Positive reinterpretation & growth				
8	I learn something from the experience.	✓			
	Acceptance				
9	I learn to live with it.				✓
	Turning to religion				
10	I pray more than usual.	✓			
	Focus on & venting of emotions				
11	I let my feelings out.				✓
	Denial				
12	I act as though it hasn't even happened.	✓			
	Behavioral disengagement				
13	I just give up trying to reach my goal.			✓	
	Mental disengagement				
14	I turn to work or other substitute activities to take my mind off things.	✓			

LEMBAR QUESTIONNAIRE

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : ABDULLah

NIM : 090120

AGE : 24 thn

MALE/FEMALE : Male

No	Questionnaire	Answer choise			
		SA	A	D	SD
		1	2	3	4
	Planning				
1	I think about how I might best handle the problem.			√	
	Suppression of competing activities				
2	I put aside other activities in order to concentrate on this.				√
3	I keep myself from getting distracted by other thoughts or activities.	√		√	
	Restraint coping				
4	I restrain myself from doing anything too quickly.	√			
	Seeking social support for instrumental reasons				
5	I try to get advice from someone about what to do.	√			
	Seeking social support for emotional reasons				
6	I try to get emotional support from friends or		√		

	relatives.				
7	I discuss my feelings with someone.			✓	
	Positive reinterpretation & growth				
8	I learn something from the experience.	✓			
	Acceptance				
9	I learn to live with it.		✓		
	Turning to religion		＼		
10	I pray more than usual.		✓		
	Focus on & venting of emotions				
11	I let my feelings out.				✓
	Denial				
12	I act as though it hasn't even happened.	✓			
	Behavioral disengagement				
13	I just give up trying to reach my goal.				✓
	Mental disengagement				
14	I turn to work or other substitute activities to take my mind off things.	✓			

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : Bikrotun Mu'awanah

NIM : 09011 20A36

AGE : 24 thn

MALE/FEMALE : Female

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.		✓		
2	I do what has to be done, one step at a time.		✓		
3	I take direct action to get around the problem.	✓			
	Planning				
4	I try to come up with a strategy about what to do.		✓		
	I make a plan of action.				
5	I think about how I might best handle the problem.	✓			

	Suppression of competing activities					
6	I put aside other activities in order to concentrate on this.	✓				
7	I focus on dealing with this problem, and if necessary let other things slide a little.		✓			
8	I keep myself from getting distracted by other thoughts or activities.		✓			
	Restraint coping					
9	I force myself to wait for the right time to do something.	✓				
10	I hold off doing anything about it until the situation permits.		✓			
11	i restrain myself from doing anything too quickly.	✓				
	Seeking social support for instrumental reasons					
12	I ask people who have had similar experiences what they did.		✓			
13	I try to get advice from someone about what to do.	✓				
	Seeking social support for emotional reasons					
14	I try to get emotional support from friends or relatives.		✓			
15	I discuss my feelings with someone.		✓			
	Positive reinterpretation & growth					
16	I look for something good in what is happening.	✓				
17	I learn something from the experience.		✓			
	Acceptance					
18	I learn to live with it.	✓				
19	I accept that this has happened and that it can't be changed.		✓			
	Turning to religion					
20	I seek God's help	✓				
21	I pray more than usual.	✓				
	Focus on & venting of emotions					
22	I get upset and let my emotions out.		✓			
23	I let my feelings out.		✓			
	Denial					
24	I refuse to believe that it has happened.		✓			
25	I act as though it hasn't even happened.	✓				

	Behavioral disengagement	✓			
26	I give up the attempt to get what I want.	✓			
27	I just give up trying to reach my goal.		✓		
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.	✓			
29	I go to movies or watch TV, to think about it less.	✓			
30	I go to everywhere I want to take refreshing			✓	

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : NIA DWI ASTUTI

NIM   : 0901120470

AGE   : 25 thn

MALE/FEMALE   : FAMALE

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.	√			
2	I do what has to be done, one step at a time.		√		
3	I take direct action to get around the problem.	√	√		
	Planning				
4	I try to come up with a strategy about what to do.		√		
	I make a plan of action.	√			
5	I think about how I might best handle the problem.	√			

#		Col1	Col2	Col3	Col4	Col5
	Suppression of competing activities					
6	I put aside other activities in order to concentrate on this.		✓			
7	I focus on dealing with this problem, and if necessary let other things slide a little.		✓			
8	I keep myself from getting distracted by other thoughts or activities.		✓			
	Restraint coping					
9	I force myself to wait for the right time to do something.		✓			
10	I hold off doing anything about it until the situation permits.	✓				
11	I restrain myself from doing anything too quickly.	✓				
	Seeking social support for instrumental reasons					
12	I ask people who have had similar experiences what they did.		✓			
13	I try to get advice from someone about what to do.		✓			
	Seeking social support for emotional reasons					
14	I try to get emotional support from friends or relatives.		✓			
15	I discuss my feelings with someone.	✓				
	Positive reinterpretation & growth					
16	I look for something good in what is happening.		✓			
17	I learn something from the experience.	✓				
	Acceptance					
18	I learn to live with it.		✓			
19	I accept that this has happened and that it can't be changed.		✓			
	Turning to religion					
20	I seek God's help		✓			
21	I pray more than usual.		✓			
	Focus on & venting of emotions					
22	I get upset and let my emotions out.		✓			
23	I let my feelings out.	✓				
	Denial					
24	I refuse to believe that it has happened.		✓			
25	I act as though it hasn't even happened.	✓				

	Behavioral disengagement				
26	I give up the attempt to get what I want.		✓		
27	I just give up trying to reach my goal.	✓			
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.	✓			
29	I go to movies or watch TV, to think about it less.		✓		
30	I go to everywhere I want to take refreshing			✓	

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : Muhammad Syarifudin

NIM   : 0901120466

AGE   : 26 thn

MALE/FEMALE : Male

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.		√		
2	I do what has to be done, one step at a time.		√		
3	I take direct action to get around the problem.	√			
	Planning				
4	I try to come up with a strategy about what to do.	√			
	I make a plan of action.				
5	I think about how I might best handle the problem.	√			

	Suppression of competing activities				
6	I put aside other activities in order to concentrate on this.		✓		
7	I focus on dealing with this problem, and if necessary let other things slide a little.	✓			
8	I keep myself from getting distracted by other thoughts or activities.	✓			
	Restraint coping				
9	I force myself to wait for the right time to do something.		✓		
10	I hold off doing anything about it until the situation permits.		✓		
11	I restrain myself from doing anything too quickly.		✓		
	Seeking social support for instrumental reasons				
12	I ask people who have had similar experiences what they did.	✓			
13	I try to get advice from someone about what to do.		✓		
	Seeking social support for emotional reasons				
14	I try to get emotional support from friends or relatives.	✓			
15	I discuss my feelings with someone.	✓			
	Positive reinterpretation & growth				
16	I look for something good in what is happening.		✓		
17	I learn something from the experience.	✓			
	Acceptance				
18	I learn to live with it.	✓			
19	I accept that this has happened and that it can't be changed.		✓		
	Turning to religion				
20	I seek God's help		✓		
21	I pray more than usual.		✓		
	Focus on & venting of emotions				
22	I get upset and let my emotions out.	✓			
23	I let my feelings out.		✓		
	Denial				
24	I refuse to believe that it has happened.		✓		
25	I act as though it hasn't even happened.	✓			

	Behavioral disengagement				
26	I give up the attempt to get what I want.		✓		
27	I just give up trying to reach my goal.	✓			
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.		✓		
29	I go to movies or watch TV, to think about it less.		✓		
30	I go to everywhere I want to take refreshing		✓		

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : ACHMAD NOOR

NIM : 0901120420

AGE : 25 thn

MALE/FEMALE : MALE

No	Questionnaire	Answer Choise			
		SA	A	D	SD
	Active coping	1	2	3	4
1	I take additional action to try to get rid of the problem.		✓		
2	I do what has to be done, one step at a time.	✓	✓		
3	I take direct action to get around the problem.	✓			
	Planning				
4	I try to come up with a strategy about what to do.		✓		
	I make a plan of action.		✓		
5	I think about how I might best handle the problem.		✓		

#	Statement				
	Suppression of competing activities				
6	I put aside other activities in order to concentrate on this.		✓		
7	I focus on dealing with this problem, and if necessary let other things slide a little.	✓			
8	I keep myself from getting distracted by other thoughts or activities.		✓		
	Restraint coping				
9	I force myself to wait for the right time to do something.	✓			
10	I hold off doing anything about it until the situation permits.		✓		
11	I restrain myself from doing anything too quickly.		✓		
	Seeking social support for instrumental reasons				
12	I ask people who have had similar experiences what they did.		✓		
13	I try to get advice from someone about what to do.			✓	
	Seeking social support for emotional reasons				
14	I try to get emotional support from friends or relatives.			✓	
15	I discuss my feelings with someone.	✓			
	Positive reinterpretation & growth				
16	I look for something good in what is happening.				✓
17	I learn something from the experience.		✓		
	Acceptance				
18	I learn to live with it.		✓		
19	I accept that this has happened and that it can't be changed.			✓	
	Turning to religion				
20	I seek God's help	✓			
21	I pray more than usual.		✓		
	Focus on & venting of emotions				
22	I get upset and let my emotions out.		✓		
23	I let my feelings out.				✓
	Denial				
24	I refuse to believe that it has happened.		✓		
25	I act as though it hasn't even happened.		✓		

	Behavioral disengagement				
26	I give up the attempt to get what I want.		✓		
27	I just give up trying to reach my goal.		✓		
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.		✓		
29	I go to movies or watch TV, to think about it less.		✓		
30	I go to everywhere I want to take refreshing		✓		

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : AL-AMIN RIZA

NIM : 090 1120425

AGE : 21 thn

MALE/FEMALE : Male

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.		√		
2	I do what has to be done, one step at a time.		√		
3	I take direct action to get around the problem.		√		
	Planning				
4	I try to come up with a strategy about what to do.	√			
	I make a plan of action.				
5	I think about how I might best handle the problem.	√			

	Suppression of competing activities				
6	I put aside other activities in order to concentrate on this.	✓			
7	I focus on dealing with this problem, and if necessary let other things slide a little.		✓		
8	I keep myself from getting distracted by other thoughts or activities.	✓			
	Restraint coping				
9	I force myself to wait for the right time to do something.		✓		
10	I hold off doing anything about it until the situation permits.	✓			
11	I restrain myself from doing anything too quickly.	✓			
	Seeking social support for instrumental reasons				
12	I ask people who have had similar experiences what they did.		✓		
13	I try to get advice from someone about what to do.		✓		
	Seeking social support for emotional reasons				
14	I try to get emotional support from friends or relatives.	✓			
15	I discuss my feelings with someone.	✓			
	Positive reinterpretation & growth				
16	I look for something good in what is happening.		✓		
17	I learn something from the experience.	✓			
	Acceptance				
18	I learn to live with it.	✓	✓		
19	I accept that this has happened and that it can't be changed.	✓			
	Turning to religion				
20	I seek God's help		✓		
21	I pray more than usual.	✓			
	Focus on & venting of emotions				
22	I get upset and let my emotions out.		✓		
23	I let my feelings out.		✓		
	Denial				
24	I refuse to believe that it has happened.		✓		
25	I act as though it hasn't even happened.	✓	✓		

	Behavioral disengagement				
26	I give up the attempt to get what I want.		✓		
27	I just give up trying to reach my goal.	✓			
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.	✓			
29	I go to movies or watch TV, to think about it less.			✓	
30	I go to everywhere I want to take refreshing		✓		

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA   : ADITIA S.

NIM   : 0901120481

AGE   : 25 thn

MALE/FEMALE : MALE

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.		√		
2	I do what has to be done, one step at a time.			√	
3	I take direct action to get around the problem.		√		
	Planning				
4	I try to come up with a strategy about what to do.	√			
	I make a plan of action.				
5	I think about how I might best handle the problem.		√		

	Suppression of competing activities		✓		
6	I put aside other activities in order to concentrate on this.		✓		
7	I focus on dealing with this problem, and if necessary let other things slide a little.		✓		
8	I keep myself from getting distracted by other thoughts or activities.		✓		
	Restraint coping			✓	
9	I force myself to wait for the right time to do something.		✓		
10	I hold off doing anything about it until the situation permits.		✓		
11	I restrain myself from doing anything too quickly.		✓		
	Seeking social support for instrumental reasons			✓	
12	I ask people who have had similar experiences what they did.		✓		
13	I try to get advice from someone about what to do.		✓		
	Seeking social support for emotional reasons		✓		
14	I try to get emotional support from friends or relatives.		✓		
15	I discuss my feelings with someone.		✓		
	Positive reinterpretation & growth				
16	I look for something good in what is happening.			✓	
17	I learn something from the experience.		✓	✗	
	Acceptance				
18	I learn to live with it.		✓		
19	I accept that this has happened and that it can't be changed.			✓	
	Turning to religion				
20	I seek God's help	✓			
21	I pray more than usual.		✓		
	Focus on & venting of emotions				
22	I get upset and let my emotions out.		✓		
23	I let my feelings out.		✓		
	Denial				
24	I refuse to believe that it has happened.		✓		
25	I act as though it hasn't even happened.		✓		

	Behavioral disengagement				
26	I give up the attempt to get what I want.				
27	I just give up trying to reach my goal.				
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.				
29	I go to movies or watch TV, to think about it less.				
30	I go to everywhere I want to take refreshing				

LEMBAR QUESTIONNAIRE (PILOT STUDY)

Sebelum menjawab mohon perhatikan pernyataan ini:

"Peneliti menggunakan skala likert ini untuk meneliti response mahasiswa terhadap factor masalah untuk menyelesaikan penulisan thesis. Informasi yang didapat dari response mahasiswa akan digunakan untuk pengembangan Prodi Tadris Bahasa Inggris"

Instruksi: Pernyataan di bawah ini akan menanyakan faktor masalah yang dihadapi untuk menyelesaikan perkuliahan. Jawablah dengan serius dan jujur, dengan memberikan ceklis.

(√) pada kolom sangat setuju (strongly agree = SA), setuju (agree = A), tidak setuju (disagree = D) dan sangat tidak setuju (strongly disagree= SD). Jawaban anda tidak akan mempengaruhi nilai pembelajaran dikelas sebagai responden, data dan privasi Anda akan dirahasiakan.

NAMA : Abdullah

NIM : 0901120

AGE : 24 thn

MALE/FEMALE : Male

No	Questionnaire	Answer Choise			
		SA	A	D	SD
		1	2	3	4
	Active coping				
1	I take additional action to try to get rid of the problem.	√			
2	I do what has to be done, one step at a time.	√			
3	I take direct action to get around the problem.		√		
	Planning				
4	I try to come up with a strategy about what to do.		√		
	I make a plan of action.				
5	I think about how I might best handle the problem.			√	

	Suppression of competing activities				
6	I put aside other activities in order to concentrate on this.		✓		
7	I focus on dealing with this problem, and if necessary let other things slide a little.			✓	
8	I keep myself from getting distracted by other thoughts or activities.		✓		
	Restraint coping				
9	I force myself to wait for the right time to do something.				✓
10	I hold off doing anything about it until the situation permits.	✓			
11	I restrain myself from doing anything too quickly.		✓		
	Seeking social support for instrumental reasons				
12	I ask people who have had similar experiences what they did.		✓		
13	I try to get advice from someone about what to do.		✓		
	Seeking social support for emotional reasons				
14	I try to get emotional support from friends or relatives.		✓		
15	I discuss my feelings with someone.		✓		
	Positive reinterpretation & growth				
16	I look for something good in what is happening.			✓	
17	I learn something from the experience.	·	✓		
	Acceptance				
18	I learn to live with it.		✓		
19	I accept that this has happened and that it can't be changed.	✓			
	Turning to religion				
20	I seek God's help				
21	I pray more than usual.		✓		
	Focus on & venting of emotions		✓		
22	I get upset and let my emotions out.	✓			
23	I let my feelings out.			✓	
	Denial				
24	I refuse to believe that it has happened.	✓	✗		
25	I act as though it hasn't even happened.	✗	✓		

	Behavioral disengagement				
26	I give up the attempt to get what I want.		✓		
27	I just give up trying to reach my goal.		✓		
	Mental disengagement				
28	I turn to work or other substitute activities to take my mind off things.		✓		
29	I go to movies or watch TV, to think about it less.		✓		
30	I go to everywhere I want to take refreshing	✓			

INTERVIEW GUIDELINE

Nama   : Bikrotun Muawanah

NIM   : 0901120 435

1. What will you do to solve your problem?
   Tanya suami dan keluarga bagaimana cara memecahkan masalah
2. Do you have a planning to solve it?
   Ya sedikit, jarang ada. Namun yang pasti dibicarakan dengan keluarga
3. Do you like to face on the competition?
   Tidak suka
4. Do your friends help you to solve your problem?
   Membantu
5. How will you learn about the problem?
   Belajar menghargai dan juga mengambil pengalaman dari masalah itu

6. How the experiences problems affect your decision to solve the problem?

7. How often will you pray than usual if you have a problem?
   Sering berdoa biar cepat lulus biar diberi rezeki dan kemudahan
8. What do you think about quit or stuggle in a problem?
   Gak deh
9. What is the commonly difficulties in writing thesis?
   Waktu yang harus disesuaikan karena sudah berkeluarga
10. What are your interactions with other students had an impact on your personal growth, attitudes, and values?
11. When you think about your overall social life here (friends, college organizations, extracurricular activities, and so on), what do you satisfied with yours?
    Saya senang berteman dengan siapa saja
12. What do you think you have in common with other students here?
13. What do you do when you encounter a problem? Will you discuss it with:
    Saya selalu membicarakan masalah apapun dengan keluarga
14. What is the supportive your family of your pursuit of a college degree, in terms of their encouragement and expectations?
    Mendukung sekali
15. What is difficult it for you or your family to be able to handle college costs?
   Makanya sambil sambil kerja tambahan biar bisa digunakan uangnya.

INTERVIEW GUIDELINE

Nama   : Muhammad Syarifudin

NIM   : 0901120466

1. What will you do to solve your problem?
   Bicarakan aja dengan keluarga, kadang membaca atau mikir sendiri
2. Do you have a planning to solve it?
   Pasti lah ada. Lulus tahun ini
3. Do you like to face on the competition?
   Tidak suka
4. Do your friends help you to solve your problem?
   Membantu
5. How will you learn about the problem?
   Belajar menghargai dan juga mengambil pengalaman dari masalah itu
6. How the experiences problems affect your decision to solve the problem?

7. How often will you pray than usual if you have a problem?
   Sering berdoa biar cepat lulus biar diberi rezeki dan kemudahan
8. What do you think about quit or stuggle in a problem?
   Gak deh
9. What is the commonly difficulties in writing thesis?
   Waktu yang harus disesuaikan karena sudah berkeluarga
10. What are your interactions with other students had an impact on your personal growth, attitudes, and values?
11. When you think about your overall social life here (friends, college organizations, extracurricular activities, and so on), what do you satisfied with yours?
    Saya senang berteman dengan siapa saja
12. What do you think you have in common with other students here?
13. What do you do when you encounter a problem? Will you discuss it with:
    Saya selalu membicarakan masalah apapun dengan keluarga
14. What is the supportive your family of your pursuit of a college degree, in terms of their encouragement and expectations?
    Mendukung sekali
15. What is difficult it for you or your family to be able to handle college costs?
    Makanya sambil sambil kerja tambahan biar bisa digunakan uangnya.

INTERVIEW GUIDELINE

Nama   : Al-Amin Riza

NIM   : 0901120 425

1. What will you do to solve your problem?
   Saya bertanya pada teman untuk memberikan solusi.
2. Do you have a planning to solve it?
   Iya tentu saya punya rencana yaitu belajar bersama.
3. Do you like to face on the competition?
   Saya tidak suka
4. Do your friends help you to solve your problem?
   Pasti membantu, contohnya kadang perlu untuk membicarakan tentang penelitian
5. How will you learn about the problem?
   Pengalaman adalah ilmu yang paling berharga
6. How the experiences problems affect your decision to solve the problem?
   Setiap pengalaman pasti membantu, itulah kenapa pengalaman menjadi ilmu yang berharga
7. How often will you pray than usual if you have a problem?
   Sholat adalah doa.
8. What do you think about quit or stuggle in a problem?
   Harus dihadapi, berjuang
9. What is the commonly difficulties in writing thesis?
   Hal tersulit menulis skripsi buat saya adalah kemapuan saya yang harus ditingkatkan
10. What are your interactions with other students had an impact on your personal growth, attitudes, and values?
    Pasti, teman mempengaruhi kehidupan
11. When you think about your overall social life here (friends, college organizations, extracurricular activities, and so on), what do you satisfied with yours?
    Puas
12. What do you think you have in common with other students here?
    Semua berteman
13. What do you do when you encounter a problem? Will you discuss it with:
    Saya selalu membicarakan masalah apapun dengan keluarga. Semua pasti membicarakan jika ada masalah
14. What is the supportive your family of your pursuit of a college degree, in terms of their encouragement and expectations?
    Mendukung sekali
15. What is difficult it for you or your family to be able to handle college costs?
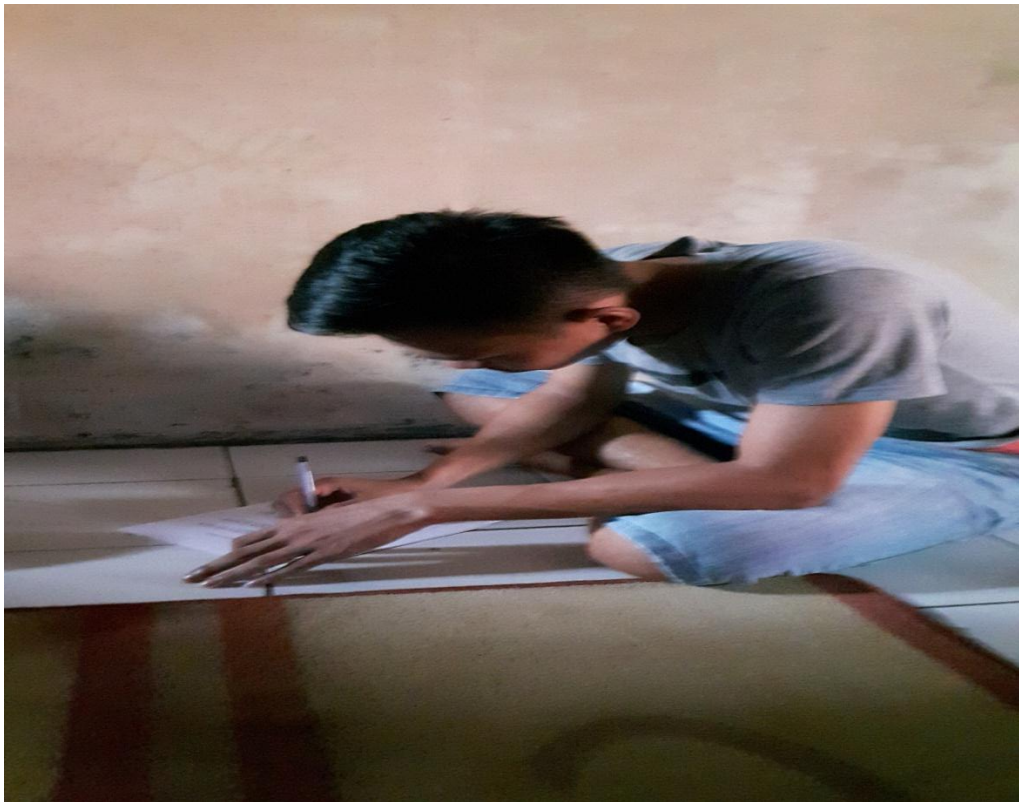   Harus membagi untuk biaya kuliah dan pribadi
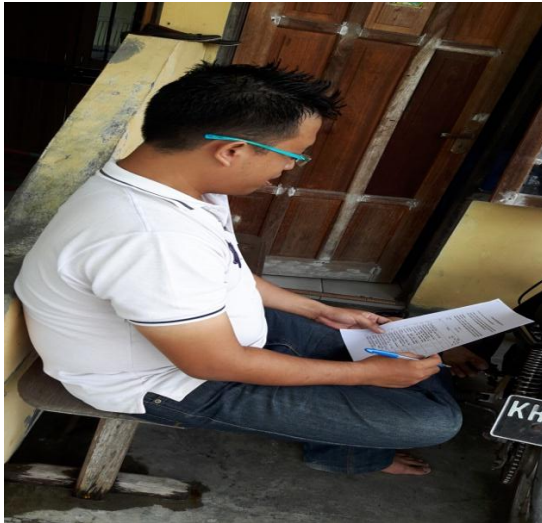
ADT 1-1-2016

AR 1-10-2016

SF 14-8-2016

BK & ND 5-

8_2016

BK & ND5-8-
2016

AN 1-10-2016

KEMENTERIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)

PALANGKA RAYA

Alamat: Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73112
Telp. 0536-3239447, 3226356, 3222105: Email: stain_pry@yahoo.com

---

Nomor	: Sti.15.1/PP.00.009/ 246 /2013
Perihal	: Persetujuan Judul dan Penetapan
	Pembimbing Skripsi

Kepada Yth.
Sdr. RENITA / NIM 0901120481

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Berdasarkan hasil rapat Tim Seleksi Judul Skripsi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Palangka Raya yang dilaksanakan pada tanggal 11 Pebruari 2013, maka kami dapat menyetujui judul saudara sebagai berikut:
USING "FUN WITH ENGLISH" TO IMPROVE THE LEARNERS' MOTIVATION

Selanjutnya kami menunjuk/menetapkan:
1. Santi Erliana, M. Pd., sebagai Pembimbing I
2. Catharine Elmayantie, M. Pd., sebagai Pembimbing II

Oleh karena itu disilahkan saudara untuk segera berkonsultasi dengan Dosen Pembimbing Skripsi tersebut. Apabila ada perubahan judul maka akan dilakukan perubahan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, 26 Pebruari 2013

a.n. Ketua Jurusan Tarbiyah
Sekretaris,

TRIWID S.N., M.Pd
NIP 197109142003122001

Tembusan kepada Yth.:
1. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Santi Erliana, M. Pd., sebagai Pembimbing I
3. Catharine Elmayantie, M. Pd., sebagai Pembimbing II

3nite

BERITA ACARA
SELEKSI JUDUL SKRIPSI MAHASISWA
PRODI PBI JURUSAN PENDIDIKAN BAHASA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALANGKA RAYA

Pada hari ini ..Kamis.......... Tanggal ...25..... bulan ......Juni........ tahun ...2015.................... Pukul .09.00..WIB, Tim Seleksi Judul Skripsi Mahasiswa Prodi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester: Ganjil/Genap*) Tahun Akademik ...2009/2010 telah melaksanakan Seleksi Judul Skripsi atas nama:

Nama Mahasiswa : RENITA
NIM   : 090 1120481
Judul Proposal   : PROBLEMS AND STRATEGIES IN COMPLETING THE STUDY OF THE THIRTEENTH SEMESTER ENGLISH STUDY PROGRAM STUDENTS

Dinyatakan   : Diterima/ Ditolak/ Direvisi*)

Palangka Raya, ..25.. Juni............ 2015

Penguji,

NIP

Catatan : *) Coret yang tidak perlu

Designed by ISMV

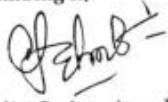## CATATAN HASIL SELEKSI JUDUL

Nama Mahasiswa : RENITA

NIM : 090 1120481

Judul Proposal : PROBLEMS AND STRATEGIES IN COMPLETING THE STUDY OF THE THIRTEENTH SEMESTER ENGLISH STUDY PROGRAM STUDENTS

Penguji :
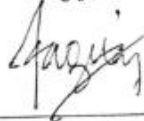
Catatan Hasil Seleksi Judul :

1) Add background of the study.
   - the rules of finishing study in Sem XIV
   - number of students who are still struggling to finish the study
   - the writer's curiousity

2) Instrument of the study and data to obtain

Palangka Raya, 25 Juni 2015

Penguji,

NiP

Designed by EIMV

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

BERITA ACARA
SEMINAR PROPOSAL SKRIPSI MAHASISWA

Pada hari ini Senin Tanggal 13 Bulan Juni tahun 2016

Pukul 10.00 s.d. 11.40 WIB, Tim Seminar Proposal Skripsi Mahasiswa

Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap*

Tahun Akademik 2015./2016, telah melaksanakan Seminar Proposal Skripsi atas nama:

Nama   : RENTTA
NIM   : 0901120481
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris (TBI)/Pendidikan Bahasa Arab (PBA)*
Dinyatakan   : LULUS/MENGULANG*

Dengan Judul :

PROBLEMS AND STRATEGIES IN COMPLETING THE STUDY OF
THE THIRTEENTH SEMESTER ENGLISH STUDY PROGRAM
STUDENTS

TIM SEMINAR:
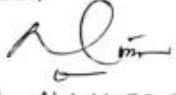
Pembimbing I,

SANTI ERLIANA, M.Pd
NIP.........................

Penguji Proposal,

LUQMAN BAEHAQI, M.Pd
NIP.........................

Pembimbing II,

CATHARINE E., M.Pd
NIP.........................

Moderator,

AKH. ALI MIRZA, M.Pd
NIP.........................

Keterangan:
*Coret yang tidak perlu

 117

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

CATATAN HASIL SEMINAR PROPOSAL SKRIPSI

NAMA : RENITA
NIM : 090 11 20 481
Penguji Proposal : LUQMAN BAEHAQI, S.S., M.Pd
Pembimbing I : SANTI ERLIANA, M.Pd
Pembimbing II : CATHARINE ELMAYANTIE, M.Pd

NO	CATATAN PERBAIKAN
1	Improve the writing of footnote.
2	Clarify the definition of key terms.
3.	Limit the area of the problem into academic factors.
4.	Consider to omit the strategy from the study
5.	Improve the background of study.
6.	Add the theory.
7.	Be consistent in using writer or researcher.

Palangka Raya, 13 Juni 2016
Moderator,

AKHMAD ALI MIRZA, M.Pd
NIP

PERSETUJUAN PROPOSAL SKRIPSI

Judul	:	Students Coping Strategies In writing Thesis Of English Study Program Of State Islamic Institute Palangka Raya
Nama	:	RENITA
NIM	:	0901120481
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa
Program Studi	:	Tadris Bahasa Inggris
Jenjang	:	Strata Satu (S.1)

Setelah kami meneliti kembali dan mengadakan perbaikan berdasarkan hasil seminar, maka kami menyetujui untuk dapat dijadikan sebagai bahan penelitian.

Palangka Raya, 29 Juli 2016

Menyetujui:

Pembimbing I

Santi Erliana, M.Pd
NIP. 198012052006042003

Pembimbing II

Catharina Elmayantie, M.Pd
NIP.

Penguji Proposal,

Luqman Baehaqi, S.S, M.Pd
NIP. 197509152009121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

SURAT IZIN PENELITIAN
Nomor: 892/In.22/III.1/PP.00.9/08/2016

Berdasarkan surat Saudara Renita, Tanggal 04 Agustus 2016 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama   : **RENITA**
NIM   : **090 112 0481**
Jurusan   : **Pendidikan Bahasa**
Prodi   : **Tadris Bahasa Inggris**
Jenjang   : **Strata 1 (S1)**

Untuk mengadakan penelitian pada:

Lokasi Penelitian : **Prodi TBI FTIK IAIN Palangka Raya**
Judul Skripsi   : **STUDENT COPINE STRATEGIES IN WRITING THESIS OF ENGLISH STUDY PROGRAM OF STATE ISLAMIC INSTITUTE PALANGKA RAYA**

Waktu Penelitian : **2 (dua) Bulan terhitung sejak tanggal 05 Agustus s.d 05 Oktober 2016**

Dengan Ketentuan :
1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya U.p. Ketua Jurusan Pendidikan Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
Pada Tanggal 04 Agustus 2016
Dekan FTIK,

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

Tembusan Yth:
1. Ketua Jurusan Pend. Bahasa;

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http/iain-palangkaraya.ac.id

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 1308 /In.22/III.I/PP.00.9/11/2016

Berdasarkan Surat izin penelitian nomor: 892/In.22/III.1/PP.00.9/08/2016 maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama	:	Renita
NIM	:	090 112 0481
Jurusan/Prodi	:	Pendidikan Bahasa / Tadris Bahasa Inggris (TBI)
Jenjang	:	Strata 1 (S1)
Lokasi Penelitian	:	Prodi TBI IAIN Palangka Raya
Metode	:	Survey
Judul Skripsi	:	STUDENT COPINE STRATEGiES IN WRITING THESIS OF ENGLISH STUDY PROGRAM OF STATE ISLAMIC INSTITUTE PALANGKA RAYA

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Program Studi Tadris Bahasa Inggris IAIN Palangka Raya selama 2 (Dua) bulan terhitung dari tanggal 05 Agustus s.d 05 Oktober 2016.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 03 November 2016
Dekan FTIK,

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

Tembusan disampaikan kepada yth:
1. Ketua Jurusan Pendidikan Bahasa;
2. Ketua Prodi TBI;
3. Kasubbag Mikwa dan Alumni FTIK.

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

BERITA ACARA
HASIL UJIAN SKRIPSI/MUNAQASAH

Pada hari ini Sabtu Tanggal 5 Bulan November tahun 2016.
Pukul 11.00 s.d. 12.00 WIB, Tim Munaqasah Skripsi Mahasiswa
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap*
Tahun Akademik 201...../201....., telah melaksanakan Munaqasah Skripsi atas nama:

Nama : Renita
NIM : 90120481
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris (TBI)/Pendidikan Bahasa Arab (PBA)*

dengan Judul :

Students' Copying Strategies in Writing Thesis of
English Study Program of State Islamic Institute
Palangka Raya

Dengan catatan hasil Munaqasah :

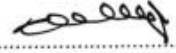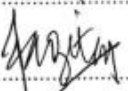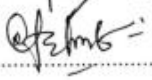| NO	CATATAN PERBAIKAN
1	Add questionnaries specification
2	Add the percentage (%) in abstract and recommendation.
3	Revise the grammar.

Keterangan:
*Coret yang tidak perlu

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

NO	CATATAN PERBAIKAN
	Perbaikan Skripsi Maksimal 3 (Tiga) hari, apabila perbaikan melebihi waktu yang ditentukan maka Skripsi akan diujikan kembali.

TIM PENGUJI:

1. M. Zaini Miftah, M.Pd.   (........................)
   (Ketua Sidang/Penguji)

2. Sabarun, M.Pd.   (........................)
   (Penguji Utama)

3. Santi Erliana, M.Pd.   (........................)
   (Penguji)

4. Catharina Elmayantie, M.Pd.   (........................)
   (Sekretaris/Penguji)