

**DIFFICULTIES FACTOR ON WRITING ABSTRACT THESIS BY  
STUDENTS OF EIGHTH SEMESTER**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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MUHAMMADIYAH UNIVERSITY OF NORTH SUMATERA**

**2020**



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#### PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "Difficulties Factor on Writing Abstract Thesis by Students of Eighth Semester" adalah benar bersifat asli (*original*) , bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.



Unggul | Cerdas | Terpercaya

## **ABSTRACT**

**Hasibuan Indah. 1602050169. Difficulties Factor On Writing Abstract Thesis By Students of Eighth Semester. Skripsi. English Education Program. Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2020.**

The purpose of this research was identified the internal factors affecting students' difficulties in writing abstract and to identify the external factors affecting students' difficulties in writing abstract. The aim of this research is to get information about factors that give students difficulties in writing abstract. This study used qualitative research. This research was conducted at English Language Education Department at UMSU. The data show that the factors affecting student's difficulties in writing abstract come from various aspects. Regarding internal factors, students did not have motivation to write abstract and graduate faster (psychological factors). While in the external factors, students need motivation from their family and friends, like inviting them to seminar proposals. From the process of consultation, students need motivation like giving time and energy to give feedback according to the rule that have been given the university which is 10 days all the participants only focus on what they do in daily lives but they forget about their focus on writing abstract.

**Keywords:** difficulties factor on writing, abstract

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Firstly, in the name Allah SWT the most beneficent, the most merciful and all the praise to Allah SWT which already gave us healthy and mercy, so that the researcher was able to finished this study and second shalawat and salam to our prophet Rasulullah SAW which has brought us from the darkness until the brightness era. The aim of doing this research was to full fill the requirements for the degree of the Sarjana Pendidikan.

In writing this research entitled "Difficulties Factor On Writing Abstract Thesis by Students of Eighth Semester"the researcher faced so many difficulties and problem but those dod not stop the efforts to make a better one, and it was seemed imposible to be done without helps from the others. Thus, the researcher would like to express her grateful felling especially for her dearest parents : Bapak Hasanuddin Hasibuan and Ibu Erika Malau for their sincere prayer, love and support in moral and material during her academic year in completing her study at University of Muhammadiyah Sumatera Utara. May Allah SWT always bless them, thanks for their love. then, the researcher also would like to thank:

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Hopefully this research findings are expected to be useful for those who read the study and are interested in the topic. I hope this is not the last research researcher but the beginning of research researchers for the future. Finally, the researchers realized that this research was far from perfect even though I had done my best in completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

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Medan, November 2020

**The Researcher**

**Indah Hasibuan**  
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

As a skill in English, writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in journalist' daily life, because they do writing in order to complete many tasks of their news. Writing practice can help the journalist' to improve their vocabulary and of course increase their ability in grammar. In other word, writing is useful for many purposes.

According to Gerot and Wignell (1994:194), there are thirteen genres. They are report, narrative, spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description, recount, news item and anecdote. Among the texts, some of them have been taught since junior high school based on school's curriculum. One of them is exposition text. It is divided into two types of exposition text. They are analytical exposition and hortatory exposition (Rosa *et. al*, in Idriani (2005:2).

Motivation is important for a student in writing abstract. According to Astuti (2013), one of the factors that influence abstract writing is motivation. Students need motivation in writing abstract (Reeve, 2013). According to Djaali (2007), motivation is a psychological condition and psyche contained within someone that pushed them to perform certain activities; achieve something or a goal. The role of motivation in writing abstract is to encourage students to write

and finish their abstract. Based on the statements by those experts, we can see that motivation is very important for college students to complete the final task of writing a abstract. This is because with proper motivation, students can do some activities with confidence. Students can get this motivation from themselves and other people.

However, motivation is not the only difficulty faced by students that affect their abstract or undergraduate thesis. According to Syah (1997) the difficulties of students are influenced by several factors: internal factors, which are factors derived from students themselves; and external factors, which are factors that come from the environment surrounding the students. Some examples of internal factors are goal setting, listening, writing strategy, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills (Dominguez, 2006). Meanwhile, there are three external factors that influence abstract finishing process, namely advisor motivation, family support, and supervisor/institutional consideration (Dominguez, 2006).The researcher also belongs to a group of students who have not graduated yet because of some challenges and difficulties the author faces in writing abstract.

According to the researcher's personal experience and several informal interviews or conversations with researcher's classmates who have not finished their abstract, there are three main challenges that they face them. The first is unsupportive neighborhood. The second challenge is career. Most of the college students in this group have already started their professional or

semi-professional career to help their economic condition. The last challenge is also related to their career some of the researcher's friend who already has a job assumed that there is no purpose in finishing the undergraduate study. According to one of the students, they believed that because they already have a job, a degree is no longer important because they assumed that the point of studying is to get a job, which they already got.

At this point, the researcher found an interesting finding. Students who cannot finish their abstract on time include not only the students who are facing difficulties in writing abstract, but also students who found that working a paid job is better than writing abstract. Therefore, the researcher assumed that some students might not face any difficulties in the first time since they already have no interest or motivation to write the abstract.

The factors that the researcher found during small talks, related to the literature review, are indeed external factors that interfere in writing abstract. At this point, the researcher is interested in finding the difficulties in writing abstract for undergraduate students. In other words, the researcher wants to find the internal and external factors that give students difficulties in writing their abstract.

From the above explanation, researchers are entitled to this research "DIFFICULTIES FACTOR ON WRITING ABSTRACT THESIS BY STUDENTS OF EIGHTH SEMESTER".

**B. Identification of the Problem**

1. There are some internal factors affecting students' difficulties in writing abstract.
2. There are some external factors affecting students' difficulties in writing abstract.

**C. Scope and Limitation**

Based on the background of the study, the scope in this study is writing abstract thesis and the limitation of the study is difficulties factor in student's eighth semester

**D. Formulation of The Problem**

The formulations of the problem are:

1. What are the internal factors affecting students' difficulties in writing abstract?
2. What are the external factors affecting students' difficulties in writing abstract?

**E. Objectives of The Study**

The objectives of the study are:

1. To identify the internal factors affecting students' difficulties in writing abstract.

2. To identify the external factors affecting students' difficulties in writing abstract.

#### **F. Significance of The Study**

The results of this study are expected to be useful for :

1. Theoritically

The writer wishes that this study can impart a new contribution and information to be larger body of knowledge, especially the literary study about abstract and difficulties factor's to write abstract.

2. Practically

This study is wished to give deeper understanding and enrich both knowledge and experience especially forth writer, generally for other student of Muhammadiyah University of North Sumatera and also can be used as reference by other university student.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research theories are needed to explain some concept explanation applied in the research concerned. In this following part of theoretical framework on the term was presented.

##### **1. Writing**

The definition of writing are variously stated by some experts. According Susantoleo (2010:102) writing is a process of expressing ideas or thoughts in words should be done at leisure. According to Bram (1995; 7). According to Laner (1981; 1), writing is way of making meaning from experience for us and for other.

Rivers (1981: 294) stated that writing is conveying information orexpression of originl ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revision before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two step process.

Based on explanation above, it can be concluded that wrting cometenace is ability ti write and master the components of writing such as grammar, style, mechanic, and judgment.

## 2. Important Factors in Writing

Writing is one of the most important skills in language learning besides reading, listening and speaking. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Writing is of vital important for us. There are some important factor to write :

- a. Having the right attitude about writing : One sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift. People with this attitude think that they are the only ones for whom witing is an unbearably difficult activity.
- b. Knowing your subject: Whenever possible, try to write on a subject which interests you. Yo u will find it easier to put more time into your work. Even more important. Try to write on a subject that you know about. If you do not have direct experience with the subject. You should at least have indirect experience knowledge gained through thingking reading or talking about the subject.
- c. Prewriting : If you are like many people, you may have trouble at times getting started with your writing. A mental block may develop when you sit down before a blank sheet of paper.
- d. Outlining : An effective pieces of writing rests on a strong foundation: logical thingking. Any paper that you write must be completely thought out and planned. The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by the there body paragraphs.

- e. **Rewriting and proofreading:** Writing an effective paper is almost never done all at once. Rather, it is a step by step process in which you take your paper through a series of stages prewriting, first draft, added drafts, and final draft.

So, based on those definition researcher concludes the important in writing are having the right attitude about writing, Knowing your subject, Prewriting, Outlining, Rewriting and proofreading.

### **2.1. Aspects of Writing**

The main aspect of writing are to get and search information include content and meaning of the text. There are some aspects of writing such as:

1. **Beginning writers** put a lot of their focus on encoding, or spelling, the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes a knowledge of how words work (for example, phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) as well as an expanding memory bank of high frequency words.
2. **Writing meaningful text:** Using knowledge of text structure and features This aspect focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of written text. Journalist develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices to meet different purposes for writing.

3. Writing meaningful text: Vocabulary knowledge Journalist initially use words that are in their oral language or that have been generated in a office activity writing purpose. At a midpoint in their development, journalist can start to use vocabulary encountered in their reading as well. Expert journalist become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculumspecifically for the, including words and phrases that express abstract concepts.
4. Using writing to think and organise for learning journalist use their (reading and) writing to organise their ideas and information for different learning purposes. journalist develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down, and organising ideas and information, using appropriate formats. They collate, analyse, and classify the content they need for a variety of curriculum tasks.
5. Creating texts to communicate knowledge and understanding From the start of office, journalist use their writing to demonstrate their knowledge and understanding about topics and themes from across the news. As they develop their writing expertise, they become more adept at revealing what they know and selecting and using text features, including text structure and language features that are increasingly topic or subject specific.
6. Creating texts for literary purposesjournalist use their writing for literary purposes. They develop their expertise in creating different types of texts

that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness.

7. **Creating texts to influence others** Even when they are novice writers, journalist create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind. Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features and control the language they use in order to make the maximum impact on their audience.

So, based on those definition researcher concludes the aspect of writing are writing meaningful text, writing meaningful text: Using knowledge of text structure and features, writing meaningful text: Vocabulary knowledge, Using writing to think and organise for learning, Creating texts to communicate knowledge and understanding, Creating texts for literary purposes, Creating texts to influence others.

### **3. Evaluation of Writing**

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assesments in writing task are:

According to Arthur Hughes there are some criteria of writing assessment.

a. Grammar

Grammar is the part of the study of language which deals with forms and structure of word, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

b. Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

c. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

d. Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate .

e. Form (Organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

4. **Types of Writing**

Types of the text or the genre is a medium which can be used to express our ideas and suitable with the aim of our writing. The writing will construct a text. According to Pardiyono (2007) that types of the text have function as frame of reference so a text can make effective. There are types of text. Every types of text

have differences with other: (1) Description text, Social function: to describe a particular person, place or thing, (2) Recount text, Social function: to retell the purpose of informing or entertaining, (3) Narrative text, Social function: to amuse, entertain and to deal with actual or vicarious experience in different way, narrative deal with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution, (4) Procedure text, Social function: to describe how something is accomplished through a sequence of action or step, (5) Explanation text, Social function: to explain process involved the information, working of natural or socio cultural phenomena, (6) Discussion text, Social function: to present a problematic discourse, (7) Exposition text, Social function: to express a argument which aim: to argue that something is the case or to argue that something should be or ought to be, (8) News item, Social function: to inform the reader, the listener or the viewer about events of the day which are considered new worthy or important, (9) Report text, Social function: to describe the way things are, with references tom a range of natural, man-made, and socio cultural in our environment, and anecdote text, Social function: to share with other an account of unusual or amusing incident.

## **5. Indicators of Writing**

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follow:

|       |   |
|-------|---|
| 27-30 | Excellent to very good: knowledge able substantive though development of topic sentences-relevant to assigned topic                             |
| 22-26 | Good to average : some knowledge able of subject adequate range limited development of topic sentence-mostly relevant to topic, but lack detail |
| 17-21 | Fair to poor: limited knowledge of subject-little substance inadequate development the topic  |
| 13-16 | Very poor: does not show knowledge of subject- not substantive not pertinent – or not enough to evaluate  |

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use the follow:

|       |   |
|-------|---|
| 18-20 | Very good : exact word, effective word choice und usage, word from mastery appropriate register |
| 14-17 | Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured |
| 10-13 | Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured  |



---

|     |   |
|-----|---|
| 7-9 | Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate |
|-----|---|

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c. Vocabulary

Vocabulary refers to the students' ability in using words or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

---

|       |   |
|-------|---|
| 18-20 | Very good: exact word, effective choice and usage, word from mastery appropriate register               |
| 14-17 | Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured         |
| 10-13 | Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured          |
| 7-9   | Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate |

---

d. Language usage

The criteria of scoring language usage as follow:

---

|       |  |
|-------|--|
| 22-25 | Excellent to very good: effective complex construction-few errors arguments, words order function, article, pronoun, preposition.  |
| 18-21 | Good to average: effective but simple construction- minor problems in complex construction several errors of agreement, tense, number word-order or function, articles, pronouns, prepositions but |

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|       |   |
|-------|---|
|       | meaning, seldom obscured  |
| 11-17 | Fair to poor: major problems in simple/complex construction<br>frequents of errors of negotiation, agreement, tense, pronoun,<br>preposition, and fragment, delectation meaning confused or<br>obscured |
| 5-10  | Very bad  |

---

e. Mechanism

The criteria of scoring mechanism are given bellow:

---

|    |  |
|----|--|
| 05 | Excellent to very good: demonstrate mastery of conversation few<br>errors spelling, punctuation and capitalization writing sentence                                  |
| 04 | Good to average: occasional errors of spelling, punctuation, and<br>capitalization, writing sentence   |
| 03 | Fair to poor: major errors of spelling, punctuation, and<br>capitalization, writing sentence-poor hand writing meaning<br>confused or obscured                       |
| 02 | Very poor: no mastery of convention-dominate by errors of spelling,<br>punctuation and capitalization, paragraph-hand writing illegible or<br>not enough to evaluate |

---

## **6. Academic Writing**

Academic writing is one of the most interesting and important topics for students to learn, especially for students who want to graduate because the final assignment, which is research, requires students to master academic writing (Thaiss, 2006). Thaiss (2006) defined academic writing as a term that fulfills and meets the purposes of education in colleges, universities, and institutions related to the use of academic writing features like paraphrasing, strong vocabulary, and organized paragraphs. Academic writing involves implementing knowledge and skills in order to build up students' overall writing activities and to increase their academic writing skills.

The main function of writing is to put or express the writer's ideas. In academic writing, however, students not only put the idea on the paper, but also prove the idea with statement that can be trusted by the people who read their paper. Tarnopolsky (2000) also mentioned that academic writing is creative writing that aims to develop ideas and critical thinking in the target language. In addition, Grami (2010) defined writing as a 'complicated cognitive task' because it demands careful thought, discipline, and concentration, and it is not just a simple direct production of what the brain knows or can do at a particular moment. Academic writing is a mental and cognitive activity, since it is a product of the mind (Burke, 2010). The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive activity. However, as Burke has pointed out, "writing can be understood only from the perspective of a society rather than a single individual" (Burke, 2010, p. 40-41)..

The importance of writing for students is explained by Tahaineh (2010). He states that writing is an important skill for university students because they have to use it for note taking, essay writing, answering written questions, and composition writing. It is rather important for English-major undergraduates who need to answer subjective questions related to their literature and linguistics courses in the form of multiple paragraphs. Regarding academic writing, Al-Khairiy (2013) underlines the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but also because we believe that, when seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and in extension, for learning in all disciplines.

## **7. Types of Academic Writing**

There are many types in academic writing. Some experts have their own definitions for academic writing. According to De Poel & Gasiorek (2012), academic writing is a prominent component of academic discourse which may take a number of different forms, including essays, projects, lecture notes, and these. Brown (2004) mentions type of writing involves three points: academic writing, job related writing and personal writing. Academic writing includes papers and general subject report, essay, abstract, thesis and dissertation. It is not a mistake, then, if a lot of countries, including Indonesia, decide to develop educational policies derived from and for academic interest. In another case, especially in Indonesia, one of the more interesting projects is making a particular

regulation based on the government and academic affairs. The Ministry of Education and Culture of Indonesia requires each university student to write a final academic report. This report includes abstract as one of the research forms undertaken by an undergraduate university student in accordance to certain standards and processes. These standards and processes are cornerstones for any undergraduate student to fulfill one of the requirements to be a bachelor in a certain field of study.

## **8. Abstract**

Cooley and Lewkowicz (2003:112) give this advice on the Abstract: The Abstract is written after the research has been completed and the writer knows exactly what is contained in the body of the text. It is a summary of the text and it informs readers of what can be found in the dissertation and in what order, functioning as an overall signpost for the reader.

According to Gengshen dan Yunzhen (2013:122) an abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book. It presents the objective, methods, results, and conclusions of a study. The style of an abstract is concise and non-repetitive. A paper from Abstract Writing Workshop conducted in 2002 defines an abstract as a concise summary of a large document, thesis, essay, book, research, report, journal publication, etc. It highlights major points covered in the work, concisely describes the content of the writing, identifies the methodology used and identifies the findings, conclusions or intended results.

## **9. Internal factors in writing**

Internal factors are factors that are derived from the student themselves. It is not from their environment or the influence of other people, society, environment, etc. (Dujida, 2011). Internal factors that affect abstract writing include goal setting, listening, writing strategy, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills (Dominguez, 2006). According to Dwihandini et.al (2013), some internal factors are; psychological factors, socio-cultural factors and linguistic factors.

### **9.1 Psychological factors.**

The first internal factors that influence student abstract writing are the psychological condition of the students. According to Brown (2007), psychological factors will affect the undergraduate students in creating good thesis writing. These factors 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. Suriyanto, Supardi and Husin (2015) also said that psychological factor is divided into three indicators, namely motivation, self-esteem, and anxiety.

### **9.2 Socio-cultural factors.**

Because linguistics cannot be separated from culture, it is important to analyze the difficulties in writing abstract with social cultural factors. According to Brown (2007), culture is important for second language learners. Therefore, socio-cultural factors focus on three aspects that may challenge students in writing abstract. These factors are: 1. The

social distant among each student and the relationship between student and their advisor; 2. The culture in the language classroom of the students, and; 3. Communication competence among student and between student and their advisor.

### 9.3 Linguistic factor.

The last internal factor is the linguistic factor. It is about the grammatical errors that should be decreased by knowing which grammatical items should be deleted, replaced, supplied or reordered (Dwihandini, Marhaeni, & Suarnajaya, 2013). In other words, when students do not have sufficient linguistic skills, they may face difficulties in writing abstract, especially in a foreign language.

## **10. External factors in writing**

External factors are factors that come from the environment outside the students themselves (Syah, 1997). According to Aslinawati and Mintarti (2017), some external factors include family support, peer support, and advisor support.

### 10.1 Family support.

Regarding family support, Mushtaq, Irfan, and Khan (2012), suggested that family is one of the factors that influence student academic achievement. Research conducted by Hamidi, Kasih, and Yusnetti (2013) also states that if students are assisted and motivated by the family, the completion of in the completion of their abstract, the resulting abstract will be better.

## 10.2 Peer support.

Meanwhile, peer support also contributes to students' abstract writing. Korir and Kipkemboi (2014) said that peer support influence student academic achievement. Aslinati and Mintarti (2017) also add that peers or friends who give positive influence will help give motivation to the persons or students while negative influences will give bad influence and become an obstacle in writing abstract.

## 10.3 Process of consultation factor.

This particular factor is divided into understanding and doing advisor suggestion or feedback, and availability of time for discussion (Suriyanto, Supardi and Husin, 2015). Furthermore, the abstract advisor and their feedback is also one of the external factors that influencing student's abstract writing. Brown (2001) maintains that giving feedback in the process of writing is important to improve students' writing quality. In addition, the importance of giving feedback on a student's writing is equal to the importance of doing revisions and/or editing in the writing process. Feedback given is as a source of information about the students' strengths and weaknesses on their writing (Wahyuni, 2017).

## 10.4 Job or career

Other scholars also propose other external factors. Tatan (2015) suggested that some external factors can break student concentration which



leads to difficulties in writing abstract include job or career and family. Therefore, it can be said that activities such as working or a job can also delay student abstract writing. In addition, Hidayah (2016) claims that having job for students may lead to difficulties in organizing the time allocated for studying; therefore the students tend to ignore the assignments from the university teacher.

#### 10.5 Neighborhood environment.

The last external factors which influence students abstract writing is neighborhood environment. Hanik (2015) include family, school, and society environment as factors that influence students' achievement in assignments. Specifically, society environment including the geographic situation of the society, unfriendly neighborhood, and organization activities in the society impact the students learning process, which will affect student achievement (Hanik, 2015). Ahmadi and Supriyono (2004) further suggest that children who hang out with friends who are not in school are lazier to learn. This is because the life of children who attend school is different from children who are not in school. The neighborhood and activities in the community also influence students' learning. Too much organization will also cause students' learning to be abandoned and cause students to experience learning difficulties (Ahmadi and Supriyono, 2004).

## 11. Previous Relevant Study

- a. This section presents several previous researches or studies related to the topic of this study which is difficulties faced by students in writing abstract or final assignment. The researcher reviewed three studies related with this research. The first study was conducted by Pineteh in 2014 with the title “The Academic Writing Challenges of Undergraduate Students: A South African Case Study”. The study was aimed to investigate the academic writing challenges of undergraduate students at Cape Peninsula University of Technology (CPUT). The students were challenged by academic writing activities and the study included possible strategies for addressing the academic writing challenges of CPUT undergraduate students. This research used the qualitative research method. The sample of the study is 20 students and 4 lectures. The result of this study revealed that academic writing challenges faced by students are consequences of students’ linguistic and general literacy background. Then the strategies are the integration of academic literacy in disciplinary curricula, the promotion of discipline of teaching and assessment as well as collaboration between language lecturers and core course specialists.
- b. The second research, titled “The Analysis of the Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis in the English Department of Mahasaraswati University” was conducted by Dwihandini, Marhaeni, and Suarajaya (2013). The purpose of the study was to find out the factors affecting undergraduate students in writing thesis. This study used descriptive qualitative research. The data were collected by giving

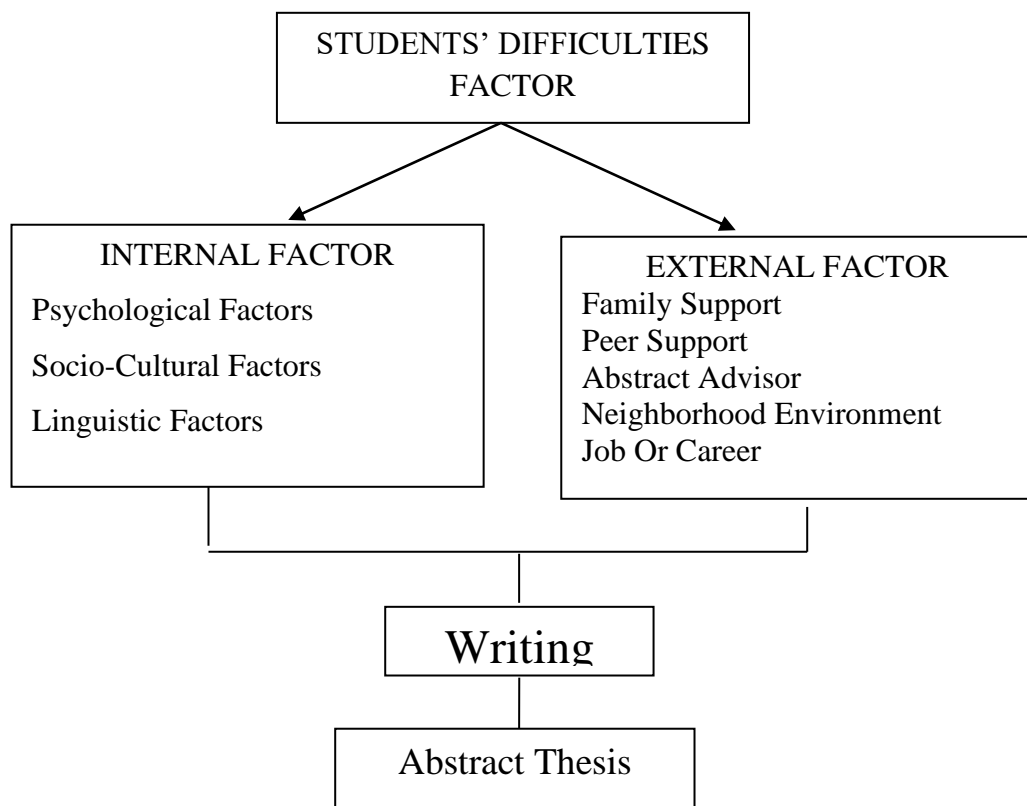
questionnaires and interviews. The participants of this study were 50 respondents who were, at the time, taking the last semester or writing their thesis. The results of this research presented three major factors that affected undergraduate students' thesis writing including psychological factor, social-cultural factors and linguistic factors.

- c. The last study came from Suriyanto, Supardi and Husin (2015), titled "An Analysis on Factors Causing Undergraduate Students Difficulties in Writing Thesis." The purpose of study was to find out the factors that give undergraduate students' difficulties in writing thesis. This study used the descriptive research design. 28 students were chosen as the sample through a purposive sampling technique. The results of this research are basic knowledge, process of consultation factor, psychological factor and economic factor.

The three researches above discuss students' difficulties in writing a thesis. Two of the researches use qualitative methods and one uses quantitative method. The researcher's study will use qualitative research, which is the same with two previous studies above, so the researcher can adopt the methodology. Other similarities between the three studies and the researcher study were from the participants. The participants are students of a second language. The difference between the study of researchers and the three studies above is the purpose of the study. The purposes of the three previous studies are the causes of difficulties in writing abstract, while this study more specifically finds out the factors that the students face in writing abstract.

## B. Conceptual framework

There are many researchers that have discussed about the factors that students face in writing abstract. Many students have different factors that face them in writing abstract. Based on the researcher's experience as a student at English Education Department, students cannot overcome their problem in writing abstract. According to Syah (1997), the factors are divided into two factors, internal factors and external factors. Some internal factors in writing abstract include psychological factor, socio-cultural factor and linguistic factor (Dwihandini, Marhaeni, & Suarnajaya, 2013). According to Aslinawati and Mintarti (2017), some external factors include family support, peer support, and feedback from the advisor



**Figure 2.1**  
**Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

The aim of this research was to get information about factors that give students difficulties in writing abstract. This study used qualitative research. According to Creswell (2012), a qualitative approach was an approach to build a statement of knowledge based on constructive perspectives (for example, meanings derived from individual experience, social and historical values, with the aim of building a particular theory or pattern of knowledge). Therefore, this design was selected because the researcher was interested in exploring specifically the individuals' perspectives about the difficulties in writing abstract.

Furthermore, Lambert (2012) said that that descriptive qualitative research was a research used to describe, analyze, and summarize a hypothesis in specific events experienced by individuals. According to Cohen, Manion, and Morrison (2011), qualitative descriptive was a qualitative data analysis method which was divided into organizing, accounting and exploring the data. In short, it makes logic of data in terms of the participants' meaning of the situation, noting patterns, themes, categories and regularities. Therefore, in this research, the researcher was interpreted and describe the phenomenon of student difficulties in writing abstract.

Based on the arguments above, this research used descriptive qualitative research design. The presentation of the data in form of text based on the themes found in the literature review.

## **B. Source Of Data**

This research was conducted at English Language Education Department at UMSU. The reason why the researcher chose English Language Education Department as research setting to conduct the data was because of several factors. First, the researcher was a student of the university. Therefore, researching their own university means the researcher understands very well the culture of the university. This helped ease the data collection and data interpretation process. Second, through this research, the researcher could contribute to the university, especially the department. Thus, for future abstract writing, the institution could maximize its assistance to the students by being aware of the factors affecting abstract writing. Third, the researcher selected the university because of effectiveness of time and accessibility.

## **C. Technique for Collecting Data**

This research used the interview method to find out information about the factors affecting students' difficulties in writing abstract. Cohen, Manion and Morrison (2011) said that the interview was a flexible tool for data collection. Interviews allow the participant to convey their opinion toward the situations based on their point of view.

Open ended question was applied in this research to elicit the participants' responses during the interview. Creswell (2012) stated that an open-ended question allows the participant to express their experiences without any constraints. In addition, the researcher used Indonesian

language during the interview process to make both the researcher and the participants understand clearly. The researcher recorded all of the participants' responses from the beginning till the end of the interview.

The researcher used follow-up question to enrich the data and explore students' responses. The interview guidelines are: (1) How much time have you taken your abstract? (2) Can you share your experience in writing abstract? (3) What factors cause you difficulty in writing your abstract?

#### **D. The Instrument of Research**

In this study, the instrument of research is the interview. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings.

#### **E. Data Collection procedure**

The researcher used interview as instrument for gathering the data. According to Cohen, Manion and Morrison (2011), interview was useful for qualitative research for gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation. The researcher used in one-on-one interview to give the participants privacy, so that the participants can comfortably share opinions and ideas. The researcher used audiorecording and took a note to write down

some important keywords based on respondents' answers. The recording was done to help the researcher transcribe the interview.

In practice, there were several steps in collecting the data. First, the researcher makes question for the interview based on literature review. Second, the researcher recruited participants by direct invitation or phone invitation to be participants in this research. The researcher offered an explanation about the aims of the research so that the participants can provide adequate information before they decide whether they want to participate in this research or not.

After the interview, the researcher conducted data analysis. The data analysis began with transcribing the recording into text. After that, the researcher conducted open coding and member checking.

#### **F. Technique of Analyzing Data**

The data from interviews were alternated to transcripts and analyzed by using coding which consists of three steps such as open coding, axial coding and selective coding. The purpose of using coding in this data analysis is because the researcher made some categories for the research questions based on students' perception.

The steps of analyzing the data started by transcribing the interview result from three participants in face to face interview by using the data recorder. Then, the researcher did member checking. The research asked the participants about the transcription of the interview and whether or not they agreed about the original form of the statement. Member checking was



established in order to make sure the validity of the data gathered. According to Harper & Cole (2012), Member checking is primarily used in qualitative research and is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview.

The member checking was done by showing the transcription results to the participants and asks them to check whether the transcription result meets the participants' statement or not. After doing member checking, Ana added more to her opinion and explained more about the new advisor. According to Hutchinson, Wilson, and Wilson (2007) the benefits of member checking is discovered benefits such as self acknowledgement, sense of purpose, self awareness, and providing their opinion. After doing member checking, the researcher analyzed the data used thematic analysis.

For the next step the researcher performed open coding. Open coding can be showed on a line by line, phrase by phrase, sentence by sentence, and paragraph by paragraph (Cohen, Manion, & Morrison, 2011). Open coding shows the transcript of the interview from the beginning until the end of interview. In this case, the researcher analyzed the data in order to comprehend and gather the data to answer the two research questions then tried to conclude the data.

Thematic analysis is a process of data coding. According to Cohen, Manion, and Morrison (2011) coding has been defined as the translation of question responses and respondent information to specific categories for the purpose of analysis. In coding the data, the researcher analyzed the script of

the recording. It means that the researcher kept taking what the participants meant by their answer in each question. This activity was done in open coding.

Second, the researcher did axial coding. The researcher groups together each item of statement that has the same category into one interpretation. According to Strauss and Corbin (1998), the purpose of axial coding is to reassemble data that were fractured during open coding. In axial coding, there are four processes: (a) relating sub-categories to a category, (b) comparing categories with the collected data, (c) expanding of the categories by detailing their properties and (d) exploring variations in the phenomena (Brown, Stevenson, Troiano & Schneider, 2002). This step helped the researcher to do the next step of coding.

The third step was selective coding. According to Cohen, Manion, & Morrison (2011), selective coding is called as main “story line” or the simplest coding. The researcher tried to conclude all the data results into each category selectively. Selective coding is a process to identify all of categories which has transcripts to make the data valid. The last step was reporting the data by explaining it in the form of paragraphs and giving some references to the statement for the participants to make data more valid in finding and discussion.

## **CHAPTER IV**

### **DATA ANALYSIS, FINDINGS AND DISCUSSION**

This chapter shows the results of the interview to answer the research question. The researcher investigated the factors affecting students' difficulties in writing abstract which include internal factors and external factors. From the data analysis, the researcher revealed some findings. They were divided into two categories, those categories: 1) internal factors which include psychological factors (self-esteem of the students itself), socio-cultural factors (the communicative competence and academic cultural), and linguistic factors (domain and extent error analysis); 2) external factors which includes family support, peer supports, Process of consultation, job or career, and environment. Each category was discussed by presenting the quotes from one-on-one interview, and then the quotes were also presented.

In addition to the findings, which are the presentation of the participants' quotes, the researcher also presents some further discussion following the finding. The discussion is when the researcher presented confirming or contradictory arguments present in existing theories or literatures following the finding. This is to support whether the finding is in accordance with the recent previous studies, contradictory, or even new arguments or empirical results.

## **A. Data Analysis**

### **A.1 Internal Factors Affecting Students' in Writing Abstract**

In internal factor, there are three points: psychological factors, socio-cultural factors, linguistic factors. And in external factor there are five points: family support, peer support, abstract advisor, neighborhood environment and job or career. An abstract writing guide was a guide to writing informative and fact-based essays. This abstract composition was also referred to as a technical narrative essay which aims to provide readers with broad knowledge or convey information about an event. Students, students, researchers, journalists, teachers and several other professions often use this type of abstract essay. Therefore, writing this type of abstract essay was important to master.

To write an abstract essay, the author could use the 5W + 1H formula, namely What, Where, When, Who, Why and How. What to explore what will be told, where to show the location of the event, when answering the time of the event, who describes the perpetrator in an event, why to explore the reasons that cause an event to occur and how to describe how an event occurred. If this formula has been understood, then follow the steps in the guide to writing an abstract essay.

First, determine the topic to be written in the abstract essay. In choosing this topic, the writer should choose a topic that was really good at to make it easier to write and gather information. Then collect information and data relevant to the selected topic. In gathering this information, use the 5W + 1H formula to obtain complete information. Then arrange the outline. Typically, a technical narrative or abstract pattern consists of three parts, namely the

beginning, the middle and the end. The initial section contains an introduction that provides the reader with a platform to understand the middle section.

In this initial section, the writer could begin to introduce the characters and events to be discussed in the middle section. In the middle section, the author could present complete information by answering the 5W + 1H formula. Meanwhile, at the end, the writer could provide a closing to end the information conveyed. Based on the framework of the abstract essay that has been made, then the writer could develop it.

Now by following the steps above, an abstract essay has been completed. Then reread the essay from scratch to check spelling, punctuation usage and the order in which the information was presented. There are three internal factors affecting students' difficulties in writing abstract. According to Dwihandini et.al (2013), some internal factors are; psychological factors, socio-cultural factors and linguistic factors. Based on the collected data the internal factors in this research is psychological factor only.

### **1. Psychological factors.**

This research finding revealed that psychological factor is one of the problems faced by students in writing abstract. All three participants stated that they lack motivation in writing abstract, so the students did not write their abstract. The first participant said that "Some times I try to write abstract but it never worked because I did not have motivation in writing" (selaras). In line with the answer, the third participant said that "I did not have motivation in writing abstract" (taty). The second participant added "I cannot focus in writing

abstract because I have other activities so I am lazy to do writing abstract, and that I do not have motivation to graduate faster” (shevira).

## **A.2 External Factors Affecting Students in Writing Abstract**

External factors are the factors that come from outside of the will of the students. There are many external factors according to the conceptual framework such as: Family support, Peer support, Process of consultation, Environment, and Job/career. Interestingly, not all external factors mentioned in the literature are found in the interviews. In addition, there are some other factors which are not mentioned in the conceptual framework but appear in the interview.

### **1. Peer support.**

The interviews found that the lack of peer support can be a factor that makes students face difficulties in abstract writing. All two participants believe that their peers are actually supportive. For example, tika said “my friends are very kind and supportive. Sometimes they send me personal message which reminds me to finish my abstract”. In addition, uci says, “My friends often invite me and other friends to watch a abstract seminar or defense. They want me to see how the abstract really is, how to make abstract proposal, something like that”. This means peer support is an external factor which can positively affect abstract writing. tika and uci indicate positive support given by their friends in the form of showing message and information regarding finishing abstract.

On the other hand, peer support can also mean negative influence if the support given is not for the sake of abstract writing. For example, uci said regarding her other friends, “some of my friends’ only say to write abstract without any concrete direction or help. This is, for me, not motivational. Instead, that makes me tired of them”. Based on the expression in the interview, it seems that the participant was grumpy to her friends. Therefore, it can be concluded that peer also can impact the students negatively if the support is not accepted by the participant. Also, uci tells more about some of her other friends. She said, “Some of my close friends are talking about the abstract, but they look like they never think to write their abstract and never had discussion about abstract, they do not seem to be burdened with it. So, I am just like that”. Based on this interview results, the influence of peers is very crucial. The interview with uci reveals that friends or peers can either influence the students of abstract writing positively or negatively.

Nevertheless, peer support is an external factor that affects students in writing their abstract, either in a positive or negative direction. The findings from uci and tika

## **2. Process of Consultation**

The abstract advisors’ roles are very important in the success of the students especially in their abstract writing. However, the results of this interviews show that the situation and feedback of the advisors also become an external factor which affects students’ abstract writing.

The first is situation of the advisor, that is, the condition or activities of the advisor which cannot be anticipated so the advisor could not supervise the

students regularly. For example, advisors are being assigned to outside of city for meeting, studies, or other activities assigned by the university. kiki said that his advisor is very busy. She said, “My advisor is very busy so he has difficulties to allocate time for abstract advisory”.

In addition to the situation of the advisor, the quality of the feedback given by the advisor in students’ abstract writing also affect the students’ motivation in writing the abstract. kiki argued that her advisor’s feedback was unclear. She said, “My advisor, in my opinion, gives less detailed feedback to my abstract. Therefore, I do not really know which part or section to improve”. kiki also added, “I do not understand clearly the feedback from lecturers because it is given by email, not face to face.”.

The findings confirmed a statement by Brown (2001), who said that giving feedback in the process of writing is important to improve students’ writing quality. In addition, the importance of giving feedback on students writing is equal to the importance of doing revisions and/or editing in the writing process. Therefore, it is very important for the teacher or advisor to give clear feedback and allocate time to help students in writing their abstract.

### **3. Environment Neighborhood**

Environment means the condition of the place in which the students are living. Environment can actually be positive or negative external factors. julpan said, “Most of us who have not finished (writing abstract) are busy with organizations outside the campus. We enjoy being in that organization”. In addition, julpan said, “I join a volunteering activity and I am active in some



organizations”. Based on the interviews, it can be concluded that joining organization that works for positive deeds may sometimes affect the students in writing abstract. As said by Julpan, students enjoy the organization more and their abstract is abandoned.

In addition, environment is related to peer support. An environment in which the friends of the students are not supportive can also be a negative influence to the students. Julpansays, “In my organization, some of my close friends are taking the abstract and they never think to do their abstract or never discuss about abstract, so they do not seem to be burdened with it. So, I am just like that”

The findings show that most students who have not finished their abstract live in an environment, organization, or neighborhood which does not encourage them in completing abstract writing. Therefore, to live in an environment which is supportive is very necessary especially for students who are in their final year.

The findings above confirmed what Hanik (2015) found, that external factors include family, school, and society environment as factors that influence students’ achievement in assignments. Specifically, society environment includes geographic situation of the society, unfriendly neighborhood, and organization activities in the society impact students learning process which results in student achievement (Hanik, 2015). Ahmadi and Supriyono (2004) further suggested that children who are involved with friends who are not in school will be lazy to learn. This is because the way of life of children who attend school is different from children who are not in school.

Then, the neighborhood and activities in the community also influence students' learning. Too much organization work will also cause the students' learning process to be abandoned and cause students to experience learning difficulties (Ahmadi & Supriyono, 2004).

#### **4. Job/career**

All participants in this abstract have a job and all of them agreed that job or career impact their abstract writing negatively, especially in time management. For example, zila says, "I am working as a teacher and I have classes to teach twice a week. I feel it difficult to have time to focus on abstract". In addition, Zila in accordance with Zila, says, "I feel it difficult to spare the time. Sometimes I get too tired right after working. It is difficult to divide the time for work and for abstract". Both interviews show that time management is the main problem in writing abstract while they are also having a job. zila agrees with time management, but in different tone. She said, "When I work, I feel uneasy, maybe lazy to study. I feel uneasy with my friends if I am studying". zila implied that when in a work place, it is difficult to study because she could not manage the time or focus on abstract and feel uneasy if she thinks of abstract or working on her abstract while at work place.

This finding shows that having a job can become a negative factor in writing abstract because students cannot manage the time or divide their concentration on two different things. This confirmed what Tatan (2015) suggested that job or even family can break student concentration which leads to difficulties in writing abstract. In addition, Hidayah (2016) claims that having a job for students may lead to difficulties in organizing the time

allocated for studying. Therefore, they tend to ignore the assignments from the university teacher. It can be said that not only negative activities, positive activities such as a job can also delay students' abstract writing process.

## **5. Facility**

Students need facilities to support their abstract writing. This includes internet connection, laptop, printers, and a method of transportation. Facility was not specifically addressed in the literature review. However, the finding shows that it is also an external factor in students' abstract writing. In other words, the lack of Facility can add difficulties in writing the abstract.

Fika mentioned, "The internet is so slow that I cannot access the literature". Also, fika added, "my laptop was broken once. During that time, I did not write my abstract at all". Based on the two excerpts, it can be concluded that technical infrastructure such as laptop and internet is important to support the abstract writing. In fact, the two things are now the main prerequisite in writing abstract.

## **B. Findings**

This research proposed two research questions about internal and external factors that influence students' difficulties in writing abstract. The objective of this research was defined into two factors: internal factors and external factors.

According to Syah (1997), the difficulties of students are influenced by several factors as follows: (1) internal factors derived from students themselves; (2) external factors that come from the environment outside the students themselves. In internal factor, there are three points: psychological

factors, socio-cultural factors, linguistic factors. And in external factor there are five points: family support, peer support, abstract advisor, neighborhood environment and job or career.

The percentage of difficulties of students were given in the data below:

| Factors         | Quantity | Percentage |
|-----------------|----------|------------|
| Internal Factor | 3        | 30%        |
| External Factor | 7        | 70%        |
| Total           | 10       | 100%       |

From the table above we can see that the most dominant factor in the students' difficulties in writing abstract is external factor that was quoted by 7 students (70%). The internal factor percentage was 30% that was quoted by 3 students (30%).

Finally, the data show that the factors affecting student's difficulties in writing abstract come from various aspects. Regarding internal factors, students did not have motivation to write abstract and graduate faster (psychological factors). While in the external factors, students need motivation from their family and friends, like inviting them to seminar proposals. From the process of consultation, students need motivation like giving time and energy to give feedback according to the rule that have been given the university which is 10 days. And the last is job or career. All the participants only focus on what they do in daily lives but they forget about their focus on writing abstract.

### **C. Discussion**

Writing abstract thesis is a difficult task for students. There are several factors in writing abstract, namely internal and external factor. According to Syah (1997), the difficulties of students are influenced by several factors as follows: (1) internal factors derived from students themselves; (2) external factors that come from the environment outside the students themselves. In internal factor, there are three points: psychological factors, socio-cultural factors, linguistic factors. And in external factor there are five points: family support, peer support, abstract advisor, neighborhood environment and job or career.

In this research, the most dominant factor in writing abstract is external factor as amount of 7 persons (70%). We can conclude that many students were influenced by external factors such as support, neighborhood environment for their difficulties faktors on writing abtract.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### **A. Conclusion**

1. In internal factor, there are three points: psychological factors, socio-cultural factors, linguistic factors. And in external factor there are five points: family support, peer support, abstract advisor, neighborhood environment and job or career.
2. From the calculation we can see that the most dominant factor in the students' difficulties in writing abstract is internal factor that was quoted by 3 students (30%). The external factor percentage was 70% that was quoted by 7 students (70%).
3. Finally, the data show that the factors affecting student's difficulties in writing abstract come from various aspects. Regarding internal factors, students did not have motivation to write abstract and graduate faster (psychological factors). While in the external factors, students need motivation from their family and friends, like inviting them to seminar proposals. From the process of consultation, students need motivation like giving time and energy to give feedback according to the rule that have been given the university which is 10 days. All the participants only focus on what they do in daily lives but they forget about their focus on writing abstract.

## **B. Suggestions**

Based on the findings about the factors affecting students' difficulties in abstract writing, this research provides some recommendations for students, lecturers, institution, and the next researchers.

**Students.** This research exposed the factors that affect the student's difficulties in abstract writing. This research gives recommendations for the students who are in the process of writing abstract to have high motivation, find the right friends, and make positive relationship with the advisor. In addition, the students should be able to manage their time if they want to have another activity besides focusing on writing abstract

**Lecturers.** The lecturers and advisors are important aspects for the students to finish their abstract. A positive relationship between the students and the advisor should be built, because the quality of the interaction and personal quality of the advisor are important factors to writing abstract. The lecturers who are as the advisor and the examiner are also suggested to make regular schedule for supervision, spare their time for giving feedback by face to face and should have positive interaction with students.

**Institutions.** This research may help the academic institution to reflect on the undergraduate degree research regulation by improving students and lecturers' skills and provide more class, seminar, training, or facilities related to the writing abstract.

**Other Researchers.** This research is recommended for other researchers who want to explore the same topic focusing on the factors that influence students to finish writing abstract in a wider area, with broader participants, or using other methods.



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## Appendix 1

### Interview

- Student : Suci wulansari sikumbang
- Interviewer : Indah hasibuan
- Class : VIII D Morning
- Date of interview : 29 Oktober 2020
- Site : House
- Researcher : What factors cause you difficulty in writing your abstract?
- Uci : Beberapa teman saya hanya mengatakan Menulis abstrak tanpa arahan atau bantuan Yang konkretbagi saya justru saya membuat Saya bosan
- Researcher : How much time have you taken your abstract?
- Uci : Tidak bias ditentukan karena mempunyai Kemalasan tergantung diri saya sendiri berapa lama saya mengerjakan
- Researcher : Can you share your experience in writing abstract?
- Uci : Pastinya ada didalam sendiri terus menggerakkan Hati itu lebih sulit untuk mengerjakannya

### **Interview**

- Student : Selaras
- Interviewer : Indah hasibuan
- Class : VIII D Morning
- Date of interview : 29 Oktober 2020
- Site : House
- 
- Researcher : What factors cause you difficulty in writing your abstract?
- Selaras : Beberapa kali saya mencoba menulis abstrak tetapi tidak pernah berhasil karena saya tidak memiliki motivasi dalam menulis
- Researcher : How much time have you taken your abstract?
- Selaras : Durasi waktu yang saya kerjakan tidak menentu  
Terkadang saya mengerjakan maupun sehari kalo siap
- Researcher : Can you share your experience in writing abstract?
- Selaras : Saya tidak mempunyai pengalaman dalam menulis Abstrak dan ini pertama kali saya menulis abstrak

### Interview

- Student : Shevira Sakabila
- Interviewer : Indah hasibuan
- Class : VIII D Morning
- Date of interview : 30 oktober 2020
- Site : House
- 
- The researcher : What factors cause you difficulty in writing your abstract?
- Vira : Saya tidak bisa fokus dalam menulis abstrak karena saya ada kegiatan lain jadi saya malas menulis abstrak dan saya tidak punya motivasi untuk lulus lebih cepat .
- Researcher : How much time have you taken your abstract?
- Vira : tidak teratur sesuai jadwal yang saya kerjakan
- researcher : Can you share your experience in writing abstract?
- Vira : pengalaman saya dalam Menulis Sedikit sehingga Saya mempunyai kecemasan,sehingga saya mempunyai kesulitan didalam penulisan

### **Interview**

Student : Tati Iamsari Lubis

Interviewer : Indah Hasibuan

Class : VIII D Morning

Date of interview : 30 Oktober 2020

Site : House

Researcher : What factors cause you difficulty in writing your abstract?

Taty : Beberapa kali saya mencoba menulis abstrak tetapi tidak pernah berhasil karena saya tidak memiliki motivasi dalam menulis sesuai dengan yang dibilang laras bahwasannya saya dengan laras kurang motivasi didalam menulis

Researcher : How much time have you taken your abstract?

Taty : waktu yang saya kerjakan tidak menentu terkadang yang saya kerjakan selalu salah

Researcher : Can you share your experience in writing abstract?

taty : pengalaman saya dalam menulis abstrak thesis baru pertama ini



### Interview

- Student : Risky yunida panggabeau
- Interviewer : Indah hasibuan
- Class : VIII D Morning
- Date of interview : 30 oktober 2020
- Site : House
- 
- The researcher : What factors cause you difficulty in writing your abstract?
- Rizky : Penasehat saya sangat sibuk sehingga ia kesulitan mengalokasikan waktu untuk penasehat abstrak, dapat menyulitkan mahasiswa dalam menyelesaikan abstrak .
- Researcher : How much time have you taken your abstract?
- Risky : Waktu yang saya gunakan dalam menulis abstrak Tidak terlalu sinkron karena saya terlalu focus Didalam skripsi saya
- researcher : Can you share your experience in writing abstract?
- Risky : Pengalaman saya membuat abstrak sangat membuat saya prustasi disebabkan saya mempunyai kekurangan dalam komunikasi dengan dosen pembimbing

### Interview

- Student : Julpan Siregar
- Interviewer : Indah hasibuan
- Class : VIII D Morning
- Date of interview : 31 oktober 2020
- Site : Umsu
- 
- The researcher :What factors cause you difficulty in writing your abstract?
- Juju : Kebanyakan dari kami yang belum selesai (menulis abstrak ) sibuk dengan organisasi di luar kampus. Kami menikmati berada di organisasi itu ”. Selain itu, “Saya ikut kegiatan relawan dan aktif di beberapa organisasi”.
- The researcher : How much time have you taken your abstract?
- Juju : Waktu yang saya gunakan dalam menulis abstrak tidak tepat waktu karena saya selalu mengikuti kegiatan diluar
- The researcher : Can you share your experience in writing abstract?
- Juju : Pengalaman saya membuat abstrak biasa aja

### **Interview**

- Student : Azila Syam
- Interviewer : Indah hasibuan
- Date of interview : 1 November 2020
- Site : Umsu
- The researcher : What factors cause you difficulty in writing your abstract?
- Zila : kesulitan saya dalam menulis abstrak thesis  
 Saya kurang meluangkan waktu karena memiliki pekerjaan dan saya memiliki pekerjaan setiap hari ,Saya merasa sulit memiliki waktu untuk fokus pada penulisan abstrak
- The researcher : How much time have you taken your abstract?
- Zila : setelah saya mengerjakan abstrak waktu saya tidak terlalu focus atau pun teratur dalam menulis abstrak thesis karena saya mengerjakan kapan saya inginkan
- The researcher : Can you share your experience in writing abstract?
- Zila : Pengalaman saya membuat abstrak baru pertama ini karena harus menyelesaikan tahap anterakhir yaitu mengerjakan skripsi tetapi saya mempunyai kendala kurang pahamnya dalam menulis

### **Interview**

Student : Rafika Rahim

Interviewee : Indah hasibuan

Date of interview : 3 November 2020

Site : Umsu

The researcher :What factors cause you difficulty in writing your abstract?

Vira :kesulitan saya dalam menulis saya memiliki kekurangan difasilitas Internet sangat lambat sehingga saya tidak dapat mengakses literatur”. laptop saya pernah rusak. Selama itu saya tidak menulis abstrak sama sekali dan kurang memahami

The researcher : How much time have you taken your abstract?

Vira : tidak tentu karena saya sering mengulur waktu untuk mempunyai fasilitas yang tidakada

The researcher : Can you share your experience in writing abstract?

Vira : pengalaman yang dapat diliha tmenulis abtrak harus secara detail dan harus sesuai isi yang ada didalam skripsi jadi kesulitan yang kita lihat itu seperti saya kekurangan fasilitas laptop dan sulit untuk menulis abstrak thesis

FORM K 1



**UMSU**  
Unggul | Cerdas | Berprestasi


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Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

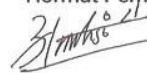
Nama : Indah Hasibuan  
NPM : 1602050169  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 135 SKS IPK = 3,58

| Persetujuan<br>Ketua/Sek<br>Prodi   | Judul yang diajukan  | Disyahkan<br>Oleh Dekan<br>Fakultas |
|---|--|-------------------------------------|
|  | Difficulties factors in Writing Expository Text on English News Online Journalist. |                                     |
|   | The Analysis Of The misuse of Social Media in Spreading Hate Speech                |                                     |
|   | The Effect Of Socrates Method On Student's English Conversation                    |                                     |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020

Hormat Pemohon,



Indah Hasibuan

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 2



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 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

=====  
 Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Indah Hasibuan  
 NPM : 1602050169  
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Difficulties factors in Writing Expository Text on English News Online Journalist.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Habib Syukri Nst, S.Pd. M. Hum *ACC PAF*  
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 April 2020  
 Hormat Pemohon,

Indah Hasibuan

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

FORM K 3



**MAJELIS PENDIDIKAN TINGGI  
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Website : [fkip.umsu.ac.id](http://fkip.umsu.ac.id) E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)**

Nomor : 694/IL.3/UMSU-02/F/2020  
Lamp. : ---  
Hal : **Pengesahan Proposal dan  
Dosen Pembimbing**

Bismillahirrahmanirrahiim  
Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

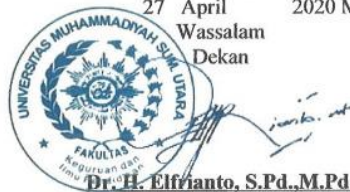
Nama : **Indah Hasibuan**  
N P M : 1602050169  
Progam Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Difficulties Factors in Writing Expository Text on English News Online Journalist

.Pembimbing : **Habib Syukri Nst, S.Pd. M. Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggal : **27 April 2021**

Medan, 04 Ramadhan 1441 H  
27 April 2020 M  
Wassalam  
Dekan



Dibuat Rangkap 4 :  
1. Fakultas (Dekan)  
2. Ketua Program Studi  
3. Dosen Pembimbing  
4. Mahasiswa yang bersangkutan  
**(WAJIB MENGIKUTI SEMINAR)**



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 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Indah Hasibuan  
 NPM : 1602050169  
 Program Studi : Pendidikan Bahasa Inggris  
 : Difficulties Factors In Writing Expository Text On  
 Judul skripsi English News Journalist

| Tanggal       | Deskripsi Hasil Bimbingan Proposal   | TandaTangan |
|---------------|--|-------------|
| 08 April 2020 | Perubahan Judul Difficulties Factors In Writing Expository Text On Student's Ability In SMP Muhammadiyah 58 Menjadi Difficulties Factors In Writing Expository Text On English News Journalist |             |
| 14 Mei 2020   | Chapter I: Background of the Study   |             |
|               | Chapter II: Theoretical Framework  |             |
|               | Chapter III: Research Methodology  |             |
|               | Reference  |             |
| 17 Mei 2020   | ACC for Seminar  |             |

Diketahui/Disetujui  
 Ketua Prodi

Medan, Mei 2020  
 Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Habib Syukri Nst, S.Pd., M.Hum





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Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Indah Hasibuan  
N P M : 1602050169  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Difficulties Factor On Writing Abstract Thesis By Students  
Eighth Semester

Pada hari Rabu bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 10 Juni 2020

Disetujui oleh :

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Habib Syukri Nst, S.Pd., M. Hum

Diketahui oleh  
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

FORM K 1



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Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
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 FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim  
 Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Indah Hasibuan  
 NPM : 1602050169  
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**Judul Pertama**

**Difficulties Factor In Writing Expository Text On English News Online Journalist**

**Menjadi**

**Difficulties Factor On Writing Abstract Thesis By Students Of Eighth Semester**


Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, November 2020

Ketua Program Studi  
 Pendidikan Bahasa Inggris

  
 Mandra Saragih, S.Pd, M.Hum

Dosen Pembahas

  
 Pirman Ginting, S.Pd.,M.Hum

Hormat Pemohon

  
 Indah Hasibuan

Dosen Pembimbing

  
 Habib Syukri Nst,S.Pd.,M.Hum



UMSU  
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 Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
 Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 1014/II.3/UMSU-02/F2020 Medan, 05 Dzulqa'idah 1441 H  
 Lamp. : -- 27 Juni 2020 M  
 Hal : **Mohon Izin Riset**

Kepada Yth.:  
 Bapak/Ibu Kepala Perpustakaan UMSU  
 Di

Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Indah Hasibuan**  
 NPM : 1602050169  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : Difficulties Factors In Writing Expository Text On English News Online Journalist

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.  
 Wassalamu'alikum Warahmatullahi Barakatuh

Dekan  
  
**Dr. H. Elfrianto S.Pd., M.Pd.**  
 NIDN : 0115057302

Tembusan :  
 - Pertinggal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Indah Hasibuan  
 N.P.M : 1602050169  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Difficulties Factor On Writing Abstract Thesis By Students's Eighth Semester

| Tanggal           | Deskripsi Hasil Bimbingan Skripsi   | Tanda Tangan |
|-------------------|---|--------------|
| 31- Oktober 2020  | Chapter I,II,III  |              |
| 2- November- 2020 | Chapter IV revision, describe the data and analyze the data as clearly as possible, the internal and external factors in the description in the table, not in paragraphs, must have a point C finding or discussion |              |
| 4- November- 2020 | Chapter V revision of finding results in chapter 4 is described simply, not too long  |              |
| 4-November- 2020  | All chapter in general  |              |
| 4- November- 2020 | Abstract, table of content, acknowledgement   |              |
| 5-November- 2020  | Acc   |              |
|                   |   |              |
|                   |   |              |
|                   |   |              |

Medan, 5 November 2020

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Habib Syukri Nst, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN**

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Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: 3297/KET/II.11-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Indah Hasibuan  
**NPM** : 1602050169  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*"Difficulties Factor On Writing Abstract Thesis By Students Eighth Semester"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 19 Rabiul Awal 1442 H  
05 November 2020 M



Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Indah Hasibuan  
 N.P.M : 1602050169  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Difficulties Factor on Writing Abstract Thesis by Students' Eighth Semester

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, November 2020  
 Hormat saya  
 Yang membuat pernyataan,



**Indah Hasibuan**

Diketahui oleh Ketua Program Studi  
 Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**

## CURRICULUM VITAE

### A. Biodata Pribadi

Nama : Indah Hasibuan  
Jenis Kelamin : Perempuan  
Tempat tanggal lahir : Rantau Prapat, 31 Mei 1998  
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Nama Ibu : Erika Malau  
Nama Ayah : Hasanuddin Hasibuan  
Alamat : Jl. Gunung Mas No 19  
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### B. Riwayat Pendidikan

TK : Misbahul dzikri  
SD : SDN 115529 Sukaramai  
SMP : Pesantren Darularafah Raya  
Swasta Galih Agung  
SMA : Pesantren Darularafah Raya  
Swasta Galih Agung