Factors Hindering the Students in Completing Their Undergraduate Thesis: A Study at an English Education Study Program in Indonesia

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ABSTRACT

One of the obligations of undergraduate students at the end of their study is writing a thesis. During the process, students find several problems that can hinder them completing their thesis. This study was aimed at finding and analyzing the factors that hinder the completion of the thesis and how the students try to cope with the factors. This study used a qualitative descriptive approach by using questionnaire and interview as the research instruments. The population in this study was the undergraduate students of the English Education Study Program who were working on or had finished working on their thesis. The results showed that there were ten factors that hindered students' thesis completion. Of the ten factors, the writers categorized them into two parts, namely internal factors and external factors. The internal factors are; health, psychological barriers, academic ability, and approach (attitude and study habits). While external factors are in the form of; family, environment/friends, thesis administration system, thesis advisor guidance process, references, and other activities. If sorted from the factor most experienced by students to the factor least experienced, the results are psychological barriers (92.9%), reference (78.6%), academic ability (74.3%), learning approach (74.3%), thesis advisor guidance (71.4%), thesis administration system (64.3%), health problems (54.3%), family (48.6%), environment/friends (45.7%), and other activities; participating in internal/external campus organization, working, and some unnecessary activities (30%). In facing the factors, students make various kinds of efforts so that they can still complete their thesis project.

Keywords: Problems; Final Project; Undergraduate Students; Thesis

INTRODUCTION

At the last year of their study students must take the final project or here popularly known as Undergraduate Thesis. Undergraduate Thesis is a scientific work written by undergraduate students at the end of their study period based on the results of research, or literature review, or the development of a problem that is carried out carefully (Darmono & Hasan, 2002). Students are required to complete the thesis, which is structured as a graduation requirement for students and to obtain a bachelor's degree in accordance with the field of study, following the Regulation of the Minister of Education and Culture Republic of

Indonesia Number 49 of 2014 about the National Standard of High Education Article 45 Paragraph 4.

Students can start the thesis writing activities if they have collected at least 70% of the total semester credit units (SKS) determined to complete the undergraduate program with a minimum grade point average (GPA) of 2.00 based on the Academic Guideline Book. In addition, students can only submit a research proposal if they have taken or are currently taking research methodology lectures and have fulfilled the prerequisites determined by the study program.

In the process, students will learn how to express their thoughts in the form of scientific writing to complete their thesis, so that it will provide knowledge to fellow students, educational field, society and other people related to the research. The process of working on the thesis will be carried out by a student under the guidance of an advisor. In the end, the thesis results will be presented and defended in writing and orally in front of the board of examiners.

There are so many things that need to be considered in doing the thesis to make the quality of the thesis good. But in reality, various challenges and difficulties caused by working on thesis are unavoidable problems for every final-year student (Listiyandini, 2016). Many efforts were made by the students to be able to complete their thesis. Basically, students are given time to complete their thesis in one semester or approximately six months, but in reality, many students need more than six months to work on their thesis (Darmono & Hasan, 2002). The demand in the thesis for undergraduate students is to carry out the research process correctly according to the applicable rules without having to find and correct existing theories. Thus, as long as students are able to carry out the steps in research activities in an orderly and correct manner, the thesis final project meets the requirements. This is different from the demands in the final project in the form of a thesis for Masters students where they are required to be able to assess existing theories with previous theories or even find new theories in a field.

In the academic realm, the steps in writing thesis begin with making proposals as a plan that supports the success of a research. The students start from observing a phenomenon in society, making a research question, building a research design, collecting data, analyze data, and writing down the result. Determining the topic to be researched and studied is the first step that must be taken to make a research proposal. Choosing a topic according to their interests and preferred field will make students feel satisfaction in finding answers to their curiosity. Good mastery of research methodology is the main capital in writing a thesis.

Because there are many types of research that require a variety of approaches, students experience difficulties in determining the type of research with a particular approach. There are many books on research methods, but students still find it difficult to understand and apply them as a whole and thoroughly, because applying them requires a thorough understanding from the start of planning to preparing the final report on the results of the research. This is where the role of the thesis advisor is considered very important. As mentioned by Darmono & Hasan (2002) that the thesis advisor is tasked with providing constructive directions, both from the technical aspects of writing, aspects of content, to aspects of the methods used in thesis research. Writing a research report must follow the standard rules of writing in English, both format, grammar, vocabulary, spelling, punctuation, numbering, quoting, writing reference lists of bibliography, appendices by following standard rhetorical steps from each institution and others (Fauziah & Jamaliah, 2021).

The problems faced by final-year students in working on their thesis are problems that are almost experienced by every student. Based on several previous studies such as Pratiwi & Roosyanti (2019) and Dwihandini et al., (2013), there are two types of factors that cause students to be hampered in working on their thesis, namely internal factors and external

factors. Internal factors are factors from within a person which include health factors, psychological barriers, academic abilities and learning approaches. While external factors are factors that come from outside, including family factors, peers, thesis administration systems, references, advisor guidance and other activities. Students' problems in thesis work continue to occur from generation to generation, as if patterned. Yet, there has been very few studies discussing the problems faced by the students in completing their final projects here. It is necessary to conduct this research to reveal the factors that hinder the completion of the students' thesis in the English Education study program and the efforts made by students to cope with the problems. The results of this research are expected to be used as information and material for the management of the English Education study program and any institution to follow up the problems, make policies regarding this issue, and determine some effective solutions. Therefore, this study was very significant both for students and the institution to be able to find out, avoid, and anticipate these problems so that they don't become endless problems.

METHOD

This research collects undergraduate students' perspectives about the inhibiting factors of thesis completion. Therefore, the qualitative approach was used to answer questions about experience, meaning and perspective, most often from the standpoint of the participant which include 'small-group discussions' for investigating beliefs, attitudes and concepts of normative behaviour; 'semi-structured interviews', to seek views on a focused topic or, with key informants, for background information or an institutional perspective; 'in-depth interviews' to understand a condition, experience, or event from a personal perspective; and 'analysis of texts and documents.

In order to answer the research questions, questionnaire and interview were used as the research instruments. They were an electronic questionnaire to collect open-ended replies to questions and both face-to-face and online interviews. The questionnaire model was taken from Umriana (2019). This questionnaire was used to get an overview of the factors that become obstacles for students in completing the thesis. The questionnaire used was a semi-open questionnaire. The questionnaire consists of 20 questions covering internal and external factors inhibiting the students in completing their thesis.

The interview questions in this study were adapted from the questionnaire, with additional questions added to complement the data obtained from the questionnaire. The questions given to the participants were follow-up questions from the information they had provided in the questionnaire. The questions covered aspects of: how exactly the problems they faced occurred, the causes of the problems, and how they coped with the problems. The interview guide was used to get the data that support the students' answers in the questionnaire. Each student got different questions according to the factors they experienced during their thesis work. During the interview, the students were recorded using a mobile voice recorder. The data types were language data gained mainly from interview scripts. Both instruments are to gain the valid data so that the results are reliable for further study.

During the interview session, the answer was recorded to transcribe and analyze later when the data analysis process carried out. Both questionnaires and interview records were the main data to analyze in the stage of data analysis as the data collecting was done. After all these procedures, the data analysis was applied.

The data of the questionnaire were analyzed using Excel 2007 feature to minimize the human error in the calculation, and the interview was analyzed with The Miles & Huberman Framework for Qualitative Data Analysis (Miles et al., 2013) so that the data presented could be identified easier. There are four analysis activities that occur simultaneously, namely: data collection, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

As this research found, there are ten factors that hinder the completion of students' thesis in English Education study program of Sriwijaya University.

a. Internal Factors

1) Health Factors

Based on the research data, health factors are one of the obstacles in completing the thesis. Of the 70 students, 38 of them (54.3%) stated that health factors were an obstacle in the thesis completion process. The health factors in question include: frequent dizziness, fever, ulcers/acid flux/ GERD, insomnia, lack of sleep, easy fatigue, back pain, easy eye fatigue when staring too long at the cell phone/laptop screen, headaches, flu and cough, migraine, sore throat, weak immunity, asthma, and pox.

In addition, based on the data obtained in this study, some students even experienced worse health conditions after they started working on their thesis. This is because they are too focused on working on their thesis until midnight, irregular eating schedule and stressful pressures that cause their health conditions getting worse. Of course, this has an impact on their performance in working on their thesis.

The existence of health problems that are one of these obstacles is in line with the theory put forward by Syah (2010) that one of the factors that affect the learning process is health factors. This is also in line with Slameto's (2010) opinion which states that there are many types of factors that affect learning outcomes, one of which is internal factors in the form of fatigue and physical aspects.

2) Psychological Barriers Factors

Based on the results of a questionnaire given to 70 respondents, 65 of them (92.9%) stated that psychological barriers were one of the obstacles in completing the thesis, and only 5 people (7.1%) admitted that this was not related to thesis completion. The psychological obstacle factor is in the form of feeling lazy to do the thesis, lack of motivation, difficulty in concentrating, often procrastinating to do the thesis, and feeling pressure which eventually causes stress. The rest, what students wrote in the questionnaire did not match the category of psychological barrier factors.

Suryabrata (2004) defines motivation as a condition contained in a person that encourages him to carry out certain activities to achieve a goal. Motivation functions to encourage humans to act, determine the direction of action, and select individual actions. A study from Matra & Fajar (2015) also states that motivation greatly determines the smooth running of students in completing their studies.

If drawn in this research issue, then students who have high motivation in completing their thesis, tend to make efforts and hard work to realize their wishes, namely thesis completion. Conversely, students who have low motivation tend to withdraw and have no effort to realize their desires.

Another psychological barrier is procrastination. In psychology, Procrastination refers to attitudes and behaviors that have the characteristics of stalling or prolonging time. Academic procrastination is often defined as the behavior of procrastinating academic tasks. One of the difficult problems that is hard to get rid of is the habit of procrastinating. In the data found in this study, students believe that "laziness" or "procrastination" is something hard to deal with. Others may advise them to be more active and diligent, but they are the ones who have to change it.

3) Academic Ability Factors

Based on a questionnaire given to 70 students, 52 of them (74.3%) stated that academic ability was one of the obstacles in completing the thesis, and 18 other people (25.7%) admitted that this was not related to thesis completion. The academic ability factor is in the

form of; difficulty in applying research methods, difficulty in understanding the systematics of thesis writing, difficulty in paraphrasing sentences, difficulty in pouring ideas/ thoughts into thesis writing, difficulty in finding research problems, and inability to find the right journal.

The obstacles to elaborating research problems are characterized by the difficulty of students in understanding the research problems being carried out, difficulty seeing the gap between ideality and reality, and difficulty and compiling the background of the problem. The research problem is one of the fundamental issues in a research. In general, students raise research titles not based on problems, but because of location considerations and the tendency of existing titles. Likewise, the background elaboration is not comprehensive. In general, the problem of background elaboration is often encountered during proposal guidance. There is often a gap between ideality and reality in the background, as well as a lack of initial supporting data needed as a study material on the importance of the research to be carried out.

Another obstacle related to academic ability is the limited mastery of research methodology. This can be seen from the mismatch between the title of the problem formulation and theory, inaccuracy in determining data sources, not understanding the validity of data and data analysis, as well as the implementation of research methods in Chapter I with discussions in chapters III and IV.

To assist students in preparing the thesis project, students have been provided with a special course that studies research methodology for 3 credits. Ideally, this is enough to equip students about mastering research methodology, but in reality, not all students have good mastery. They admitted that the time was not enough to discuss in detail the pattern of thesis work along with a complete explanation. This is in line with Cahyadi et al., (2021) who stated that even though there are several courses that prepare students for the thesis writing process, there are still many problems faced by both advisors and students in the actual writing process.

Another obstacle is related to limited writing skills. The research findings show that students are constrained by minimal writing skills, characterized by difficulties in composing sentences, paragraphs, pouring thoughts into a paragraph, difficulties in expressing ideas in writing, and many errors in writing procedures such as errors in the use of punctuation, conjunctions, prepositions, prefixes and suffixes, writing innotes/footnotes, and writing direct and indirect quotes. Mastery of this skill is important considering that the thesis is a form of pouring ideas and ideas in the form of writing. Therefore, mastery of this ability is one of the important prerequisites in doing a thesis.

Another obstacle in other academic abilities is the mastery of foreign languages. As English education students, they are required to write their thesis in English. Students admitted that they were a little challenged when they had to write their thesis in English because of their English language skills. They said, it was like they had to work twice because they had to change the language into English. in this case students used a tool in the form of an online translator tool.

4) Learning Approach Factors

Based on a questionnaire given to 70 students, 52 of them (74.3%) stated that the learning approach was one of the obstacles in completing the thesis, and 18 other people (25.7%) admitted that this was not related to thesis completion. The learning approach in question is in the form of; low interest in reading, difficulty managing time to study/work on the thesis with other activities, not having enough friends to discuss with, and lack of seriousness in working on the thesis.

Learning attitudes play a role in determining individual learning activities. A positive learning attitude is closely related to interest and motivation. Therefore, if other factors are the same, individuals with positive learning attitudes will learn more actively and thus will get

better results than individuals with negative learning attitudes (Djaali, 2011). Students who have a positive attitude in their academic assignments will have the opportunity to complete the thesis well, and conversely a negative attitude will make students experience obstacles in completing their thesis.

b. External Factors
1) Family Factors
Based on a questionnaire given to 70 students, 34 students (48%) admitted that family factors were one of the obstacles in completing the thesis, while 36 other students (51.4%) admitted that family factors did not hinder their thesis work. These family factors are in the form of, lack of support and motivation from parents, pressure from parents to graduate immediately, broken home, parents are too interfering with every process of thesis work, family conditions that are not harmonious, scolded by parents, feeling heavy seeing parents if they have to pay the institutional fee (*Uang Kuliah Tunggal*) for the next semester, difficult family economic conditions, divided time with work helping parents who do a lot of work at home.

Lack of motivation or psychological support from parents makes the individual less enthusiastic in doing something. Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that grows from within the individual itself, while extrinsic motivation is motivation that is influenced by external parties. Although extrinsic motivation is only supporting, its existence is also needed to strengthen individual behavior. Without support and motivation from parents, it is possible to reduce the enthusiasm of individuals, in this case students, to complete their theses and studies. This also applies viceversa, external motivation is possible to strengthen the enthusiasm of students in their study process.

In addition to the lack of motivational support, financial support is also needed. As it is known that in the process of completing a thesis, students need more funds for references, printing, photocopying and others. If financially the financial support is lacking, then students try to fulfil it by working. Studying while working is what then directly affects the ability to divide students' time, thoughts, and energy. If the person concerned is not able to manage it well, it is very possible that the thesis completion process will be disrupted.

On the other hand, demands from parents that students immediately complete their thesis also affect the psychology of these students. Demands that are not followed by positive support or support are counterproductive, so they do not accelerate and it is very possible that they will increase the psychological burden which has an impact on the constraints of the thesis.

2) Environment/Friends Factors
In addition to the family environment, the boarding environment and friends are also factors that influence the completion of the thesis. For students who live in boarding houses or in their own homes, the environmental situation is also an obstacle. Based on a questionnaire given to 70 students, 32 students (45.7%) admitted that environmental/friend factors were an obstacle for them in working on their thesis. Meanwhile, 38 other students (54.3%) admitted that this factor did not become an obstacle to their thesis work. The living environment and friends who become obstacles are in the form of; a crowded boarding/living situation and not conducive to working on the thesis, having friends who are both lazy to work on the thesis, having friends who both do not know how to work on a good and correct thesis, friends are not very helpful in the thesis process, the absence of friends who can discuss and work on the thesis together, overthinking because they see friends who have completed their thesis first.

The environment is the condition around the individual that directly or indirectly interacts with the individual. The environment is divided into two, namely the physical environment and the non-physical environment. The physical environment can be in the form of buildings, buildings, infrastructure, and other natural environments. While the non-physical environment is in the form of friends and or people who interact with individuals in their daily lives.

In this study, what influences the thesis completion process is more directed to the non-physical environment, especially boarding house friends and college friends. The crowded and unconducive boarding house situation is one of the causes. With a crowded situation, it will indirectly have an impact on the lack of concentration. In other cases, the desire to have fun by doing activities that are actually less important such as traveling, 'chatting', and 'hanging out with friends' is also the cause. In addition, the environment of friends who both experience laziness in working on the thesis is also felt as a trigger for procrastination.

3) Thesis Administration System Factors

The process of preparing and completing a thesis cannot be separated from the administrative system. Based on the questionnaire, 45 out of 70 students admitted that the thesis administration system was one of the obstacles in completing the thesis. This means that 64.3% of students experience obstacles in the thesis administration system that affect the completion of the thesis, while the remaining 35.7% or 25 other students claimed that the thesis administration system was not an obstacle in completing their thesis. The obstacles related to the thesis administration system are in the form of; the long process of licensing and correspondence, the many files required for the exam, and the minimum USEPT (Sriwijaya University English Proficiency Test) score requirement that has not been achieved. Most students have not been able to mention and describe the administrative factors they experienced in the process of completing their thesis because the majority of them have not yet reached the stage of managing the files for thesis defence and graduation.

The process of preparing and completing a thesis cannot be separated from the administration system. A good and professional administrative system management will support the stages of thesis completion, and vice versa, a poor administrative system can be an obstacle. In the management system and thesis work services, the human resources involved consist of lecturers, employees, and students. The lecturers, employees, and students involved have their respective roles and duties in order to achieve the objectives of the thesis final project. While the materials and equipment used in the management system and thesis final project services also have an important role in achieving goals. One of the equipment that can help in the management and service of thesis final project work is media that can be used to provide information about thesis titles that have been researched, media publication of research results, and others.

4) Reference Factors

Based on the questionnaire given to 70 students, the majority of students admit that this reference factor is an inhibiting factor in their thesis work. A total of 55 students (78.6%) has obstacles related to this reference, admitting that they have difficulty in terms of; finding the limited number of text books in the library, difficult to find references related to research topics, only relying on one source in finding journals or research articles, difficult to find the latest articles related to research topics, not understanding how to write APA 7 references. Only 15 students (21.4%) admitted that this factor did not hinder their thesis work.

Reference is one of the keys in preparing the theoretical framework of research. Without adequate references, it is very unlikely to produce quality research. The availability of references in campus libraries is a primary need for students who prepare a thesis. But in reality, not all the literature needed is available in the campus library. In this condition, it will be an obstacle for students. The issue of obstacles related to this reference is also in line with

research conducted by Rismen (2015) which shows that the difficulty of finding references is one of the factors that become an obstacle for students in the stages of the thesis title preparation process.

5) Thesis Advisor Guidance

The thesis guidance process with advisor cannot be separated from the process of preparing and completing the thesis. Based on the research findings, it was found that the guidance factor was one of the obstacles in completing the thesis. A total of 50 students (71.4%) stated that the guidance process was an obstacle, while the remaining 20 students (28.6%) admitted that it was not a problem. Obstacles related to lecturer guidance factors, in the form of: advisors who are difficult to meet (due to busyness and other things), feeling afraid to meet the advisor, the length of time for proofreading the thesis manuscript by the advisor, limited time in carrying out guidance, the advisor does not provide sufficient input/suggestion, does not understand the input/suggestion from the advisor, lazy to do guidance with the lecturer, long distance to meet the lecturer.

The findings about the obstacles felt by students during the thesis guidance process are in line with Kusnendar (2012) reserach which states that the factor of advisor guidance is an obstacle for students with a percentage of 75%, which is characterized by difficulty meeting with advisors due to the advisor's busyness, difficulty in understanding input, and difficulty in determining the next step. Wiyatmo's (2010) research also mentions one of the inhibiting factors is mentoring which includes; difficulty meeting advisors, differences in opinions of advisor I and II, and the busyness of various advisors. This is also in line with research conducted by Quinto (2022) who said that students often get ambiguous directions from their advisors.

6) Other Activities Factors

Another factor is related to other activities or events carried out by students besides college. A total of 21 students (30%) stated that other activities were an obstacle in completing the thesis. But 49 other students (70%) admitted that the factor of other activities outside of lectures did not hinder the process of working on their thesis. These inhibiting activities include; actively participating in internal/external campus organization activities, working (full-time/part-time), having the habit of spending time watching movies/dramas, having their own activities outside of thesis work, PLP (*Pengenalan Lapangan Persekolahan*) activities, often hanging out, helping parents' work until late at night.

Studying while working is recognized as one of the obstacles in completing the thesis. Difficulty dividing time is one of the causes in addition to the fatigue factor which results in after work being reluctant to work on the thesis which results in delays in completing the thesis. This is in line with the results of research conducted by Hartanto, Susanti, and Maryana (2016) which states that one of the inhibiting factors in the thesis completion process is related to external factors in the form of personal activities such as studying while working, courses, and taking care of the family. The results of this study are also supported by research conducted by Wulan & Abdullah (2014) which states that one of the obstacles in the process of completing a student's thesis is related to other activities carried out by students, namely work.

c. Student's Effort to Cope the Inhibiting Factors

In facing the obstacles that exist, students make various kinds of efforts so that they can still complete their thesis. First, in health issues, students began to try a healthy lifestyle so that they would not get sick easily which could have an impact on their thesis work. Not sleeping late at night, having an organized diet, taking vitamins, exercising and not overthinking are some of the efforts made by students. In addition, students realize that thinking too much sometimes makes them stressed and ultimately has a bad impact on their

health conditions. Therefore, they also began to maintain a positive and healthy mindset. Positive thinking will make individuals more optimistic about life and make it easier for individuals to move well. Research conducted by Jackson et al. (2002) that people who view things pessimistically will affect the acceptance of stress suffering and will continue to the emergence of diseases.

Second, in terms of psychological barriers, students realize that these problems are problems that mostly come from within themselves. Therefore, they feel that the solution is also from themselves. In overcoming stress and overthinking, students choose to divert their attention to things they like such as hobbies and others. In addition, they also began to try to always think positively about the things that happened to them. If they feel that the cause of their problems is from the external, such as feeling depressed seeing the success of friends, then students try to stop finding out about other people's progress and focus on themselves, at least this is considered to help them reduce their stress and overthinking. When they feel that their psychological burden is too heavy, students admit that they also choose to tell their friends who they trust so that their problems do not become a time bomb that can explode one day if it is no longer unstoppable. In brief, what students do in overcoming this problem is called the "Coping" method with a problem focus strategy is a step taken by students, namely looking for various alternative solutions, considering the advantages and disadvantages, choosing the most suitable one and implementing it (Lazarus & Folkman, 1984).

Third, in terms of academic ability barriers, not a few students choose to procrastinate. Procrastination they believe can relieve for a moment the feeling of worry because of their ignorance of the things they need to do in their thesis. This is indeed one of the characteristics of procrastination categorized by Ferrari et al. (1995) that the fourth characteristic of procrastination is doing other activities that are more enjoyable than doing the tasks that must be done. In addition, students also continue to try to find out information that can help them work on their thesis, whether it's asking friends, seniors, lecturers or even looking for information on the internet.

Fourth, in terms of learning approach, when they realize that there are deficiencies in their learning approach, they immediately look for efforts so that this does not continue to be an obstacle in completing their thesis. The effort they make is to find friends who can provide a positive influence for them in working on their thesis. From there they hope they can work on the thesis together and can share information about the thesis. In addition, they also try to find a conducive atmosphere that can support the process of working on their thesis. Mulyasa (2009) states that a conducive environment is a driving factor that can provide its own attraction to the learning process, otherwise an unpleasant environment will cause boredom. Besides, if they find themselves who have started to lack motivation in working on their thesis, they still force themselves to continue working on their thesis and try the best they can.

Fifth, in terms of family factors, when they get pressure from their parents to quickly complete their thesis, they still try to provide understanding to their families about the problems they experience during their thesis work. In addition, some of their parents also admitted that one of the considerations why they wanted their children to immediately complete their studies was due to financial factors. They hoped that they would not have to pay UKT for the next semester and also the costs that would come out during their studies. In this problem, some students also decided to work to help ease the burden of their parents' costs. It is also mentioned in a research conducted by Aminuyati & Mashudi (2021) that in order to help the family economy, most students also work to help the family economy.

Sixth, in terms of environmental/friend factors, they try to find friends who can indeed help the process of working on their thesis. Research conducted by Astuti & Hartati (2013) states that the benefits obtained from social relationships with friends provide emotional support that can prevent the students concerned from feeling bored, hopeless and stressed.

However, when they finally do not find friends who can support their thesis work, they still try not to depend on friends and start looking for solutions by finding information about this thesis work independently. Although most of the students agreed that friends have a very big influence, but actually students still have an advisor to be used as a source of information if they are confused in working on the thesis.

Seventh, in terms of the thesis administration system, students actually do not find significant problems. This is because the administrative matters they have are quite helped by the administrative officer in the English Education study program at Sriwijaya University. It's just that, there are a few moments where the letter they need is quite a long time to come out. In overcoming this problem, students follow up with administrative officer regarding the progress of the letter they are proposing because perhaps the officer has forgotten. In addition, what is felt to be quite an obstacle is the USEPT score that has not been met. To overcome this problem, they try to study harder such as often practicing working on TOEFL questions which are believed to be similar to the questions on the USEPT test. Not only that, some of them who have failed several times in this USEPT test, chose to take the USEPT test training course program implemented by the university to help them prepare for the USEPT test in a systematic way. Although some of them admitted that the cost for the course was quite expensive, they still chose that option so that they could pass the test immediately.

Eighth, in terms of reference factors, if they have difficulty in finding journals that match the topic they bring in their thesis, they will look at the Bibliography of previous related studies so that it makes it easier for them to find related references. When finding paid journals, so far it has not been found that there are students who deliberately pay a certain amount of money to get the journal. Students prefer to look for journals/articles that can be accessed for free and some students admitted that they used illegal websites to download paid journals for free. A study conducted by Nurjanah et al. (2017) shows that students nowadays have high digital literacy skills and quality of use of e-resources due to various supporting factors so that even though they do not get courses on information literacy and digital literacy, they can still achieve high categories in these fields.

Ninth, in terms of the guidance factor with the advisor, when their students do not get enough direction from their advisors, they usually ask their advisors directly about the things they want to know or ask them to friends who do understand or to seniors who have done their thesis first. Not only that, students also make efforts by continuing to seek information from various sources. Some students admit that they have a sense of worry and fear when going to do guidance with their advisor. If these feelings arise and they are in need of answers about working on their thesis, they do the same thing as previously described above. In addition, when their advisors are difficult to discuss, conduct guidance, or are taking a long time in correcting their thesis drafts, the way they take is to keep asking the advisor regarding the advisor's availability to conduct guidance or return the corrected thesis draft. The results from a research conducted by Matra & Fajar (2015) also shows that most of the students will continue to do their best so that they can get guidance from their advisors.

Tenth, in the factor of other activities, to still be able to work on their theses in the midst of their busy schedules, the efforts they make are to divide their time as well as possible between other activities outside of lectures and their duties in working on their theses. Lusi (2021) stated that students who study but simultaneously earn a living must be able to make adjustments both emotionally and cognitively. This self-adjustment determines the extent to which students who study while working are able to solve various kinds of obstacles effectively, both obstacles related to college and work tasks. However, there are some of them who decide to focus on one thing first (work) and then focus on working on their thesis, and vice versa.

CONCLUSION

Based on the findings and discussion in the previous chapter, it can be seen that in completing the thesis, students of the English Education study program at Sriwijaya University experience several inhibiting factors. Of the ten factors, the writer categorized them into two parts, namely internal factors and external factors. Internal factors include; health, psychological barriers, academic ability, and approach (attitude and study habits). While external factors include; family, environment/friends, thesis administration system, thesis advisor guidance process, references, and other activities.

A brief description of each of these factors are; a) Health: lack of fitness, dizziness, and fatigue; b) Psychological barriers; laziness, lack of motivation, procrastination, stress, anxiety; c) Academic ability: lack of mastery of research methodology, difficulty in expressing ideas in writing, difficulty / limitation of writing skills, difficulty in elaborating problems and limited English skills; d) Learning Approach: problems in time management, lack of reading books, lack of discussion with friends, lack of seriousness; e) Family: Lack of motivation from parents and pressure to graduate soon; f) Environment/friends: Uncomfortable boarding / living environment, friends who often invite to do activities that are less important, friends are equally lazy to work on the thesis; g) Thesis administration system: Taking care of time-consuming licenses and correspondence, many requirements for exams, obstacles to passing the USEPT test requirements; h) References: Difficulty finding references for certain themes and limited number of references; i) Thesis Advisor Guidance: advisors are difficult to meet, various activities / activities of advisor, the length of the manuscript being corrected, fear of meeting the advisor, lack of input from advisor, unable to understand input from advisor; j) Other activities: Working, busy student and community organization activities, helping parents at home. Overall, based on the data obtained in this study, the most inhibiting factor experienced by students is the psychological barrier factor (92.9%) which turns out, after being traced, the main problem is their limited ability to work on their thesis. In dealing with those problems, students make several efforts so that those things do not continue to hinder students in working on their thesis.

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