

Unfolding Stories of Undergraduate Thesis Writers: Voices from EFL learners at Islamic Higher Education

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Submitted: 31/10/2022

Revised: 10/01/2023

Accepted: 14/03/2023

E-ISSN : 2579-4574

P-ISSN : 2549-7359

Abstract. This study aimed to investigate the challenges and strategies faced by undergraduate students in Islamic Higher Education when writing theses. The study had four participants, two of whom completed their degrees on time (SGO) and two who failed to do so (SGN). Despite both groups facing challenges and employing strategies, they had some differences in their experiences. Common issues faced by both groups were difficulty generating ideas, selecting a topic, feeling confused and anxious, and procrastination due to various reasons. SGN students faced additional problems such as laziness, unexpected events, and issues with supervisors. The study also found that family support and spiritual practices like prayers and invocations helped students complete their theses. The support and encouragement from their parents served as a significant boost to the students' motivation in finishing the thesis. The study highlights the importance of surrendering to Allah's plan and trusting His wisdom, as well as maintaining a positive outlook and seeking support from family and spirituality. Overall, the study uncovered various problems faced by undergraduate students and the strategies they used to deal with them, emphasizing the importance of perseverance and relying on Allah's guidance.

Keywords: *Thesis Writing, Challenges, Strategies, Islamic Higher Education, Narrative Inquiry*

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

Writing is a method of putting one's thoughts and feelings into words (Herbert et al., 2019; Ruini & Mortara, 2022; Torre & Lieberman, 2018). Anyone can write whenever they want. Anytime is a good time to write, because nobody is forcing us to hold back. When writing, anyone can use their own language to say what they think and feel. However, as a university student, the language in writing differs from simply writing it. As a student they are required to write an academic writing. Academic writing is unquestionably distinct from everyday writing. Learning how to write academically as an undergraduate student is one of the most difficult aspects of any student's career (Defazio et al., 2010; Goldsmith & Willey, 2018; Moses & Mohamad, 2019; Pineteh, 2014; Thabran & Fajaryani, 2016).

Academic writing requires extensive study and practice to enhance students' writing skills (Defazio et al., 2010; Oshima & Hogue, 1999; Wale & Bogale, 2021; Wischgoll, 2017). In academic writing, several factors must be considered. Academic writing requires extensive practice. De Poel & Gasiorek (2012) classify academic writing as a predominant part of academic discourse that can take many forms, such as essays, projects, lecture notes, and theses. In the academic world, students are required to write a thesis. In this study, the researchers will concentrate on a single academic field: thesis writing.

The long and arduous process of finalizing the final thesis writing project necessitates perseverance, willpower, and endurance on the part of the students due to the numerous academic and non-academic barriers imposed during research (Benavente et al., 2022; Dewi, 2022; Tiwari, 2019). For students who are not resilient and tenacious, failure in finalizing a thesis can lead in its abandonment. Nevertheless, the thesis writing process is not simple, yet that does not mean students cannot finalize it. In overall, students struggle to complete their coursework on time. Students can complete their theses on time if they adhere to the curriculum, which plays an important role in the success of thesis writing (Defazio et al., 2010). If students follow the curriculum's requirements, they will be able to complete their theses on time. If students do not adhere to the requirements of the curriculum, they can also delay their graduation. Because the purpose of the curriculum is to facilitate student comprehension and help them learn more effectively so that learning objectives can be attained.

Therefore, as when students adhere to the established curriculum, they can complete their studies through the thesis writing phase. As long as they adhere to the curriculum, students can graduate on schedule. The curriculum that regulates the learning time of undergraduate students so that they can complete their work falls within the academic realm. Nevertheless, some students who considered having a strong academic background still encounters non-academic phenomena that can impede the thesis' completion.

Students with a strong academic background generally feel capable of completing all tasks. In addition, the final project is evidence that all lectures have concluded. In practice, each time showing the thesis guidance, the

supervisor has a different opinion. This student persisted to voice his opinion, ignoring the lecturer's advice and doing whatever he desired. The ego of this student is a non-academic factor that contributes to the inability of students to complete their theses. He desires the script to be flawless, but reality is never thorough. Students' inability to complete their theses is not due to an issue in the academic realm; rather, the issue lies in the non-academic realm (Irwandi, 2019; Puspita, 2021).

This non-academic occurrence poses a difficulty for students in having finished their theses. In order to complete the thesis, students are challenged not only by academic matters, but also by non-academic matters. They attempt to remedy the situation by taking steps that will enable them to earn a bachelor's degree.

Several previous studies argue the factors that can affect writing skill, which is presumed to be challenging, especially thesis writing. There are internal and external factors contribute to EFL students' problems in writing and concluding a thesis, in which the most challenging sections are writing for chapter 4 for elaborating results/findings and discussion section (Fitria, 2022). Meanwhile, according to Irwandi's study (2019), these issues are primarily the result of internal rather than external sources. Writing is considered one of the most tough cognitive tasks, despite appearing simple at first glance. Students encounter a number of obstacles in academic writing (Sağlamel & Kayaoğlu, 2015). Academic writing challenges such as grammar (Tambunan et al., 2020) are also present in thesis writing. Other challenges faced by students in writing thesis are low English proficiency (Lestari, 2020), or lack of motivation (Diasti & Mbato, 2020), difficulty in doing literature review (Puspita, 2021).

From the studies that have been done so far, it looks like there hasn't been a study yet about an undergraduate thesis writing in an Islamic higher education setting in Indonesia using narrative inquiry (Dewi, 2022; Diasti & Mbato, 2020; Fitria, 2022; Irwandi, 2019; Lestari, 2020). Thus, the purpose of this study was to look into the phenomenon of academic experience among thesis-writing students at one of state Islamic Higher education in Indonesia thoroughly by using narrative lens. The narrative inquiry also intends to amplify the students' voices as narrators of their own experiences. Their experiences provide a unique perspective on thesis writing understanding. In addition to providing a tool for self-reflection on the difficulties, conflicts, and complexities of teaching and learning English in thesis writing during the final semester, narrative is an important reason for its use. Research employing a narrative framework is critical because, in addition to adding to the body of knowledge in this field, the findings of the research may provide useful insights as a reference in enhancing the quality of students' thesis writing processes.

Based on the description and explanation provided above, the present study will investigate the following research questions: 1) What obstacles do undergraduates face when writing their thesis?, and 2) What strategies have undergraduates implemented to complete their thesis?

RESEARCH METHOD

This study investigates the challenges and strategies encountered by undergraduate students of Islamic Higher Education in writing their thesis. This study employs the Narrative Inquiry method. By exploring the stories that individuals tell about their lives, narrative inquiry allows researchers to capture the rich and complex nature of human experience (Clandinin & Connelly, 2000; Clandinin & Rosiek, 2007; Wirza, 2018). The narrative inquiry also intends to amplify the students' voices as narrators of their own experiences. Their experiences provide a unique perspective on thesis writing understanding. In addition to providing a tool for self-reflection on the difficulties, conflicts, and complexities of teaching and learning English in thesis writing during the final semester, narrative is an important reason for its use (Rohmah, 2017). The participants of this study were intentionally selected. Four undergraduate students were chosen based on their thesis writing accomplishments, year of entry and graduation, and learning period. Two students graduated on time (SGO) and two other students did not (SGN).

To collect the data, narrative frame, and interview were used. The key research instrument was the researchers themselves, who have explored and developed a detailed understanding of a personal phenomenon, collected data in the forms of words from individuals, and who analyzed and interpreted the data which included their subjective reflexivity and bias (Creswell, 2012). Creswell suggests that the structure must have the three-dimensional space narrative structure comprising of interaction (information about how they feel, hope, react, and think), continuity (now and then), and situation in order to reflect the chronology of the experiences (context, time and space). This study's narrative framework was developed from Hiratsuka (Hiratsuka, 2018).

The first portion of the interview wrapped the interviewee's life story, contemporary experiences, reflection on thesis writing, and expectations. In the second section, the researchers concentrated primarily on clarifying narrative frames containing unclear stories.

The obtained data were then re-established and retold using coding to be categorized based on the theme. Before reporting the retold data, the researchers collaborated with the storytellers to get their confirmation. Last, the information from the participants were affirmed by examining the members, triangulating the source of data, and looking for objective evidence.

RESULT AND DISCUSSION

Some points could be highlighted from the challenges of undergraduate students' experiences. Initially, when the thesis was about to become their final project, some students already had a kind of description of the thesis until they finally felt for themselves the first impression in thesis writing. The challenges and strategies they face in thesis writing are experiences that generally occur for most students. However, the challenges and strategies that are found are not common for students but are very possible.

Table 1. The summary of the finding of students' challenges experienced

Themes	Categories	Data	Participants	
For the first time in forever	First impression in writing thesis	Feeling anxiety, confusion and afraid	SGN1, SGO1	
		Facing it bravely	SGN2, SGO2	
Striking a blow for thesis writing	Understanding the deadline	Managing the time	SGN1, SGN2	
		The grammatical problem	The word selection, and paraphrasing The language and grammatical problem	SGO1, SGO2 SGN1
			A problem in using appropriate conjunction for making sentence coherence, and unity in paragraph.	SGN2
	The supervision	Having different opinion	SGN1, SGN2	
		Having bad communication	SGO1, SGO2	
	Taking the data	Feeling lazy and bored	SGO1	
	Life happens (changing priority)	Taking care of the sickness	SGN2	
specialization	Differences in specialization and thesis topic	SGO1		

Table 2. The summary of the finding of students' strategies in coping their hardships

Themes	Categories	Data	Participants	
The clock is ticking	Understanding the deadline	Graduate on time	SGO1	
		Graduate not on time	SGN1	
Explain to the voice of doubt	Positive thinking	Although it is hard, I can	SGO1, SGO2	
	Love the process	Optimistic to be able to finish	SGN1, SGN2	
		Great Challenges make me even more active	SGO1 SGO2	
My support system	The supervision	Cooperative in correcting the grammatical problems	SGO1	
		Good communication	SGO2, SGN2	
	A helping hand	reminder	SGO1	
	Motivation	Help me out	SGO2	
			Friend and family	SGO1, SGO2, SGN1, SGN2
			Me my self	SGN1, SGN2
	Struggling	SGO1, SGO2		

The Hardships Experienced

For the First Time in Forever

Based on the findings, all participants both those who graduated on time (SGO) and those who did not (SGN) find it difficult to write for the first time. Initially, students were fearful of crossing the thesis writing task. Students often get difficulties when they are asked to write their ideas in English because as we know English in the context is not our first language. Therefore, a second or foreign language learner will require a considerable amount of time to generate an idea when writing. Moreover, students also feel anxious when they are writing a thesis for the first time because thinking in English was difficult. This anxiety is a challenge that undergraduate students must face in writing a thesis for the first time (Ferolino et al., 2022, Morali & Boran, 2021; Quvanch & Si Na, 2022; Rohmah & Muslim, 2020; Salikin, 2019).

Secondly, the experience of writing a thesis for the first time still makes undergraduate students confused. Another previous study also explained that students, at all academic levels, express insecurity when working with academic writing and genres (Wern & Rahmat, 2021). The confusion they experience is natural and common. This is more related to procedural problems because for the first time writing a thesis. Regarding procedural issues, all respondents had difficulty identifying the topic and beginning the introduction. Similarly, this occurs to the majority of writers, including professionals, who have difficulties starting up.

Striking a Blow for Thesis Writing

Time management

The first question in this research was about the challenges that undergraduate students face when writing their thesis. The participants documented the difficulties they encountered while writing their theses in personal narratives. This study found that students' challenges with thesis writing were associated to their obstacles with time management. In terms of time management, students prefer to put off writing their theses. This phenomenon may be occurring because, when they discover that their writing has been heavily criticized by their supervisor, they become confused and find it difficult to generate their ideas in order to revise the thesis appropriately. As the student attempts to make revisions, it gets harder and harder to fix the thesis when the supervisor asserts that it is still incorrect.

This finding is similar to Gray's study (2017) who revealed that students were more prone to postpone when they perceived a lack of involvement with their topic (whether the engagement was truly present or not). Furthermore, students who had less options in their writing tasks, such as topic or format selection, were more likely to postpone and avoid the work. Academic procrastination is detrimental to students because it wastes a lot of time while producing almost nothing useful. Moreover, procrastination can result in psychological dysfunction and stress. Procrastinators will face deadlines, which can put them under pressure

and create stress. The loss resulting from the procrastination behavior is that the task is not completed or completed but the results are not optimal, due to deadlines.

Linguistics Problems

Writing a thesis can be a particularly difficult undertaking for undergraduate students, particularly if they struggle with aspects of language grammar (Dwihandini et al., 2013; Lestari, 2020; Tambunan et al., 2020). All of the participants who took part in this study admitted that writing was difficult for them, particularly in terms of their grammar. The students had difficulty with the grammar of the language, particularly with the usage of prepositions, sentence structure, tense agreement, and word order.

Fortunately, one of the undergraduate students who graduated on time (SGO1) stated that her advisors helped her in the word selection, grammar to punctuation. In addition, another participant (SGO2) admitted that the challenging problem to her is difficult in paraphrasing sentences from the source to the thesis writing.

The supervision

Another important finding was that regarding the challenges experienced by undergraduate students related to their supervisor or thesis supervision (Ädel et al., 2023; Gezahegn & Gedamu, 2023; Magnusson & Zackariasson, 2019; Zhang & Hyland, 2022). It can be said that the thesis supervision is going well, but communication with the supervisor is not necessarily going well. In this communicative practice, supervisors are expected to execute expert quality, embrace support for the students, and provide them with advice that could help them to balance both creativity and criticism. Sometimes the supervisors and the students work at cross-purposes in the absence of clearly stipulated lines of communication between the two parties. Even though the supervisor could be incredibly clear on what is requested in terms of the guidance role, the student may have circumstances-based expectations that the supervisor is unaware of. The degree of independence for the student, the extent of direction from the supervisor, the procedure for consultation, particularly where, how often, and the nature of feedback have been identified as areas where supervisor and student expectations diverge.

Responding to supervisory feedback demands student writers to take a stance toward both the provider and the content of the feedback, reflecting their position in the interaction as well as their increasing disciplinary competence. Zang & Hyland (2022) suggest three aspects of interpersonal positioning (cooperative, self-assertive, explorative) that are co-constructed to promote local supervisory collaboration and transform ways of thinking of the research task using dialogue and interactive analyses. Furthermore, they highlight scaffolded, responsive, and reflexive modes of mediated positioning as concrete manifestations of how students orient to their writing and discipline.

It is a culture that there are differences of opinion between students and their supervisors. What is surprising is that there are differences of opinion between the advisors. This of course can be a challenge for undergraduate students. Where he is confused about what to do. However, due to a culture where the first supervisor has more authority than the second one, these things can eventually be resolved.

The most significant obstacle is the absence of one of the supervisors. In this context, absence is defined as the supervisors' inaccessibility to the students in terms of counseling sessions and timely feedback. Undergraduates' graduation delays can be attributed in part to the anxiety caused by the lack of faculty supervision. Faculty members may be unavailable for a variety of reasons, including but not limited to: full-time engagement in management or administrative roles at the university; part-time engagement in the faculty; the presence of an excessive number of students requiring constant attention; or other personal commitments outside of the classroom.

Being lazy in taking data

The next challenge related to psychological factors is about feeling lazy. The further the thesis writing process makes undergraduate students lazy due to a lack of motivation, especially when collecting data. Students may experience boredom and exhaustion when working on a thesis for an extended period of time. Due to a lack of encouragement from themselves or others, such as family and friends, students do not exert maximum effort when writing a thesis. In the findings of this study, undergraduate students feel less motivated by themselves. This made them felt bored when they had to take data.

Laziness in thesis writing might have a number of negative consequences. Work performance might suffer as a result of laziness, as can missed deadlines and poor academic performance. It can also cause problems in one's career or supervisory relationships. Furthermore, laziness can lead to a lack of motivation and creativity, which can contribute to writer's block. Finally, these implications can have a harmful effect on the thesis's quality and impede the student's academic success.

Life happens (changing priority)

One intriguing finding is undergraduate students who consciously do not work on their thesis. Undergraduate students have decided not to work on their thesis on purpose. Even though he had walked it halfway through (Accomplishing Chapter 3), some challenges could not be avoided so he decided not to do it on purpose. Life happens: people become ill, emergencies arise (Runte, 2017). Similar to finding in this study, although it is not undergraduate students who are sick. But he was the only one who had to care for the sick. We never know what will happen in life that makes us decide to change our priorities.

Miss selecting research topic

One unanticipated finding was that students revealed that the difference in their specialization with the topic of their thesis was a challenge for them. As stated in previous research, choosing a topic is a hard problem (Fitria, 2022; Tiwari, 2019). The topic has to be substantial enough so that it fulfills the demands for content, and at the same time, the students must be able to carry out the project within the allocated time from the supervisor. Commonly, students choose a too broad topic to be carried out within the writing course. And the findings in the core research topics chosen by undergraduate students are not the same as those in the English Department. This is a challenge for him. Of course, at first, the undergraduate students did not realize it, he said it was an accident.

The Strategies Experiences***The Clock is Ticking***

It is widely known that writing thesis is always dealing with deadlines (Runte, 2017). The finding in this study undergraduate student who graduated on time paid attention to the deadline. He always wrote his thesis by looking at deadlines. He does not want to miss deadlines. What is different from the previous study is that they did not write their motivational slogan, they just convinced themselves to finish. Related to the deadline, undergraduate students pay attention to their time management. Time management plays a vital role in improving the student's academic performance and achievements (Aeon et al., 2021; Trentepohl et al., 2022).

Students who graduate not on time pay attention to their deadlines when they are at the deadline of their lectures, which is the 14th semester. Learning how to prioritize tasks, use timers, and create a schedule are all aspects of effective time management that every student should possess. Meanwhile, students who do not graduate on time spend their time playing without realizing that time is still running. In the end, he had to work hard in the final semester no matter what to get his thesis done.

Explain to the Voice of Doubt

What is surprising is that undergraduate students who graduate on time always think positively in all circumstances. When they face a challenge they always try to say and do something to themselves so they did not stop. They seem to try to convince their psychology or their minds to face these challenges, just as Robert Runte said that we have to explain to ourselves when we make mistakes or are not sure in writing a thesis that this is just a small mistake, we can fix it (Runte, 2017). Likewise, with the findings in this study, students convinced themselves that a thesis is not a burden. Undergraduates equated finishing a thesis with passing a final exam. So, they just have to finish it.

Undergraduate students choose to work on their thesis with positive thoughts. Not only that, but they also went through it calmly. Being relaxed here

means not making the thesis a burden, but a process where they can learn about many things. It can be said that they are very optimistic. The thesis is seen as a heavy burden by students with low optimism, as they see it as a bad situation that will last for a long period (Murdiana et al., 2020).

This is the optimistic outlook of students who believe they will complete their theses on schedule. These prompt students also said they liked the challenges they faced. According to them, the challenges made them learn more. But actually, it was not just students who graduate on time who convince themselves to think positively. According to the story, students who do not graduate on time do the same thing; they just don't think positively nearly as much. And students who graduate on time always think positively that their thesis will be completed by deadline. They are more focused on the completion of their thesis. They always convince themselves and they are optimistic about it.

Optimism is very important to be instilled in students so that they can overcome obstacles that may arise while they are striving to achieve their goals (Cvitanovic & Hobday, 2018). The importance of optimism is essential in dealing with obstacles when preparing a thesis. It is due to the positive views of an optimistic individual on their future along with their creativity in solving problems. Optimistic individual tends not to be easily discouraged since they have the ability to plan actions to solve certain problems and consistently trying to find a new possible solution when facing obstacles. As noted by the prompt student, facing challenges made them learn even more.

Individual optimism regards failure as a temporary thing and can be changed so that it can succeed in the future. Individuals will gain success in the future if they have high optimism and enthusiasm. Just like the findings in this study, the optimism that students have makes them able to complete their thesis. Individuals with an optimistic mindset will have high self-confidence in carrying out daily work. Moreover, they tend to feel happy in life (Keller et al., 2019). Accordingly, students who are optimistic about their thesis will stop all negative thoughts and beliefs in their abilities to complete thesis requirements. Students who graduate on time also reveal that the process of writing their thesis is fun, just like what was explained in the previous studies above, that they feel happy in facing challenges.

The relationship of optimism and procrastination between all of students who are working their thesis since prior studies has revealed that individuals with low optimism levels tend to procrastinate in completing a required task. Students who fail to submit their theses by the deadline face this fate. Meanwhile, when individuals have higher optimism level, they tend to be more resilient in facing problems. Thus, individuals with high optimism levels rarely procrastinate, compared to individuals with low optimism (Murdiana et al., 2020).

My Support System

Supervisors

Supervisors are the most important resource provided by the college to support the student during the research degree candidature, in this case is bachelor degree. The supervisors are very helpful for undergraduate students in the thesis because they are knowledgeable about academic writing. According to the findings, students who successfully completed their theses on time report receiving assistance from their advisors.

As explained in the previous study, supervisors help when undergraduate students make mistakes in writing, helping when they do not know what to write (Karn, 2009; Runte, 2017). Supervisors provide a solution when the writer encounters problems in choosing the correct theory and how to write the thesis so that the writer can accomplish the thesis on time.

Based on the results of the narrative attitude, students prove that they respect their supervisor's decision. Not only decisions but if the supervisor has not fulfilled their obligations, students still show their tolerance during the process of writing their thesis. Because after all without their supervisor they will not be able to complete their thesis. Not only assistance from supervisors but support from friends is also very helpful for them.

Fellow Students

Thesis writing may be a demanding and stressful experience; however, having support from classmates, friends, or other writers can be an extremely helpful aspect of the process. Peers are frequently the most supportive people during the thesis writing process because they share a common academic background and are experiencing the same trials and tribulations. The support of peers during the writing process can be beneficial in a number of ways, including reducing stress, boosting motivation, and providing constructive criticism. It is so as they may have read different journals for literature reviews, then they can solve problems together.

Consistent with what was found in the aforementioned literature analysis, this study shows that committing with one another can provide positive results so long as all members of the group are willing to lend an ear (Runte, 2017). Friends will kindly remind them to finish taking data immediately if they feel bored. Developing a thesis can be a nerve-racking process, and it is simple to feel overwhelmed by the task. When working on a thesis, having peers or friends who are also working on one might bring a sense of comfort because it serves as a reassuring reminder that one is not alone in the process. Peers or friends who are also working on their theses can help to foster a sense of shared accomplishment and provide the necessary encouragement to keep moving forward with the research.

Family

Scientific studies have shown that having involved parents is an important factor in a student's academic achievement (Đurišić & Bunijevac, 2017;

Naite, 2021; Schmid & Garrels, 2021). Writing a thesis can be a long and challenging process, and it's easy for students to become discouraged or overwhelmed. However, knowing that their family is behind them and rooting for their success can give students the motivation they need to persevere through the tough times. Family support plays a crucial role in providing emotional and material support, as well as motivating students to complete their theses

In light of family support, undergraduate students explained that their families also support them in the thesis writing process. From family's prayers, undergraduate students become motivated and believe that the prayers of the family will enable them to go through the thesis writing process well. Firstly, it is important to note that family support takes many forms. In this case, undergraduate students have reported that the prayers of their families serve as a vital source of motivation and encouragement during the thesis writing process. Knowing that their families are rooting for them and that they have their families' support helps students to believe in themselves and their abilities. This, in turn, helps them to work with greater determination and focus, knowing that they are not alone in their academic journey. Students' motivation, self-esteem, and ability to rely on themselves are all boosted when parents are involved in their education, and this may be true regardless of their family's financial situation, as was shown in a prior study (Martinez, 2015). With the support of their families, undergraduate students can overcome obstacles and achieve academic success with confidence and resilience.

Internal Motivation

The employment of an optimistic worldview as the principal coping technique for obstacles among two groups, SGO and SGN, with recognition of the Islamic setting, is highlighted in this study. The students are surrendering to the will of Allah (God) and finding peace in the belief that everything ultimately happens for the best. They believe in their abilities, even though they get help and support from other people, they believe that the biggest motivation is from themselves. What they tell is not just a belief. They also prove it with action. They always try to carry books everywhere, try to find data, and take notes. Even though they have experienced many challenges, they remain confident by always trying and painstakingly working on their thesis to completion. By going to the library every day, reading lots of books, looking for journals, they try by motivating themselves that they can get through it. Thus, it is not surprising that both SGO and SGN use an optimistic worldview as their primary tactic for coping with challenges.

In addition, in this study students gained spiritual support from their families through prayers and invocation, which were critical to their completion of the thesis writing process. This spiritual support acted as a source of motivation and gave students a sense of control over their situation. The support and encouragement from their parents served as a significant boost to the students' motivation in finishing the thesis. It is persistent with previous studies that students who had high levels of self-efficacy and intrinsic motivation were more likely to take

responsibility for their own learning, set realistic goals, and persist in their efforts to complete their thesis (Diasti & Mbato, 2020; Murdiana et al., 2020).

The belief in the possibility of positive outcomes and the support gained from spirituality can provide individuals with motivation, enthusiasm, and a sense of control over their situation. Therefore, it is not surprising that SGO and SGN use an optimistic worldview as their primary tactic for coping with challenges in recognition of the Islamic context. Spiritual supports from family members in the form of prayers and invocation were also critical to the completion of the thesis writing process for students involved in this study.

Regarding Nowadays and Forthcoming

Key success: Thinking positively

Reflecting on the experience, SGO1 and SGO2 notified that the existing challenges in the thesis writing process made them more enthusiastic in learning. For them, challenges are opportunities to learn more. Not only learning about things related to theories, data retrieval, writing correct theses but also learning how to always think positively and never give up when facing challenges.

What matters for undergraduate students as they only have to complete their final project without making it a burden, meanwhile, SGN1 and SGN2 reflected the process of writing their thesis as an impressive process because it is full of challenges. What they reveal is that the existence of various challenges makes thesis writing meaningful.

Students' narratives indicated that they were trying to be productive so as not to exceed the deadline. It is the same as stated in previous studies that clear deadlines make undergraduate students more enthusiastic about completing their thesis (Runte, 2017). Even though some had exceeded the deadlines which caused the graduation not to be on time, while working on their thesis, SGN1 was continuously motivated with deadlines until they were finished.

Students who wrote theses agreed that the process exemplified what it means to put in long, difficult hours. Some aspirations were recorded in student narratives for the enhancement of the process. Undergraduates were advised that they will be expected to compile a list of potential research topics before selecting the most promising one. The list was extremely beneficial to students. Thesis writing was still a weird concept to them. As previously discussed, it created confusion when it came to writing or directly depositing the title for the first time working on it.

Ideally, before beginning the thesis writing process, every step should be explicitly stated to students. It was also highly advised that students in the English department be conscious of various topics related to their major. Instead of the ad addressing the hopes about what needs to be prepared when facing a thesis for the first time, SGN1 and SGO1 also made hopes about time management. They wanted undergraduate students never stalled for work. From the beginning of lectures until facing the final semester where the thesis writing process to the guidance process, it is better to follow the academic

curriculum that has arranged it. And of themselves, they must understand to best manage their time.

Hoping such kind of behaviors in thesis writing was reasonable as the quality of the writing relied much on their discipline or their optimism. However, students need to realize that thesis writing was still uneasy. Writing a thesis is not like keeping a journal; rather, it represents a significant milestone on the path to completion of one's academic studies (Alwasilah & Alwasilah, 2005).

Moreover, to always think positively was also a key success for thesis writing accomplishment. It can be inferred that undergraduate students who are always optimistic about any challenges can complete their thesis on time. Of course, this optimistic attitude also triggers him to seek solutions in every challenge he faces. Keller et al. (2019) define that individual will gain success in the future if they have high optimism and enthusiasm.

Writing thesis is advantageous

Students believed that the thesis writing process benefited both undergraduates who graduated on time and those who did not. Initially, they were involved in thesis writing, with the confusion of selecting the appropriate topic. From the beginning they must learn to make topics that are right for their situation, now it is like a topic that suits their interests. Undergraduate students who graduate did not on time see the advantages differently. SGN2 storied that of challenges in the writing process, he learned about life. He learned about patience because he had to take care of his sick grandmother.

From the story, he was forced to not do his thesis because another life needed his help. In the academic field, based on the narrative from students who cannot complete their thesis, it is explained that everything in our lives can happen contrary to our expectations: get sick, or emergencies occur (Runte, 2017). Undergraduate students realize that they have to complete their thesis, but have no other choice when an emergency hits them. He learned that he had to be patient. When there is a situation that cannot be avoided, or it is an emergency, things that are not realized can happen when writing a thesis. In this study, students who did not graduate on time had to take care of their sick grandmother. He became the only person who had to take care of her grandmother. So, there was no other choice but to take care of his grandmother completely. His priority is no longer working on his thesis, but taking care of his sick grandmother. This is an unpredictable challenge that makes students unable to accomplish their thesis on time.

Being tolerant

Furthermore, the strategies employed by both SGO and SGN that were not found in the previous studies is about having an attitude of tolerance. In this study, it was found that students faced things beyond their control with this tolerant attitude. When the supervisors make mistakes, as previously stated that sometimes supervisors forget their previous comments or suggestions and change their comments or suggestions. In responding to this, students develop this tolerant attitude, they are still respect their supervisor's decisions and

follow them. It seems that students who are tolerant and cooperative with their advisors are more likely to succeed in completing their thesis writing process (Zang & Hyland, 2022).

After completing a thesis, students will have a clearer idea of what a thesis should look like. Thesis writing is something that all of the undergraduates agreed would be beneficial to their development as future professionals and students. They learn how to write academically properly and learn about never giving up on every challenge. Thesis writing equips students with both mental and interpersonal tools for success. Moreover, students who master the art of thesis writing gain a set of skills vital to any successful education in the modern world.

CONCLUSION

Multiple issues confronting SGO and SGN undergraduate students have been identified. The problem that the two groups encountered was difficulty in generating ideas, identifying the topic and introduction for the first time, experiencing confusion and anxiety, and procrastinating as a result of the difficulties in revising their work, and lack of language proficiency, especially in grammar and paraphrasing, and lack of supervision. Interestingly, students who did not graduate on time (SGN) also experienced difficulties with topic selection, laziness and boredom during data collection, unanticipated/unexpected events that alter their priorities, and a mismatch between supervisors, which leaves the supervisee unsure of whom to follow.

In terms of strategies, both SGO and SGN use an optimistic worldview as their primary tactic for coping with challenges. Positively in this study recognizing the Islamic context refers to the idea of surrendering to the will of Allah (God) and being at peace with whatever happens, knowing that it is ultimately for the best. It is a reminder to have faith in Allah's plan and to trust in His wisdom and mercy. For the students involved in this study, spiritual supports from family in the form of prayers and invocation were critical to the completion of the thesis writing process. Students gain enthusiasm, optimism, and motivation from their positive outlooks and the spiritual backing of their families.

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