

**PROBLEM SOLVING AND DECISION MAKING
STRATEGIES OF DOUBLE MAJOR STUDENTS
IN ENGLISH DEPARTMENT**
(A Study at Department of English Language Education
UIN Ar-Raniry Banda Aceh)

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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The Bachelor Degree of Education in English Language Teaching

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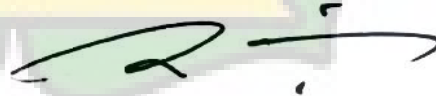
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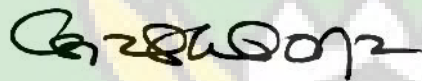
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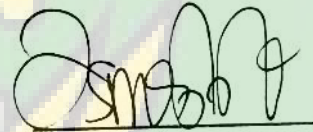
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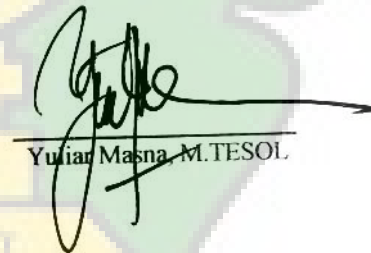
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**Problem Solving and Decision Making Strategies Of Double Major Students in
English Department**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 7 Januari 2021

Saya yang membuat surat pernyataan,


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Alhamdulillahirrabil'alamin. In the name of Allah, the Most Beneficent and the Most Merciful. All praises and thanks belong to Allah SWT, the Lord of the world, who bestowed upon us health, strength, and the opportunity to improve ourselves to be a better human being. *Shalawat* and also *salam*, always we send to the chosen one, Muhammad SAW, along with his family and companions, peace be upon them who has guided and brighten up our lives today.

I believe, my success in completing this thesis was not solely because of the results of my own hard work. With the permission of Allah Almighty, I am surrounded by these kind and supportive people besides me who give me strength so that I can complete this thesis. First of all, I would like to express my deepest gratitude to my supervisors Mrs. Syarifah Dahliana, M. Ag., M. Ed., Ph.D and Mrs. Rahmi Fhonna, M.A, for their guidance, enlightenment, motivation and reinforcement as well as their constructive comments that have helped me in completing this thesis, and also my academic advisor Dr. T. Zulfikar, S.Ag., M.Ed may Allah's mercy and love always be bestowed upon them.

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The Writer,

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ABSTRACT

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It is the fact that a number of university students in Banda Aceh decided to pursue the Bachelor degree in two majors at the same year or a year after. The aim of this study is to investigate the problems commonly faced by the double major students in English department, the problem solving and decision making strategies they use to deal with the problem. Six participants who study in two majors have been selected. The 6 participants are majoring in English Department (PBI) and various others majors such as Law, Psychology, Urban Planning, Communication and Economic Development. To gain the data, phone interviews have been conducted by the researcher. The result shows there are several problems that double major students commonly faced; conflicting schedules, no interest in the subject, lack of time management skill, workload of college assignments, lack of support and unawareness of the university guidelines. The problem solving strategies used by double major students are; identifying the problem, analyzing the problem, forming a strategy, organizing information, allocating resources, monitoring progress and evaluating the results. Furthermore the decision making strategies are; identifying the priorities, asking help and opinions from others, predicting the possible outcome of each choice, considering the important points and making comparison of the available options.

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CHAPTER 1

INTRODUCTION

This part of chapter presents background of the study, research questions, aim of the study, significance of the study, and terminologies.

A. Background of Study

Education is not a matter of degree, but it is a bridge that every human needs to go through when they aim to have a better future life. The importance of education has also strengthened in the 1945 constitution of Republic Indonesia which stated in law number 31 section 1, as highlighted that “Every Indonesian has the right to education” (Sekretariat Jenderal MPR RI, 2013). To have a right means every Indonesian is able to pursue education as they wish, from elementary to university level, in a private or state institution.

When students have graduated from high school and continue their studies at the university level, they have to pick one major to focus on among hundreds of majors available. As the years change, there still will be more various new fields of study opened in a university. Furthermore, the Indonesian Minister of education and culture, Nadim (2020, as cited in kemdikbud.go.id 2020) published a new policy called Merdeka Belajar: Merdeka Kampus, for universities. Through this policy, both state and private universities accredited A and B are given authority to open new fields of study (major), according to future needs.

This circumstance, to choose the best one major, is a hard and big decision for the new high school graduate students. Most of them are not well informed about the details and goals of the majors available or they just do not have a future career plan yet which makes some of them end up choosing the wrong major. Then they are forced to finish their study there or decide to move to another major in the next year, but some others just simply take two majors to study at once. These two majors can be in one or different universities, majoring in both psychology and the English department in an **A** university, for example, or majoring communication in an **A** university and doctor in a **B** university at the same time.

Studying in more than one major, well known as a double major, has also been regulated systematically by the Indonesian government. Some Indonesian universities offer a double major and double degree in one university even in collaboration with other national and international universities. The data of shortlisted Indonesian universities which offer the double major programs are: 1) University of Indonesia (UI) International Class; Civil Engineering, Electrical Engineering, Machinery, Architect, Doctor, and Communication 2) Gajah Mada University (UGM); The University of Melbourne, Australia, Victoria University of Wellington, University of Groningen, and University of Hull 3) Airlangga University (UNAIR); Medicine, Dentistry, Pharmacy and Psychology and 4) Indonesian Islamic University (UII); collaborates with the University of Queensland, open a double degree program with a study program in Economics

(UII) and a study program in Accounting and Business Management (UQ), (Gowandi, 2018).

As proven several universities offer double major programs, it showed that double majoring is not a rare case among Indonesian students, as well as Aceh. Kusuma, an Indonesian who is famous for his great accomplishment in education, holds 11 bachelor degrees in 11 different focuses from various institutions. As he shared on his personal website welinkusuma.blogspot.com, Wellin (2005) mentioned the 11 majors he took were Bachelor of Engineering (ST), Bachelor of Economics (SE), Bachelor of Social (SSos), Bachelor of Law (SH), Bachelor of Computer (SKom), Bachelor of Literature (SS), Bachelor of Public Administration (SAP), Bachelor of Statistics (SStat), Bachelor Accounting (SAkt), Bachelor of Communication Science (SIKom) and Bachelor of Government Science (SIP).

Every student faces a different problem during their college life. The common problems faced by the double major student are regarding an academic issue, such as time management for study and grade scale at the end of each semester. Some students can adapt well and deal with the problems easily, but most of them are not. The students who enroll two majors at the same time, in fact, mean that they will get double responsibility as well.

Rifqi (2017), in his research about student's learning strategies in successful studying at two majors found out there are several problem faced by double major students in English department UIN Ar-raniry, those are; course time conflict, lack tolerance of certain lecturer for student who take two majors,

far distance between UIN and UNSYIAH when UIN under reconstruction, having difficult administration management, and communication problem in group assignment. To deal with the problems, therefore, it required the students to have good problem solving and decision-making skills.

Many educators and researchers put a lot of attention on problem solving and decision making strategies. Gurat (2018) found in his research about problem solving strategies among student teachers, there are some strategies used; cognitive, metacognitive and other strategies. The cognitive strategies used by the student teachers are rehearsal, elaboration, and organization. The metacognitive strategies are critical thinking and self-regulation. Other strategies are overlapping the cognitive and metacognitive strategies. These are prediction orientation, planning, monitoring, and evaluating. The findings also suggest significant influence of the strategies on the academic performance of the student teachers. In addition, Powell, Ding, Wang, Craven & Chen (2019) in their research about exploring strategy use for multiple problem solving in college students figured out that low and average-achieving students were relatively similar in their ability to employ strategies, but high-achieving students were significantly better than the others at executing the correct strategies.

The student who has more experience or used to deal with some problems in daily life is much more likely to survive during college life. Therefore, this research focuses on Problem Solving and Decision Making Strategies of Double Major Students in the English Department.

B. Research Questions

The research was guided by the following research questions:

1. What are the problems commonly faced by double major students in their studies?
2. What are the strategies used by double major students in problem-solving?
3. What are the strategies used by double major students in decision-making?

C. The Objectives of the Research

1. To identify the problems commonly faced by double major students in their studies
2. To identify the strategies used by double major students in problem-solving
3. To identify the strategies used by double major students in decision-making

D. Significance of the research

This research is expected to have advantages on:

1. Lecturers

Lecturers hold the most important rule in dealing with double major students. As they will have to teach students for courses, lecturers need to know the progress of each student. The progress, of course, will be a lot different between single and double major students. Therefore, this research can be a reference for the lecturer to seek more information about

problems faced by double major students and how a lecturer treats them based on their capability.

2. Students

Some universities already have their own regulated system for students to double their majors, but most universities are not. UIN Ar-Raniry is one of the universities that do not launch the double major program, but they still allow the students to take two majors at once, as for the sequence the students will need to handle everything manually. This will take more effort and difficulty. Therefore, it will be very helpful if they have a person or place to ask, this thesis sure will be a guidance for double major students to know the strategies have been used in dealing with the academic matter so they can use it to help them successfully study.

3. Writer

The writer herself is a double major student, therefore this research sure benefits the writer as she can get new insight and views from other double major students on how to solve the problem and make a decision.

4. Institution

The Ministry of Education and Culture of Indonesia has officially regulated the double major program on their work, this research can be a reference for them to design a better systematic double major program in universities in the future. Another institution that can take advantage of this research is the university itself. As some universities have not

officially managed the double major program, UIN Ar-Raniry for example, it is necessary for the academics and campus staff to learn a bit about double major issues so they can help the students to solve their problem related to academic issues.

5. Other researchers

The writer found that not many researchers in Aceh did research about the double-major students, this research, thus, will help other researchers as a reference to continue the research about double majors.

E. Terminologies

Before going deeper into this research, some basic terms need to be defined as they would cause misunderstanding if they were not.

1. Double Major

The word “double” according to the Oxford dictionary means consisting of two equal, identical, or similar parts or things. While the word major means specialize in (a particular subject) at college or university. To combine these two words can be understood that double major is taking two particular subjects or focus in one or more universities at the same time. Becher & Trowler (2001), also defined double major as an extended major that someone takes which has a different nature and use of knowledge to the first major. In this study, double majors refer to a student who studies in two different majors in one or more universities at the same time.

2. Problem-solving

Cambridge dictionary defines the word problem as something that causes difficulty or that is hard to deal with. Solving itself comes from the word solve which means finding an answer to a problem. According to Jonaasen (2011), Problem-solving is the process of constructing and applying mental representations of problems in finding solutions to those problems that are encountered in nearly every context. For this research, problem-solving means the ability of a double major student in dealing and fixing the problem occurs during the study.

3. Decision-Making

Decision-Making is a process that chooses a preferred option or a source of action from among a set of alternatives based on given criteria or strategies (Wang & Ruhe, 2007). In this research, decision-making focuses on analyzing the strategies used by the double major students in choosing one best decision that helps them to solve the problem in their studies.

CHAPTER II

LITERATURE REVIEW

Many scholars have researched on problem-solving and decision making (Talanker, 2016; Beachboard & Aytes, 2013; Maheshwari, 2009). The definition of problem-solving and decision making can be varied according to different studies. Some researchers argued that both problems-solving and decision making have a significant relationship or share similarities (Adair, 2010; Churney, 2001). According to another popular opinion, decision-making and problem-solving are entirely different (Baron & Brown, 1991; Elstein & Schwartz, 2002; Isen, 2001). Realizing there is a contradictory argument to these terms, in this chapter the author presents some relevant works of literature to give a brief description and explanation of components related to problem-solving and decision making.

A. Problem Solving Strategy

The problem is a part of human life. Most of the time people feel upset about undesirable things to happen, a bad day they assume it. In fact, even if a person truly hates the problem coming, he or she can never get rid of it, the problem needs to be solved. Hereby it is important to clarify the meaning of the problem itself before the author explains deeply about problem-solving strategies.

1. Problem in Academic

There are many conceptions of a problem, in which the word "problem" derives from the Greek “problema”, meaning obstacle. Problem-solving is finding the right way to achieve a goal when the goal is not available yet (Leighton &

Sternberg, 2013 as cited in King, 2016). Jonassen (2011) also stated that problem as "a question or issue that is uncertain and so must be examined and solved" (p. 30). Jonassen also added for some people the concept problem has a more effective meaning. For them, a problem is a situation or matter that presents a perceived difficulty. While problem-solving is a cognitive activity that occurs in the mind of the problem solver and depends on manipulating internal representations (Mayer, 1991).

In this research the author focused on the academic problem that occurs during the college life of double major students. According to Educationdive (2017), here is a list of the problems the student likely to face:

a. Issufficient time and conflicting schedule

The most common issue faced by students all over the world is that they lack time to complete their assignments, research papers, coursework, homework, and case study. As they are spending ample time learning the skills and practical implementation of the lessons, taking out time for completing many tasks given sometimes is too difficult.

b. Lack of skills

When a student is majoring in a specific course, some other hard and soft skills are needed to support the success in completing the course. The most required skill goes to IT mastery like graphic design and video

editing which help the student complete a project such as a design of learning media or teaching method video in an education course.

c. Unawareness of the university guidelines

The set of rules vary from one educational institution to another. Moreover, these are updated each semester. Keeping track of these changes and following the accurate rules will make it easier to complete academic requirements.

d. Scarcity of the resources

In some cases, the students cannot gather the relevant information to include in their document because they are not aware of every source that can be referred to. This makes the document of each scholar look similar.

e. No interest in the subject

There are many subjects that a student is supposed to study and acquire topmost grades. They may not equally like all the subjects. This eventually results in dreadful grades. Moreover for the double major student who studies in many courses, it will give them double responsible and burden to perform a good academic achievement in all the subjects

Furthermore, the University of Maryland (2020), also shared some academic problems that happened to their students. These concerns may be involved:

- a. Poor study habits.
- b. Difficulty grasping course material.
- c. Test anxiety that leads to poor performance on exams.
- d. Procrastination on assignments.
- e. Difficulty planning and organizing to complete assignments or study tasks.
- f. Inconsistent class attendance.
- g. Academic probation or loss of scholarship.

They also explained that academic problem can be happened related to the situation below:

- a. Increased rigor or workload of college classes.
- b. Poor concentration or ADHD, which can interfere with learning and studying as well as with organizational tasks.
- c. Increased difficulty of coursework over time.
- d. Having a learning disorder that makes it difficult to study, organize, and or understand the course material.
- e. Having a mental illness, such as depression or anxiety, that reduces motivation and concentration.
- f. Perfectionistic thinking that leads to procrastination.
- g. Having a learning style that is inconsistent with the format of course instruction; the lectures are stated aloud without visual aids but you are a visual learner.

Regarding some academic problems mentioned above, it is proven that every university has a different academic system and regulation regarding courses and class management. Thus, it could lead to the different problems and challenges that students may face during the college study.

2. Problem Solving in Learning

Martineze (1998) pointed out that, if no mistakes are made, then almost certainly no problem solving is taking place. Besides, Brown (2016) stated that problem-solving is a kind of learning that requires the internal event usually principles are recombined in conscious focus on an unresolved or ambiguous set off an event. Therefore it is needed to analyze the problem by understanding its characteristics. Abdelrazek (2012) mentioned some characteristics of problem-solving are:

- a. Always includes a decision making step.
- b. A full analysis is required.
- c. Attempts to identify the root problem in the situation.
- d. Much time and energy are spent on identifying the real problem

From the latest study, Abdelrazek (2012) also argued that problem-solving is a systematic process that focuses on analyzing a difficult situation. From this statement, the author could interpret that problem-solving uses steps or techniques to identify and apply the knowledge and skills in resulting goal attainment.

The following steps include developing strategies and organizing knowledge that students may use in the problem-solving process (Cherry, 2020).

These strategies are steps to help a student understand the problem he or she is facing and find the best solution for it.

- a. Identifying the problem: Identifying the problem is not always as simple as it sounds. In some cases, people might mistakenly identify the wrong source of a problem, which will make attempts to solve it inefficient or even useless.
- b. Defining the problem: After the problem has been identified, it is important to fully define the problem so that it can be solved.
- c. Forming a strategy: The next step is to develop a strategy to solve the problem. The approach used will vary depending upon the situation and the individual's unique preferences.
- d. Organizing information: Before coming up with a solution, it is needed to organize the available information. What do we know about the problem and do we not know. The more information that is available, the better prepared we will be to come up with an accurate solution.
- e. Allocating resources: The students don't always have unlimited money, time, and other resources to solve a problem. Before a student begins to solve a problem, it is needed to determine how high priority it is. If it is an important problem, it is probably worth allocating more resources to solving it. If it is unimportant problem, then do not spend too much available resources without coming up with a solution.

- f. Monitoring progress: Effective problem-solvers tend to monitor their progress as they work towards a solution. If they are not making good progress toward reaching their goal, they will reevaluate their approach or look for new strategies.
- g. Evaluating the results: After a solution has been reached, it is important to evaluate the results to determine if it is the best possible solution to the problem. This evaluation might be immediate, such as checking the results of a math problem to ensure the answer is correct, or it can be delayed, such as evaluating the success of a therapy program after several months of treatment.

Cherry (2020) mentioned it is not necessary to follow all problem-solving steps orderly, it is common to skip or even go back through steps multiple times until the most appropriate solution is reached. It is important to remember that there are many different problems solving processes with different steps and this is just one example. Problem-solving in real-world situations requires a great deal of resourcefulness, flexibility, resilience, and continuous interaction with the environment.

To come up with a great solving idea, a student should also know about strategies and its type. A strategy could be a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, mastery, memories, perceptions, and expectations that gives general guidance for specific actions in pursuit of

particular ends (Nickols, 2012). However, strategy in this study is defined as the steps, tricks and manner that students use when dealing with academic problems.

3. Types of Problem Solving

Problems are a part of life and we face various problems on a daily basis. These days, with the curriculum differ, what might have been the right problem solving yesterday may be the wrong problem solving tomorrow. The challenge is that everyone, including the experts, seems to have a different view of the right problem solving process. Before a student makes a decision for problem solving, they must recognize how problem solving differs. Here are some problem solving types that can be used by the students (Eller executive education, 2018).

- a. Convergent vs. Divergent Thinking: Convergent is bringing together disparate information or ideas to determine one best answer or solution. This thinking style values logic, speed, and accuracy, and leaves no chance for ambiguity. Thinking is targeting generating new ideas to identify and evaluate multiple possible solutions, often uniting ideas in unexpected combinations. Cerebration is characterized by creativity, complexity, curiosity, flexibility, originality, and risk-taking.
- b. Pragmatics vs. Semantics: Pragmatics visit the logic of the matter at hand, and semantics is how to interpret the touch on resolving it. Both are important to yield the best possible solution.

- c. **Mathematical vs. Personal Problem Solving:** Mathematical problem solving involves logic (usually leading to one correct answer), and is useful for problems that involve numbers or require an objective, clear-cut solution. However, many workplace problems also require personal problem solving, which has interpersonal, collaborative, and emotional intuition and skills.

Eller Executive Education (2018) also added the following basic methods which are the fundamental problem-solving concepts that students may implement to help them balance the above thinking models .

- a. **Reproductive Thinking:** Reproductive thinking uses experience to unravel an issue. However, be sure to not rely too heavily on past solutions, and to gauge current problems individually, with their factors and parameters.
- b. **Idea Generation:** the strategy of generating many possible courses of action to identify a solution. This could be most commonly a team exercise because putting everyone's ideas on the table will yield the simplest number of potential solutions.

However, many of the most critical problem-solving skills are soft skills, such as personal and interpersonal understanding, intuitiveness, and strong listening. Critical thinking also can be strengthened through experience. Therefore, using problem solving steps when solving the problem may help the student to deepen their critical thinking skill.

B. Decision Making Strategies

According to Merriam Webster Dictionary (2020), a decision is “a determination arrived at after consideration”. This implies that a decision needs consideration before setting a purpose. Meanwhile, according to Cambridge Dictionary (2020), a decision is “a choice that can be made make about something after thinking about several possibilities”. It shows that decision leads to a certain goal after consideration. Fathya (2019) argued that decision making is a complex cognitive process involving choosing a particular course of action. Furthermore, Dean & Sharfman (1996, as cited in Elbanna, 2006), describe strategic decisions as committing substantial resources, setting precedents, and creating waves of lesser decisions.

Decision making is one of the basic cognitive processes of human behaviors by which a preferred option or a course of actions is chosen from among a set of alternatives based on certain criteria (Wang & Ruhe 2007). Decision Making is an important function in the study since decision-making is related to the problem; an effective decision-making helps to achieve the desired goals or objectives by solving such problems. Thus the decision-making lies all over the study process and covers all the areas of the study.

1. Characteristics of Decision Making

Before the author mentions the types of decision-making, it is necessary to know the characteristics of decision making itself. Fathya (2019) mentioned some characteristics of decision making are:

- a. Last step in the problem-solving process.

- b. Possible to occur without the full analysis.
- c. Usually triggered by a problem.
- d. Often handled in a manner that does not eliminate the problem.

Decision-making can be regarded as a problem-solving activity yielding a solution deemed to be optimal, or at least satisfactory. It is, therefore, a process that can be more or less rational or irrational and can be based on explicit or tacit knowledge and beliefs. Tacit knowledge is often used to fill the gaps in complex decision-making processes (Brockmann, Erich, Anthony & William, 2016). Below are some prerequisites for making a good decision, (Vasilescu, 2011).

- a. Identify the objectives or outcome that should be achieved.
- b. Gather as much information that can assess the options.
- c. Elaborate several possible choices under the values, interests, and abilities.
- d. Reflect on the possible outcome of each course of actions and estimate if it's acceptable.
- e. Make a brief list of pros and cons, along with the consideration to be very important / important /less important.
- f. Learn from previous experience and ask for opinions from those who had a similar situation to contend with.
- g. It is preferably

Furthermore, the decision-making process can be regarded as a balance action that keeps the student improving in academic performance. It means that the decision-making process seeks a goal. The goals are pre-set objectives,

missions, and vision on their study. To achieve these goals, a double major student may face a lot of obstacles in administrative, academic, and class schedules. Such problems are sorted out through a comprehensive decision-making process. No decision comes as an end in itself, since it may evolve new problems to solve. When one problem is solved another arises and so on, such that the decision-making process is continuous and dynamic.

2. Types of Decision Making

The decision means to cut off deliberations and to come to a conclusion. Decision-making involves two or more alternatives because if there is only one alternative there is no decision to be made. Different people have their own ways of solving the problem. Theoretically there are 4 decision-making styles in common (Harshana, 2017):

a. Directive Style

This form of decision making relies on a rational and autocratic style that results in the employee using his own knowledge, experience, and judgment to choose the best alternative. The people who prefer simple, clear-cut solutions to problems, make decisions quickly, consider only one or two alternatives, efficient and rational. They prefer rules or procedures and these decision styles are more suitable for routine procedural tasks.

b. Analytical Style

Complex solutions based on as much data as they can gather and carefully consider alternatives also rely on decisions on objective, rational data from management control systems and other sources. In short, this

style searches for the best possible decision based on information available.

c. Conceptual Style

This style concerns long-term results, brainstorming of alternatives, creative approaches to problem-solving, and taking higher risks. Consider a broad amount of information, more socially oriented than analytical styles, like to talk to others about the problem and possible solutions, consider many broad alternatives, rely on information from people and systems and solve problems creatively.

d. Behavioral Style

Have a deep concern for others as individuals, like to talk to people one-on-one, understand their feelings about the problem and the effect of a given decision upon them, concerned with the personal development of others, and may make decisions to help others achieve their goals.

Those four decision-making styles lead to the same goal; to make a decision. Therefore, decision-making style only has some differences in process, but directs to the same result. It is common for the student to have a different decision-making style as long as it helps them in making decisions for their problem in their study.

CHAPTER III

RESEARCH METHOD

This chapter presents the descriptions of research design, research participants, method of data collection and method of data analysis.

A. Research Design

This is qualitative research, focusing on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. According to Creswell (2012), qualitative research was best used when the researcher did not know the exact variables to explore. The literature reviews did not play an essential role, but it helped to yield information about the phenomenon. What matters the most in qualitative research was the view of the participants about the study. Thus, the problem-solving and decision-making strategies of double major students were intended to be explored here.

Moreover, the research has two data that usually could be classified as primer data and secondary data. According to Suryabrata (2010), the primer data was data which was directly collected by the researcher, while the secondary data was data that indirectly collected by the researcher but it could be collected by the other people. In this case, the researcher collected the primer data by doing the direct interview to the participants.

B. Research Sites and Participants

This research was conducted at Ar-Raniry Islamic University, Banda Aceh. Purposive sampling was used to purposely choose the interviewee. According to Arifin (2012), purposive sampling is a sampling technique based on the consideration of certain aims and on certain criteria or characteristics that have been set beforehand. Creswell (2012) added that with the purposive sampling, the researcher chose the participants intentionally with the standard that the participants were information-rich about the topic researched. It could be concluded that certain criteria and standards needed to be set to get as much as information from the participants.

Here the researcher provided data of double degree students in English Department which was collected via google form in June 2020.

Table 3. 1

The Double Major Students in English Department of Each Batch

Batch	Number of Double Degree Students	First Major	Second Major	
			Other faculties at UIN Ar-Raniry	Faculties at Syiah Kuala University
2016	10 Students	PBI	3 Students	7 Students
2017	3 Students	PBI	2 Students	1 Student
2018	12 Students	PBI	3 Students	9 Students
2019	3 Students	PBI	-	3 Students

The participants of this research are English students of Ar-Raniry Islamic university who are taking two majors at the same time and one of both majors is in the English Department. The total participants consist of 6 students.

Table 3. 2

The Demographic Information of The Participants

No	Initial	Gender	Year of Entry, GPA and Student Status	
			First Major	Second Major
1	P1	M	English Department/2017/3,31/7th Semester	Ekonomi Pembangunan/2018/3,53/5th Semester
2	P2	F	English Department/2017/3,64/7th Semester	Ilmu Komunikasi/2017/3,82/7th Semester
3	P3	F	English Department/2016/3,52/9th Semester	Ilmu Hukum/2017/3,92/7th Semester
4	P4	F	English Department/2016/3,86/9th Semester	Perencanaan Wilayah dan Kota/2017/3,62/7th Semester
5	P5	F	English Department/2016/3,68/9th Semester	Psikologi/2017/3,87/7th Semester
6	P6	M	English Department/2018/3,64/5th Semester	Akutansi/2020/-/1st Semester

These 6 students are the active students at English Department and each of them are enrolling in a different second major. The writer decided to choose the student with the different second major due to the various problem barriers in different majors. Then, with the different major backgrounds the writer can enrich and get deeper data about the academic problem in each major and how the students deal with it.

C. Method of Data Collection

The data of this research come from the interview. An interview is a conversation between interviewer and interviewees whether direct or indirect to achieve certain purposes (Arifin, 2012). According to Warren & Karner (2015), there are 5 types of interviews, those are, structured interview, semi-structured

interview, unstructured interviews, informal interviews, and focus group discussion. For this research, the writer will use a semi-structured interview. In A semi-structured interview, there were predetermined questions, but the interviewer could ask the participants clarifications and also follow up questions (Griffe, 2012).

Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. In qualitative research specifically, interviews are used to pursue the meanings of central themes in the world of their subjects. An interview is usually held directly face-to-face between the researcher and the participant. In some cases, the interview is allowed to be held online with any supported media and due to the Covid 19 protocol, the writer decided to hold the interview by phone. Creswell (2012) confirmed that the phone interview allows the researcher to easily access the information from participants when both have a geographical barrier. However, the weakness is that the researcher cannot see non-verbal communications from the interviewees. The participant will be asked about their problem in academics and the problem-solving and decision-making strategies that they used to deal with the problem. During the interview, the researcher recorded all the talk through the phone recorder.

For recording the data, the researcher used a digital voice recorder. Another tape recorder was also used to anticipate the possibility of electronic failure and faults; and to ensure that all voices could be heard clearly. Taking notes served as a further backup and provided the context to the interviews.

Moreover, the researcher asked the interviewees to answer the questions in English. However, the respondent could use their native language (the Acehese language) and national language (Bahasa) because those second languages would help the respondents to answer the interview questions.

In order to attain the data analysis of the interview result, the transcription of the interview was provided. In this section, the interview respondents were anonymous. Their names were 'P1' for the first participant, 'P2' for the second participant and the code went up to 'P6' as the last participant.

D. Methods of Data Analysis

Due to the qualitative nature of the study, a qualitative content analysis was chosen as the data analysis method. To analyze the data gathered, the researcher adopted the steps from Hycner (1985, as cited in Cohen et al., 2007). The first step was the transcription of the recording, then the process would be continued by bracketing and phenomenological reduction, third was listening to the interview for a sense of a whole, then eliminating redundancies, the next step was clustering units to the relevant meaning and the last was composing the summary.

All interviews were transcribed manually using computer software called Otter.ai. The data was then exported to a Microsoft Word file for further editing. First, the questions and answers were divided according to the categories of the questions, then the answers were also edited and repeated sentences were corrected so that the idea of each answer would be clear.

CHAPTER IV

FINDING AND DISCUSSION

This chapter focused on the findings and research discussion. The data from the interview result would be analyzed to discover the findings of the research. Then, the discussion was deliberated from the research finding of data analysis as a final result.

A. Research Findings

The researcher collected the data from an interview on 29th November to 6th December 2020. Previous chapter has provided the demographic information of the participants. The full names of the participants have been modified to protect participants' privacy. The major, final or recent GPA and the year of entering the university are presented to have a clear picture of participants' background of study.

The data provided meaningful interpretation and drew inferences about the object of the evaluation. In findings of the results, the researcher reported it based on the topic in research problems; (1) what are the problems commonly faced by double major students in their studies (2) what are the strategies used by double major students in problem-solving and; (3) what are the strategies used by double major students in decision-making.

1. The problems commonly faced by double major students in their studies

The question about the problems commonly faced by double major students in their studies would be further explained to several items as mentioned in the following.

a. Conflicting schedules

As a double major student who focuses on two different fields of study, it is required for the student to have good time management. They need to manage the schedule well for both majors, but the different majors also have different regulations and academic systems.

1) Conflicting schedules due to the schedules changed

Some lecturers offer the different time for the class schedule to hold midterm and final test, when the schedule is moved or changed it will broke the regular schedule that the double major students have, this conflicted schedule happened as P1, P2, and P5 explained:

“About the exam, sometimes the lecture make a time for the exam is not the same like schedule time, the choose another time it is make my time became collide with others courses”. (P1, 29th November 2020).

“The biggest obstacles is when exam, the time of examination is collide, at on time in UIN is midterm and in Unsyiah is also final, so i choose take my final class then back to UIN then back to UIN and follow midterm” (P2, 1st December 2020).

“Because usually I took like 48 credit when the lecture changed this schedule, I have a problem with it, because I have managed all the time from two seats in the class, but when the lecture changes the time of class, it will make me confused. Like for example, today I will

sit in on the psychology class, but actually, my lecture in English department asked the student to change the class at the same time when I should come to the psychology class” (P5, 5th December 2020).

2) Conflicting schedules due to limited available classes

The conflicted schedule is not always due to the insufficient time but also because of the limited class available in one major. Although in UIN the student can choose their classes and the lecturer, the time to choose the class or credit comes later compared to Syiah Kuala University (UNSYIAH). This condition required the student who studies at a different university to rearrange the class manually because they cannot deal with the available class on the student website. This circumstance happened to P3 and P6 below:

“Of course, there are a lot of academic obstacles that I faced in my study, mostly it is about the schedule. So conflicting schedules, because you know, in UIN, we are allowed to choose our own schedule, but usually it comes later than UNSYIAH but in UNSYIAH we’re not allowed to choose it by ourselves since I am registered in international class, we have like a packaged schedule. So that, you know, it is not really helpful so that I, at the end of the day, I do need to rearrange the course, myself and deal with the academic stuff. Because I need to change my schedule and take manual classes outside of the Siakad procedures” (P3, 3rd December 2020).

“The obstacle that I am dealing with is, when I have to change my schedule. So I have to rearrange my schedule during the KPRS. So it's really hard sometimes when some of your majors have limited classes that they issued.” (P6, 6th December 2020).

3) Conflicting schedule due to shorter class duration in Ramadhan

The students need to be able to predict what will happen in the whole semester when they decide to take the class when they arrange the schedule. If the student has an experience in the last semester that the class

will have a shorter duration in Ramadhan. Obviously she would not arrange the schedule with a short break time between one and another course otherwise it will be conflicted in Ramadan as happened to P2.

“Yes, the big problem is in Ramadan. The schedule in UIN was shortened and it broke my schedule and collided between Uin and Unsyiah so I can't manage it.” (P2, 1st December 2020).

Conflicted schedule is a common problem faced by double major, sometimes the schedule can be conflicted not because the student cannot arrange and manage the schedule well, but due to the unpredictable schedule change during the semester, such as additional class and the changes of class schedule to another time as the lecturer wish.

b. Lack of support

Having support from the environment, especially the people around is a very crucial aspect. The support is needed from family, friends, lecturer and academic staff, because the double major students will always need to deal with academic stuff for the administrative matter.

1) Lack of support from academic staff

In fact, the academic and department staffs do not always support the double major students in solving the problem, for example when arranging the schedule, not all academic staff will welcome double major students to rearrange conflicted schedule as the P5 mentioned:

“Actually, I never come to the academic to rearrange or change my schedule, because I think it doesn't help anything, because some of the lectures will not agree, if we have to take two major. So, I never asked them to help me about it” (P5, 5th December 2020).

Due to this inconvenient experience, many of double major students decided not to ask help from the academic staff anymore and preferred to drop the class when they have conflicting schedule as the P2 mentioned:

“I just told the department staff that I am a double major in the first semester but then I never told them again, I just told them the class is conflicted” (P2, 1st December 2020).

2) Lack of support from the lecturers

The less support is not only from the academic staff but also from the lecturer. There are some lecturers who do not welcome the major students in their class if they come a bit later because of the rough schedule they have or because they have another class before the lecturer's class. This kind of lecturer will not be in the mood if the student comes late. Therefore, some students will just drop the class to prevent any inconvenience problems which might happen later. This situation happened to P2.

“I have a lecturer that is intolerant with double major students and I have like 15 minutes classes before this class so I drop out of the class because i am afraid that the lecturer with no in the mood to teach me” (P2, 1st December 2020).

Beside the less support about the dispensation for class schedule, there are also the lecturers who just simply do not support the students

with any achievement they have, even if the students represented the university in the competition, they will not care about it as happened to P4.

"I think I got a bad score because the lecturer in Unsyiah never cares about what we have done. They don't care about it, they just need you to come to the classes to do what they want to do when we have it. Even when I joined a competition that represented Unsyiah, they also didn't care about it. So I think that's one of the biggest inappropriate decisions because I choose to join the competition then to stay in Banda Aceh." (P4, 4th December 2020).

From the four participants above, it can be concluded that the problem about getting lack of support is not only about the academic stuff but also from the lecturers who did not welcome and give dispensation for double major students to join their classes.

c. Unawareness of the university guidelines

Different universities have different academic guidelines and systems which were updated every semester. The double major students need to be updated with the changes of the system to help them to get along the academic role to complete their student if a student miss and do not understand the latest university guideline it can effect them to their study process as P4 mentioned:

"If in academic life, I think there is no obstacle, but the obstacles are based on the system. I remember when I took this English department. I can't choose credit hours. So, it's based on the system, the system just give the time and the subject that I need to take, but it's really hard because it's hard to make a proper and appropriate time to do in English and engineering, I need more effort to help i need to come to the office, especially in UIN, and i need to come to the office and then we can take another class that is not in my portal" (P4, 4th December 2020).

Beside understanding the system, the students also should know the specific university guideline in both UIN and UNSYIAH. For example, if the

double major students want to graduate in the 8th semester, they need to know the requirement to do the thesis. If the students are not aware of the guideline they will regret in the end as happened to the P2 below:

“I cannot do proposal in this semester because I have not take the required class before” (P2, 1st December 2020).

P2 did not follow the university guideline to take some required courses and credits to fulfill the requirement in proposal writing, therefore she could not start writing thesis proposal in the seventh semester. As P4 and P2 mentioned the same difficulty regarding university guidelines, it is necessary for the double major students to follow up the university guideline in order to be up to date with the systems so it could help them in their study.

d. Lack of time management skill

The skill is not only regarding the academic or the skill about the subject only, it is also related to the time management skill. The double major students understand their ability and able to distribute the energy well for many activities. They know when they need a rest and push themselves for the agendas. If the students cannot control themselves or does not have good time management it will distract them while having class or activity in a day as happened to the P1.

“It is hard for us to take four courses in one day. I have to distribute the courses properly, maybe around three, it is too hard for me to maintain my focus in all classes ” (P1, 29th November 2020).

P1 forced himself to take four courses a day but he cannot focus for all classes. It means that he does not have a good skill in managing his daily energy

and spirit. Energy management which is mentioned by the P1 means the way an individual manages his spirit, focus or enthusiasm in doing something. It means that the person should know when he feels tired or be energetic to do something. Therefore, energy management is important for double major students because even if they are able to distribute all the schedules well, if the students do not have energy or good health to join the class they will end up missing the classes.

e. Workload of Assignment.

As has been mentioned before, double-major means having a double friend and a double happiness. However, at the same time to be a double major student is a very risky decision because it means a student will have a double class and the double assignment to handle as well. Some students will force themselves to take a full credit (24 credits every semester) to finish the study on time or earlier but at the end of the day they will have an overload of assignments as explained by the P6.

“And the other problem that I frequently face is that my assignment is double. So it's really hard to do some assignments, I have these two same classes at the same time. So sometimes it's really hard to follow up with the material. When I have the same class at the same time. (P6, 6th December 2020).

Workload assignments commonly happened to double major students, some double major students will not take 48 credits in one semester, but it will also procrastinate them to graduate on time. Therefore, many students prefer to take 48 credits with workload assignments.

f. No interest in the subject

There are many reasons why the student decided to take a double major, although the scholar said it is important to take the major that a person is passionate at, somehow the reality is not really going well. The reason to take a double major is not always because the person is good at both majors but sometimes it is because there are different goals between the parent and the student. So some students doubled their major because the parents want them to be in the major they like, but at the same time the students also registered in their dream major. To make their parent proud, the students decided not to leave the first major although they already accepted in their dream major. When a student registered as a double major student without his wish, the student will have a less interest to focus on his study, as the P6 explained:

“I don't really think that I can be a teacher, I don't really think that being a teacher is one of my passions. I don't really want to be a teacher. So, I just want to use my English, not as to teach people, at least, but to use it as a communication tool. So, I think, I will take a second major. So, when I don't really want to be a teacher I can be something else, like, accounting, maybe”. (P6, December 6th 2020).

The participant assumes that he is not really into his first major so he decided to take another major, thus, the less interest of the major finally leads to an unsuccessful study and becomes an obstacle to finish his study in that major.

2. Problem solving strategies used by double major students

The second research question about the strategies used by double major students in solving their problem would be further explained to several points as mentioned in the following.

a. Identifying the problem

Identifying the problem is the first point of problem-solving strategies. It is important to know where the problem comes from and what kind of problem it is. By knowing the root of the problem, it will make the student easier to define and find the best solution for it. Identifying the problem could be by dividing into type of the problem coming from or makes some list regarding the problem as the P4 and P3 explained:

“Okay. Maybe I will divide it into three types of problems.” (P4, 4th December 2020).

“When I want to solve a problem I list the kind of the problem first”. (P3, 3rd December 2020).

The way to identify the problem can be varied according to the student problem solving style, but P3 and P4 do it by dividing and listing. If the student follows the step in problem solving orderly by identifying the problem it will help them more in solving the problem.

b. Analyzing the problem

After identifying the problem, the next point is analyzing the problem based on the division. Analyzing the problem could be knowing what is the main problem, what are the branches and then find a correct solution for the problem by writing down all the possible solutions. P3 explained that when she writes down the problem structured way she will get easier to solve the problem, as P3 explained below:

“What is the main problem here? And what are the branches, and then I'm gonna need to find a solution for for each problem, like

there is a plan A, there's a plan B for this problem, I do write it down, so that I'm not gonna keep it all in my mind, because I think that will stress me up more and more. And then once I see that all written down in a more structured way, then usually I get to solve it way easier, since I have plans to solve the problems. So I focus on you know, defining the problems first, so that I know what to solve and how to solve it” (P3, 3rd December 2020).

In this stage, the participant will know the various problems coming from various sources, such the problem from friends or community. It is a common thing that some problems happen between friends on campus because it is necessary for the student to have a social life on campus as happened to the P4.

“First I see when I get the problem from my friends. Example there're a lot of problems coming from our friends. because in our campus life we need friends in our social life, And third, when a problem comes from my community, because the community is the place where we do our non academic life on campus life, so I tried to find what is the problem why the problems happen to try to solve them. But knowing the basic reason why the problem happened.” (P4, 4th December 2020).

When the student is able to analyze and define the problem they will know where and what can be done to solve the problem. For example, if the problem is about the academic, such as class conflicted or KPRS it can be reported to the academic staff. This point is really important because it will lead to the correct solution as the P1 explained:

“I have to analyze the problem and find the solution, we don't need to be stressed about that because every problem has a solution first, we have a problem with academic stuff about the schedule, before we solve the problem we need to analyze what is the problem for example like the courses collide with others, who the one can help us the solution is we have to got to department office to help us the solution is to open the KRS and never postpone your tasks and never finish your home in the deadline it the last time it is not good” (P1, 29th November 2020).

Finally, the second point really gives a brief full explanation of why this stage is important. By defining the problem the student could know what is the best solution for every problem of the solution root. It is the reason not to miss this point in problem solving.

c. Forming a strategy:

After defining the problem, now it is time to form the strategies. The strategies will always be different according to the different problems. For example, if the problem comes from the friend and the surrounding environment, the students try to understand what is wrong with themselves and what they can do to solve the problem as P4 explained:

“So, I just tried to adjust my environment. When the problem comes from my friend around me I think I need to learn what they want. if the problem comes from the lecture or the academic. I will try to disappear for a while. Maybe I just tried to hide from them. One week, I just to hide from them because I need to make them forget about the problem. ” (P4, 4th December 2020).

P4 will do another strategies if the problem comes between her and her friend:

“I will try to say sorry, if it is happened to someone that I've made some mistakes with. So I will say sorry and find out why, what's happened and what's wrong with me. “ (P4, 4th December 2020).

Another strategy is by considering which solution is easy to implement and the solution is more realistic that really can solved the problem as P3 explained:

“I'm going to consider which solution is easier to implement in order to solve the problem and which solution is like more, you know, painting the sky, this is good, but this, this will not likely to solve the

solution. So I'm gonna need to find a more realistic way more realistic plan first to solve the problem. (P3, 3rd December 2020).

Beside considering the best and appropriate solution, the students also need to consider the importance and the required fulfillment as the students, for example when P1 feel confused between to drop and continue a course, he will choose the one that is most important.

"We have to choose the important one, for example like grammar 1,2,3 we did not yet take grammar 2 we can take grammar 3 so we have to choose that one first" (P1, 29th November 2020).

In this point it can be concluded that forming strategy is finding the best way to solve a problem after identifying and defining the problem itself. In forming the strategies, it is needed to consider the required fulfillment that the student must fulfill in every semester to help them during the whole study process.

d. Organizing information

When the strategy already forms, it is time to organize information to solve the problem. There are always sources like people, data, even documents that can be used and asked to help a student in problem solving. Getting the information is a really crucial stage to make a good decision, because by collecting the information from the right sources.

For example, as happened to P4, she knows that she cannot control or debate the academics when there is a misconception between the student and them. Therefore the best way to do that is by trying to forget the problem and taking a distance for a while from them.

“So maybe many lectures have different opinions with us and we can't control it so i just don't want to debate them so the best way is to hide from them. Because I can say when the lecturer is angry at us I can't handle that. So I just tried to make them forget. I will come again to them and when I think they have forgotten.” (P4, 4th December 2020).

Another way in gaining information can be also by asking the people around, such as friends, as the P6 explained, he asked his friend about the classes available when he is about to change the class because of a conflicted schedule. After listing the classes then he goes to academic to rearrange the schedule.

“I will write all of the classes that I can join and then I asked the department staff at the PBI, the classes that are available for me. And that's how that's my consideration in solving my problem” (P6, 6th December 2020).

Besides getting help from friends, information from parents and seniors who take two majors is also helpful in solving problems. P1 stated that he asked for information from friends, academic staff, parents and also seniors who take two majors.

“Academic staff, for KRS and also my parents and also I can ask information from my friend and senior so I can alot lot from the senior who takes two major” (P1, 29th November 2020).

In this stage, the student will gather as much as information to solve the problem. P4 got information on how to deal with the lecturer, P6 got information from friend to help him rearrange the schedule while P1 asked his friend, academic staff, parent and the other double major student seniors to help him in solving his problem.

e. Allocating resources

Resources are not only money or any other material but also time, energy and skill. Knowing what the priority will help the student in allocating the resource well. Where they could spend most money and what could they do when they have free time. To allocate the resources, P3 lists down all activities she is going to have in a week so that she has the time for studying and it will not affect other activities, while on next day is allocated time for her family and she will just enjoy family time without thinking about assignment or campus activity as she explained below:

“Um, I usually list down the activities that I'm going to have in a week, so that I know this is the time allocated for this one activity. And then this will not affect my other activities so that I get them all in order, and I get to know that, today is my time to do this with my family so that I won't do any assignments or tasks at the moment. And then the next day, well, maybe it comes to the day that I am gonna make an assignment so that I allocate a time per assignment, like three hours a day, so in that time, I'm gonna need to try to accomplish all the assignments I have in that week. So yeah, basically, I do need some prioritisation, least priority list on the whole week, so that I can make everything organized and I can keep up with all the schedules.” (P3, 3rd December 2020).

In the process to have a good resources allocation, a student should know her strength and weakness that can help them in allocating the resources more effectively. For example the P4 knows that she tends to have a selfish personality so the environment does not like her. Knowing her weakness, she tries to learn to change herself not to be spontaneous anymore. This is one of the effective ways to allocate the resources that the students have. The resource used by the P4 here is the energy and time she spends to improve herself.

“Because until now a lot of people don't like me because I'm selfish and I'm so spontaneous when I talk. So, yeah, I just think it is the best strategy to try to learn to change myself. I think this is the biggest strategy because I need to control myself when I talk to someone who does not know in detail. It is not my close friends so I just tried to control myself.” (P4, 4th December 2020).

As the P3 and P4 mentioned above, it can be concluded that allocating resources is way more effective when the student already knows their strengths and weaknesses so they can spend more of their time focusing on the right way to solve the problem.

f. Monitoring progress

In the process of problem solving, the thing may not always go as it planned. Therefore, it is necessary to monitor and control the progress when the student already chooses one option to solve the problem. As happened to the P3 she will monitor which is the best solution to the problem. There are some solutions that maybe good but are not likely to solve the problem, as P3 explained below:

“Which solution is more like, you know, painting the sky, this is good, but this, this will not likely solve the problem. So I'm gonna need to find a more realistic way more realistic plan first to solve the problem” (P3, 3rd December 2020).

This stage is actually really crucial because the students can monitor whether the optional solution is going to be better or worse, unfortunately not many participants really do this stage because they often jump into the evaluation stage.

g. Evaluating the results

Evaluation is the last stage in problem solving steps, at this stage the student will evaluate the whole process of the problem solving they did and come out with the result. The result can be good or bad. Therefore, this stage is needed to know whether the solution can be used in the future or not. P4 explained how she evaluated the process below:

“Because I am not a patient person because if i try to solve a problem at that time i think that not happening to me the problem is not going well it is going worse Yeah I if something happened to the lecture, and the lecture asked me something that is not appropriate so i don't want to do that. ya i just try to hide from them.” (P4, 4th December 2020).

P4 tried to solve the problem immediately but it did not work because she knew that the problem between the lecturer and the student could not be controlled by the student. Therefore she will stay away for a while to prevent unwanted situations getting worse at that time.

3. Decision making strategies used by double major students

The third research question about the strategies used by double major students in decision making would be further explained to several points as mentioned in the following.

a. Identifying the priorities

The first point in the decision making is identifying the priorities and the outcome that the students wanted to achieve. This stage is important because it will affect another stage in the future. There are some ways to identify the priorities as P4 and P5 explained below:

“I just tried to make priorities like which are my obligation as the students. I just tried to make them into a list.” (P4, 4th December 2020).

“I usually think about the priority of my life if I should go out with my friend, but at the same time I have to do my homework. Because my priority is to be a psychologist and so I have more priority on psychology. (P5, 5th December 2020).

The most common way to identify the problem is to make a priority list and decide what they want to achieve in the near future. P4 and P5 already know what are the goals they want to achieve such as a dream to be a psychologist that the P5 has, by understanding the objective the student will know what decision she should make.

b. Asking for helps and opinions from other

In making the decision it is important to know the information to access the option. The information can be found from media, data, people or simply the environment. Information is important for the consideration to choose the best option. To get the information, the students ask for help from several resources and relatives.

1) Asking for help from academic staff and supervisor

P6 explained that he found information from academic staff about the problem he has with the conflicted schedule. He came to department office and ask for help as he explained below:

“The academic department staff really did help me, especially in English education department, they really helped me with the KPRS, but I have to rearrange my schedule. So I have the good schedule that I can join the class, even though there are some schedules that double” (P6, 6th December 2020).

P3 added that she consulted with the supervisor about her problem to get information and advice on what best decision should be made. She came to the supervisor and academic stuff as she often faces with technical problem as she mentioned below:

"I consult with my supervisor and then he usually comes up with a solution or that I'm going to go to the academic stuff because I think that is the root, the root problem that needs to be solved, right? Usually, we are faced with more technical problems. So that I am going to go through the root of the problem and try to find the solution" (P3, 3rd December 2020).

2) Asking for help from family

Every students will decided to consult their problem to the people they trusted, having family support from brother and mother help P4 in making the decision for her problem as she explained below:

"For the decision. I just asked my mom and my brothers. I don't ask my friends. I ask their opinion on how to continue my study and what I need to take in my decision to study in my academic life." (P4, 4th December 2020).

3) Asking for help from collegeous

Learning from previous experience or asking for the opinion of people who have had a similar situation will help the student a lot to solve their problems. Having a community or group where the students can share their problem while pursuing the double major did help P1, P2 and P3 a lot as they added below.

"Yes sometimes i will ask the double major students senior in PBI in making the decision, because you know.. there are many double major students in PBI" (P1, 29th November 2020).

“Both Unsyiah and UIN i have a close friend.... so whenever i have a problem they will ask what happened to me they give advice to me.. like that” (P2, 1st December 2020).

“Oh, of course, my friends helped me a lot. Especially my friends who are also taking a double major, we actually have a group that is formed in order to help us find solutions in our problem, because usually that is similar problems. So they, they do help me a lot to get through this until this semester” (P3, 3rd December 2020).

“Yes, actually, I always asked my friends about how to decide which one is the best one and also my parents take part of it my mom first for some decision that I made my mom is who gives the idea about it because she will think what is better for me after I explained to her about my journey and about my problem .So my friends and my mom take part of it”. (P5, 5th December 2020).

The idea to ask for opinion from the people who have the same experience before is crucial because they can give you an overview on how the situation will be and suggest the best option to decide. P1 P2, P3, P5 and P6 have a different way to do this stage but they all find it really helpful in making decisions by asking other opinions about it.

c. Predicting the possible outcome of each choice

To make a prediction based on the gathered information is very crucial. After the student listed the possible option it will continue by predicting what outcome each option offers as the P4 and P3 explained below.

“How If I continue my study and how I postpone. So I just made some how to predict what happens in the future.” (P4, 4th December 2020).

“So that I decided to just, you know, follow joined KKN in Unsyiah and then hope that there will be a regular PPL held in UIN, but I'm grateful that today we do have the regular PPL separated from the KPM So I hope that will not take that much longer time for me to finish my study”. (P3, 3rd December 2020).

P3 participant really has a complex way in predicting the problem out by comparing two options and deciding to choose one. Making list will make the option more detail, as the P4 mentioned:

“First, I make some lists to predict if I will make this decision, what will happen and if I don't take this decision what will happen So I will make some positive and negative points. become a prediction in how can I handle this if negative more than positive. So I just tried to make some strategy that can solve all of the problems.” (P4, 4th December 2020).

- d. Considering the important points and make comparison of the available options.

This stage focuses on the overview of the option that the student wants to take. It is the time to list the positive and negative outcome along with the consideration whether it is important or not. The options must be aligned with the student goals in the first place. For example, P3 has a doubt between continuing her study in major B or joining KPM in English Department. She decided not to take KPM at the 8th semester because she predicted there will be another regular KPM which separated from PPL in the next semester.

“One of the examples is in KPM, i do not join the KPM in this semester. When I decided not to take the program, it means I'm going to need a much longer time to accomplish my study in the English department. But if I also take it at the time, then I'm gonna also delay my study in law, because I cannot leave at that time, I still have some running classes in law. So that I decided to joined KKN in Unsyiah and hope there will be a regular PPL held in UIN, but I'm grateful that today we do have the regular PPL separated from the KPM So I hope that will not take that much longer time for me to finish my study”. (Participant 3, 3rd December 2020).

P5 also has the same strategy by comparing each option she has. She gave a long statement below:

“Like the first is comparing the time when I should begin the new semester in psychology and when the KPM will begin in another area and that it was In the middle of semester in psychology i should take KPM. After knowing about when the time it should, i have to think if I take still i can join the class or not, turn out it can't because it take two month for KPM, i can't follow exam if i miss the class that much.last is I have to take this decision and I take to take off in English department and continue continue my study in psychology All right”. (P5, 5th December 2020).

The other participant considers the time of the deadline for the assignment, she will analyze if there is an option where she can do both things at the same time so that she does not need to sacrifice anything. For example, she listened to the lecture while doing assignment or going out with friend while also still have time to do homework as the P5 explained below:

“I will consider the deadline of the homework and the situation if I go out with my friends, but can I still do my homework or not? Then if the deadline is also in that time, I will also think about it. (P5, 5th December 2020).

The benefit in considering the important point is to help the students in deciding which option is more likely easier to do but will have perfect outcomes. If the students chose the most effective option it will save their energy and time to do the other thing because it is already settled.

In making list a student will have discovered a lot of thing that they do not recognize before, P3 added, she considered something to be good not only for academic but for her health as she explained below:

“Well, not really, but other factors that I also consider is my health. So there's this one decision that doesn't really help me in the academic stuff, but it does help me in maintaining my health and my mental stability during the study. The decision is to take much fewer credits during semester because at that time, I am also taking the dormitory and also that was my first year being a double major student. So taking only 10 credits at that semester was good for my

health and my mental but it is obviously not good for my academic life because it causes much delays in me accomplishing the study”
(P3, 3rd December 2020).

All the participants have explained their way of finding pros and cons for each decision and listed the important and less important things. It can be concluded that by listing the pros and cons a student will have a brief overview of the decision that they will make.

B. Discussion

This study emphasized on problem solving and decision making strategies of double major students in English Department. The research came up with three research questions. All the questions were answered through the interview data. The first research question was "What are the problems commonly faced by double major students?". According to Dewey (1968, as cited in Akdoğan & Argün, 2016) “problem” is almost everything that confuses human mind and challenges it.

After conducting the interview and obtained enough information from the participants, the result showed that there are several problems commonly faced by double major students. Those are; 1) Conflicting schedules; the participants argued that conflicting schedules is caused by three specific conditions, there are conflicting schedule schedules due to the schedules changed, conflicting schedules due to limited available classes and conflicting schedules due to shorter class duration in Ramadan. 2) Lack of support; the participants pointed out that not all the academics have a positive view toward the double major students. The participants had two different experiences in this point, those are; getting lack

of support from academic staff and lack of support from the lecturers. 3) Unawareness of the university guidelines; the participant exposed that one of the big problem which caused the delay in accomplishing their study is the change of the university guideline in every semester. 4) Lack of time management skill; some of the participants argued that they cannot manage to have a well arranged schedule for both major. 5) Workload of assignment; due to the high number of credits that the double major students need to take every semester, some participants need to deal with the workload assignment and hard to follow up the material. 6) No interest in the subject; there was one participant who had the problem with the interest of the subject. the participants who enrolled as double major students without their wish were likely to have a less or no interest in the subject.

The researcher found out that the first research question has some different points compared to the latest finding from Eduationdive (2017). In this research, the problems do not only come from the academic matter but also from the environment where the double major students are studying, one of the non academic problem is the lack of time management skill that participants have. The double major students normaly spend most of their time in class and get double assignment than single major students. When the double major students take too much time to hang out with their friends outside the class, it will procrastinate them to do the assignment and it will become workload.

The second research question “What are the strategies used by double major students in problem-solving?”, the result showed that there are seven

strategies used by double major students to solve the problem. The researcher listed the strategies accordingly from identifying the problem, analyzing the problem, forming a strategy, organizing information, allocating resources, monitoring progress and evaluating the results.

The students believed that by identifying the problem they can further define and understand the causes of the problem. This is in line with the finding from Polya (1973, as cited in Gök & Silay, 2010) that there are four steps in problem solving strategy. The first step is description, by identifying the unknown, the data, and the condition, and then drawing a figure and introducing suitable notation. After identifying and analyzing the root of the problem, the participants begin to form the strategies to solve the problem.

Furthermore, the participants also find information related to the problem from various sources such as academic staff, friends and supervisor. After finding enough information, the participant tried to allocate the resources. Participants assume when they allocate the resources to the most needed aspect, it will make the problem solving process easier. Cerry (2020) added, the students don't always have unlimited money, time, and other resources to solve a problem. Before a student begins to solve a problem, it is needed to determine how high priority it is. If it is an important problem, it is probably worth allocating more resources to solving it.

After allocating the resources, the participants move to the next point by monitoring the progress. The Participants strengthen, by monitoring the progress it will help them to see the effectiveness of the problem solving before they come

to the last step in evaluating the results. If the last step, the participant reviews the result of the problem solving strategies they used to know whether it can be used to solve another problem in future or not. Gleitman & Joshi (2000) also agreed that maybe that one solution is good but the others solution maybe more effective to help us solve the problem in the future.

Furthermore, the third research question “What are the strategies used by double major students in decision-making?” Decision making strategies explain why the individuals who encounter similar situations use different decision processes (Baiocco, 2009 as cited in Bahadin & Dereli, 2012). The result indicates that participants believe there are several strategies that can be used in decision making, those are; identifying the priorities, asking help and opinions from others, predicting the possible outcome of each choice and considering the important points and making comparison of the available options.

The participants indicated that by identifying the priorities they would know the outcome and the purpose they want to achieve. The participants listed their target and obligation before deciding one most suitable option to choose. Some participants decided to ask help from others such as family, colleagues, academic staff and supervisors. The participants emphasized that by asking for help, especially from the colleagues, they can discuss and find the solution together. Baker (2014) strengthen that, we never know what people know or how they can help us until we ask them. Even if those we ask can not help us directly, they can tap their personal and professional networks. Until we ask them, we do not know who and what other people know.

The third strategy used by the participant is predicting the possible outcome of each choice. In predicting the future outcome, the participants focus on what every option may affect their study in the near future. The last strategy used is considering the important points and making comparisons of the available options. The participants argued, by considering the important points and comparing the pro and con of each option, it can help them to know the specific risk of each option. Honeysett (2021) concluded, there are several points need to be considered before making a big decision, those are; rationality, intuition, relationship, alignment, counsel, negative drivers, cost, risk and reward.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research that is drawn from the previous chapter. This chapter also delivers some recommendation for further research.

A. Conclusion

This point presented the conclusions related to research questions of this study; those are the problems commonly faced by double major students in their studies, the strategies used by double major students in problem-solving and the strategies used by double major students in decision-making.

Before concluding the strategies used by double major students in problem solving and decision making, it is important to consider the problem commonly faced by double major students during their study. The findings give a clear picture of how students are struggling and exhausting in studying two majors.

The problem commonly faced by the students who take two majors are: conflicting schedule, no interest in the subject, lack of time management skill, workload of college assignments, lack of support and unawareness of the university guidelines.

According to the data in this study, the researcher found that there are several strategies used by double major students in problem solving, those are;

Identifying the problem, analyzing the problem, forming a strategy, organizing information, allocating resources, monitoring progress and evaluating the results.

In addition, the researcher found out there are some decision making strategies used by double major students in English Department, those are; identifying the priorities, asking for helps and opinions from others, predicting the possible outcome of each choices and onsidering the important points and make comparison of the available options.

The writer believes that there are more strategies used by double major students in problem solving and decision making. However, the finding results are based on participant responses and can be expanded in future research.

B. Suggestion

At the end of the research, there are some suggestions for the double major students, academic and department staff, lecturers, and further researchers.

1. Double major students.

This research is expected to give double major students more insights and help them in solving and dealing with the problem during their studies.. The researcher suggested the double major student to make a community or group including all double major students in the department to make it easier to connect with each other and help them in solving the problem.

2. Academic and department staff

From this research it shows that the department and academic staff don't really welcome the double major student with their administrative problem, the researcher highly recommended for the academic and department staff to work professionally in servicing the student whether the student with one or student with two majors.

3. Lecturer

In order to help the students to successfully study at two majors, the support from the lecturer is very important. The writer hopes that the lecturer will understand and give more tolerance for double major students when there is a conflicting schedule, as long as the student still followed the rule

4. Further Researchers

This research can be a reference for further researchers who want to conduct the similar problem as in this research. Future researchers can conduct a deeper research about problem solving and decision making strategies with different subject from this research. Besides, further study can also research about the problem solving and decision making in more techniques in research design. Here, the researcher only used interviews for data collection. There are lots of methods that can be used in order to find the further results regarding the problem solving and decision making of double major students.

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Appendix A : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-678/UN.08/FTK/KP.07.6/01/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Syarifah Dahliana, M. Ag., M. Ed., Ph. D . Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Furhuh
- NIM : 160203006
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Problem Solving and Decision Making Strategies of Double Major Students in English Department
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020

An. Rektor
Dekan

Mustin Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B : Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct field research

<https://akademik.ar-raniry.ac.id/admin/akademik/suratpenelitian/cetak/3710>



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telepon : 0651- 7557321, Email : info@ar-raniry.ac.id

Nomor : B-12843/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FARHAH / 160203006**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Banda Aceh - Medan KM. 23, Desa Lam Ilie Ganto Kec. Indrapuri Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Problem Solving and Decision Making Strategies of Double Major Students in English Department*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag

Berlaku sampai : 05 Juni 2021

<https://akademik.ar-raniry.ac.id/admin/akademik/suratpenelitian/cetak/3710>

**Appendix C : Confirmation letter from the Department of English
Language Education**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-19/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12833/Un.08/FTK.I/TL.00/11/2020 tanggal 20 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

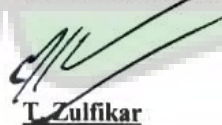
Nama : Farhah
NIM : 160203006
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Problem Solving and Decision Making Strategies of Double Major Students in English Department.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix D : Interview Instrument

A. Problem in Academic

1. What is your reason/motivation to be a double major student?
2. Could you tell me the major that you are studying at right now? And why do you choose the major?
3. Is there any correlation between the two majors you take? How does the first major help you in the second major?
4. Is there any obstacle dealing with academic stuff /academic problems as a double major student?
5. What are the problems you frequently face?
6. As a double major student, how do you manage the time for each major?
7. Does the academic or department staff help you in any administrative or academic problem you face?

B. Problem Solving

1. When you get a problem, what is the first thing you do to solve the problem?
2. Is there anyone who has contributed to the process when you solve the problem? If yes, how did they help you.
3. What is the strategy you use to solve the problem?
4. What are your considerations before solving the problem?

C. Decision Making

1. Besides problem solving, is there a hard decision you make as a double major? What kind of hard decision have you made?
2. What helps you in making the decision while facing the problem?
3. What are the steps you do or strategies before you make a decision?
4. What are your considerations before making a decision?
5. Do the decisions help you in solving your academic problem? Is there any inappropriate decision that affects your academic performance?
6. How do you deal with the situation?
7. Please give suggestions, tips and advice to the other double major student or the one who wants to take two majors!

Appendix E Samples from data collection

Participant 1, 29 November 2020

1. What are the academic problems you face?
About academic, sometimes emm... about the schedule that we have to manage well, properly because sometimes you know the schedule with another courses can be collided and also about it is hard for us to take fours courses in a one day i have to distribute the cursed properly maybe around three, it is too hard for me to have energy management
2. Do you have a conflicting schedule?
Yes, because sometimes there are a course that we don't have another right time sometimes i have to take in another semester
3. How do you manage your time for each major?
Never postpone your task and assignment, I always feel that is important to underline about this point
4. Does academic staff help you with academic problems?
Both of the universities always help the student not only me, but always help about the schedule and transcript, for example when you want to apply for a scholarship and need them to sign up for the transcript and the recommendation letter.
5. What's the first thing you do when you have a problem?
Have to analyze the problem and find the solution, we don't need to be stressed about that because every problem has a solution so after we can ask help tp academic staff or we change the schedule that collide
6. Who helps you in solving the problem?
Academic staff, for KRS and also my parent and also i can ask information from my friend and senior so i can alot solution from the senior who take two major
7. What your strategies in problem solving?
About analyze the problem, first, we have a problem with academic stuff about the schedule, before we solve the problem we need to analyze what is the problem for example like the courses collide with others, who the one can help us the solution is we have to got to department office to help us the solution is to open the KRD and never postpone your tasks and never finish your home in the deadline it the last time it is not good.

Sometime the thing that we cannot do in common time can be done in the deadline but it is not good because our task will be not perfect as we do in early time

8. What do you consider before solving the problem?

We have to choose the important one, example like grammar 1,2,3 we did not yet take grammar 2 we can take grammar 3 so have to choose that one first

9. Is there a hard decision you need to make?

About the exam, sometimes the lecture make a time for the exam is not the same like schedule time the choose another time it is make my time became collide with others courses, we have to see what is the most important we have to go to exam.

10. What are the strategies you use in decision making?

I don't have any strategies about that, we know the right exam and enter the class which is important. I never miss the class because I am lazy. Unless I am sick and tired, we have 3 meetings that we can skip the class, I always focus on that chance so I will use the chance to skip the class for entering the exam.

11. Have you ever faced a conflicting schedule?

We ask the lecturer to help us, i have to say what my problem is so maybe sometime the lecturer still has empathy for you so maybe they will give you another time for exam.

Participant 2, 1st December 2020

1. Is there any obstacle dealing with academic staff /academic problems as a double major student?

The biggest obstacles is when exam, the time of examination is collide, at onne time in UIN is midterm and in Unsyiah is also final, so i choose take my final class then back tonUIN then back to UNI and follow midterm

2. Is there a conflict schedule?

Yes, the big problem is in Ramadan. The schedule in UIN is shortened because it broke my schedule and collided between uin and unsyiah so i can't manage it.

3. How do you manage your time for each major?

I chose the class in unsyiah first because it has no more than two classes available for one course, so I take unsyiah first and then UIN will open for the schedule that UIN has like 7 or 9 classes. If there is a class conflict, I will talk to the lecturer that I have another class in UNSYIAH, but I also consider if the lecturer is tolerant or not, because some seniors say that don't spill to the lecturer that you are a double major. If I cannot tell to the lecturer i am a double major, i'll reschedule the courses or if I have no option I will drop the course. For example, last semester I dropped the class because the lecturer really has no tolerance for those who take two majors.

4. Does the academic staff help you with the problem?

I just told the department stuff that i am a double major in the first semester but then i never told them again, i just tell them the class is conflicted

5. What is the first thing you do when you solve the problem?

The first thing is i don't enter the class, i am the discipline student... I always try to enter every class but if I have a problem, with myself or with my family or my friends I will not enter the class.. i just stay at home then muhasabah diri yaa. i take rest maybe i will take the time.. maybe i will eat alone in KFC like Pizza like that, i treat myself. I like to work in an organization, so if I have any event in the day I will join the event and not enter the class, I take time to listen to music.. then i write something.. i write my feeling. What should I do for this problem.. what should i finish.. after that... I listened to music so just that...if i have problem in Unsyiah i will go to UIN and that so if I have problem in Uin i will go to Unsyiah.

6. Is there anyone who can help you in solving the problem?

both unsyiah and UIN i have a close friend.... so whenever i have problem they will ask what happened to me they give advice to me.. like that

7. Do all the decision you made help you in solving the problem?

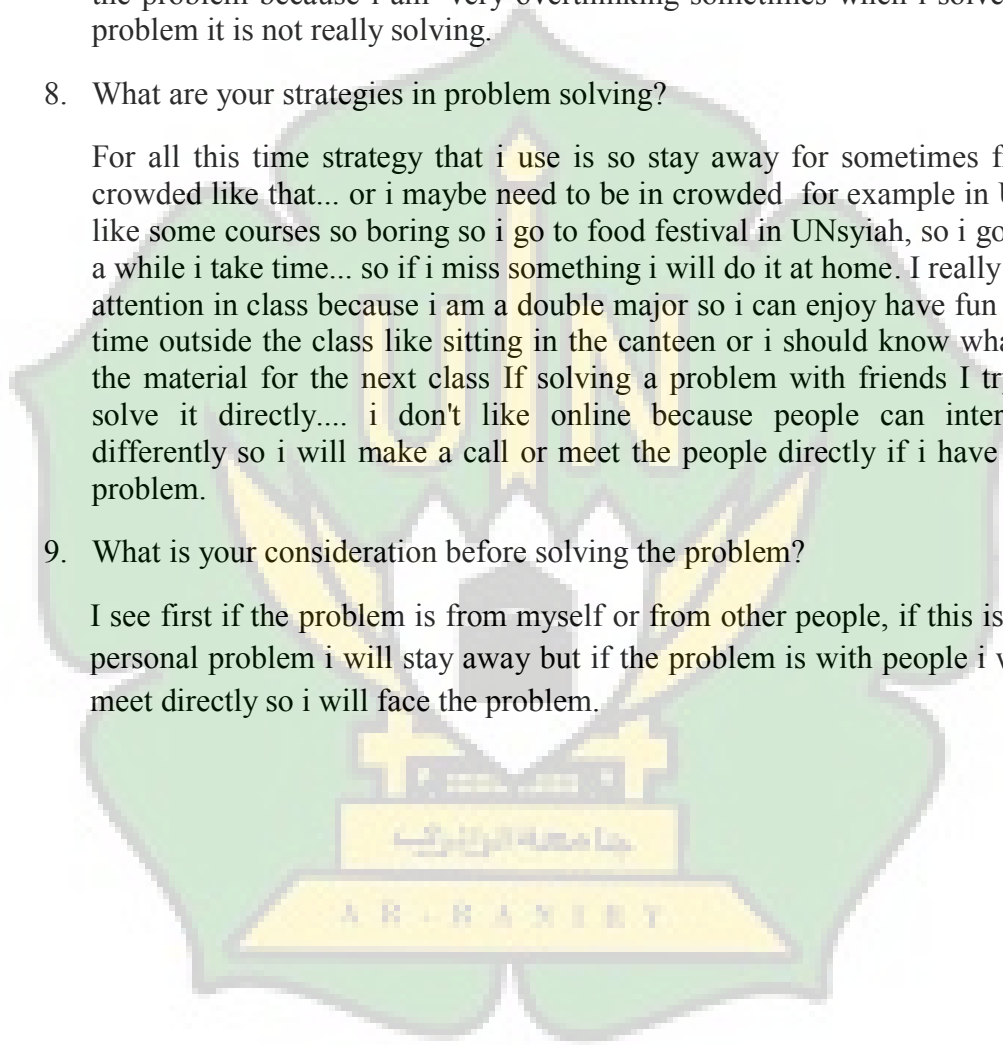
If the problem comes from campus.. i actually feel unsuccessful in solving the problem because i am very overthinking sometimes when i solve the problem it is not really solving.

8. What are your strategies in problem solving?

For all this time strategy that i use is so stay away for sometimes from crowded like that... or i maybe need to be in crowded for example in UIN like some courses so boring so i go to food festival in UNsyiah, so i go for a while i take time... so if i miss something i will do it at home. I really pay attention in class because i am a double major so i can enjoy have fun the time outside the class like sitting in the canteen or i should know what is the material for the next class If solving a problem with friends I try to solve it directly.... i don't like online because people can interpret differently so i will make a call or meet the people directly if i have any problem.

9. What is your consideration before solving the problem?

I see first if the problem is from myself or from other people, if this is my personal problem i will stay away but if the problem is with people i will meet directly so i will face the problem.



Participant 3, 3rd December 2020

1. What is your reason/motivation to be a double major student?

One major that I am really passionate about is international relations. I aspire to be a diplomat someday in the future. But here in when I say, we don't have, like, the special major of international relations, we only have international law so that in 2017, like I finally get my way to the international law, but at that time, I am also registered as a student in English department, but I have given it a lot of thought pursuing double majors in this two majors would give me similar experiences of being, you know, being prepared in some kind of diplomatic world, because in these two majors, I can broaden my perspective, both from the legal perspective in international law and also in the more you know, cultural understanding in English department, because in English department, we don't only learn about the language, but also about the, you know, cross cultural understanding of the of English and some kind of things like that, that would really give me perspective in in both ways, so that by pursuing my majors in these two major, I believe that I can still, you know, be prepared for my future career without having to, to be registered in other university outside as a city because my parents wouldn't allow me to go outside, when for my undergraduate study, so I think that is quite a solution for me, to pursue my study, and prepare for my career.

2. Is there any correlation between the two majors you take? How does the first major help you in the second major?

Some, you know, supporting sites, in both majors like in English, of course, we learned a lot about public speaking or academic writing. And that really helps me to be more structured and organised in doing my studying in law. I need more advanced English understanding, we study a lot of literature. And also, we require the highest skill of delivering opinions in public speaking, and also to deliver a written opinion in academic writing. So that my study in English just helped me a lot to be a better student in law. So yep, I think, in English, I learned about how to deliver an opinion in a more selectorized way, while in law, I'll learn more about expressing my opinion based on a legal basis. So that it is more credible. And it really helps me to know, it is complimentary. So they help me to learn both sides equally.

3. Is there any obstacle dealing with academic stuff /academic problems as a double major student?

Of course, there are a lot of academic obstacles that I faced in my study, mostly it is about schedule. So conflicting schedules, like in because, you know, in UIN, we are allowed to choose are on schedule, but usually it

comes later than UINSYIAH, but you know, here we are not allowed to choose it by ourselves since I am registered in international class, we have like a packaged schedule. So that, you know, it is not really helpful so that I, at the end of the day, I do need to rearrange the course, myself and deal with the academic staff. Because I need to change my schedule. And I also need to have to take manual classes outside of the outside of the jacket. procedures.

4. How is it like to take manual class?

I take the class without first registering in the semester, it is mostly because of the curriculum change, then, the next semester, we're required to take that class legally on our KRSs, then we are not not really studying in that class. So we are only taking the class to take, you know, to fill this score we've gotten from the previous semester.

5. Does the academic or department staff help you in any administrative or academic problem you face?

They do help me a lot. Not only me, actually, some of my double degree friends, double major friends are usually also helped by the academic staff, mostly by rearranging the schedule. So they allow us to look at the provided schedule, manually and then choose it according to our schedule in other majors.

6. How do you manage your time for each major?

There are no special tricks, you know, I just tried to follow the schedule as well as I can and to make sure that there is no conflicting schedule, so that I can join in the classes in both majors optimally.

I usually list down the activities that I'm going to have in a week, so that I know this is the time allocated for this one activity. And then this will not affect my other activities so that I get them all in order, and that I get to, I get to know that today is my time to do this with my family so that I won't do any assignments or tasks at the moment. And then the next day, well, maybe it comes to the day that I am gonna make an assignment so that I allocate a time per assignment, like three hours a day, so in that time, I'm gonna need to try to accomplish all the assignments I have in that week. So yeah, basically, I do need some priority list on the whole week, so that I can make everything organised and I can keep up with all the schedules.

7. When you get a problem, what is the first thing you do to solve the problem?

I consult with my supervisor and then he usually comes up with a solution or that I'm going to go to the academic stuff because I think that is the root, the root problem that needs to be solved, right? Usually, we are faced with more technical problems. So that I am going to go through the root of the problem and try to find the solution.

8. Besides the academy staff, or department staff, is there anyone who contributes to the process when you solve your problem?

Oh, of course, my friends helped me a lot. Especially my friends who are also taking a double major, we actually have a group that is formed in order to help us find solutions in our problem, because usually that is similar problems. So they do help me a lot to get through this until this semester.

9. Please explain to me in detail this strategy you use when you want to solve a problem?

I list the kind of the problem first, like, what is the main problem here? And what are the branches, and then I'm gonna need to find a solution for each problem, like there is a plan A, there's a plan B for this problem, I do write it down, so that I'm not gonna keep it all in my mind, because I think that will stress me up more and more. And then once I see that all written down in a more secularised way, then usually I get to solve it way easier, since I have plans to solve the problems. So I focus on you know, defining the problems first, so that I know what to solve and how to solve it.

10. what are your considerations before solving the problem?

I'm going to consider which solution is easier to implement in order to solve the problem and which solution is like more, you know, painting the sky, this is good, but this, this will not likely to solve the solution. So I'm gonna need to find a more realistic way more realistic plan first to solve the problem.

It depends on the problem, because some of the problems will make a major impact on our life, but some are not short term. So usually my consideration is based on what kind of problem I need to solve first.

11. is there a hard decision that you need to makes as double major student?

well of course, yes. Because, you know, maybe there are some programmes that we need to do in our major English department that I need to skip first, because of my academic activity and other majors cannot be cancelled, because it will affect both majors. So, that is quite dilemmaatic. But I think it is a matter of priority as well. So that I am going to need to make the best decision that will not affect both of the majors. One of the example is in KPM am not joined the KPM althoug we dont have PPL right along with

the KPM. So when I'm not taking, when I decided not to take the programme, it means I'm going to need a much longer time to finish to accomplish my study in the English department. But if I also take it at the time, then I'm gonna also delay my study in law, because I cannot leave, I cannot leave it. At that time, I still had some running classes in law. So that I decided to just, you know, follow joined in UNSYIAH and then hope that there will be a regular PPL held in UIN, but I'm grateful that today we do have the regular PPL separated from the KPM and programme. So I hope that it will not take that much longer for me to finish my study.

12. What help you in decision making?

Oh, what helps me is the thinking tools that I have explained earlier, the way I take decisions, how I make a decision and how I solve it, the things that I need to consider right, like to motivate me to choose what to take to make that one decision.

13. What are the strategies before you make the decision?

Um, the strategy I am doing before I make a decision is that I look up first what I need and what I do prioritise based on my future plans so that when I make the decision, it won't, it won't interfere with my future plans that I have planned.

Um, that is the major, the major thing. The other thing is that it is realistic that I can get through the decision I made, that I can be responsible, that I can take responsibility, I can execute it. Yep, I think that is quite all.

14. What about the consideration? So before making a decision?

Well, what I consider is that it is aligned with my plans, so that the decision is, is the best decision I'm gonna make even though it may not be like the best, really the best but at the situation is solve most of the situation most problems.

15. do all the decisions that you have made during your double major process really help you in solving your academic problem?

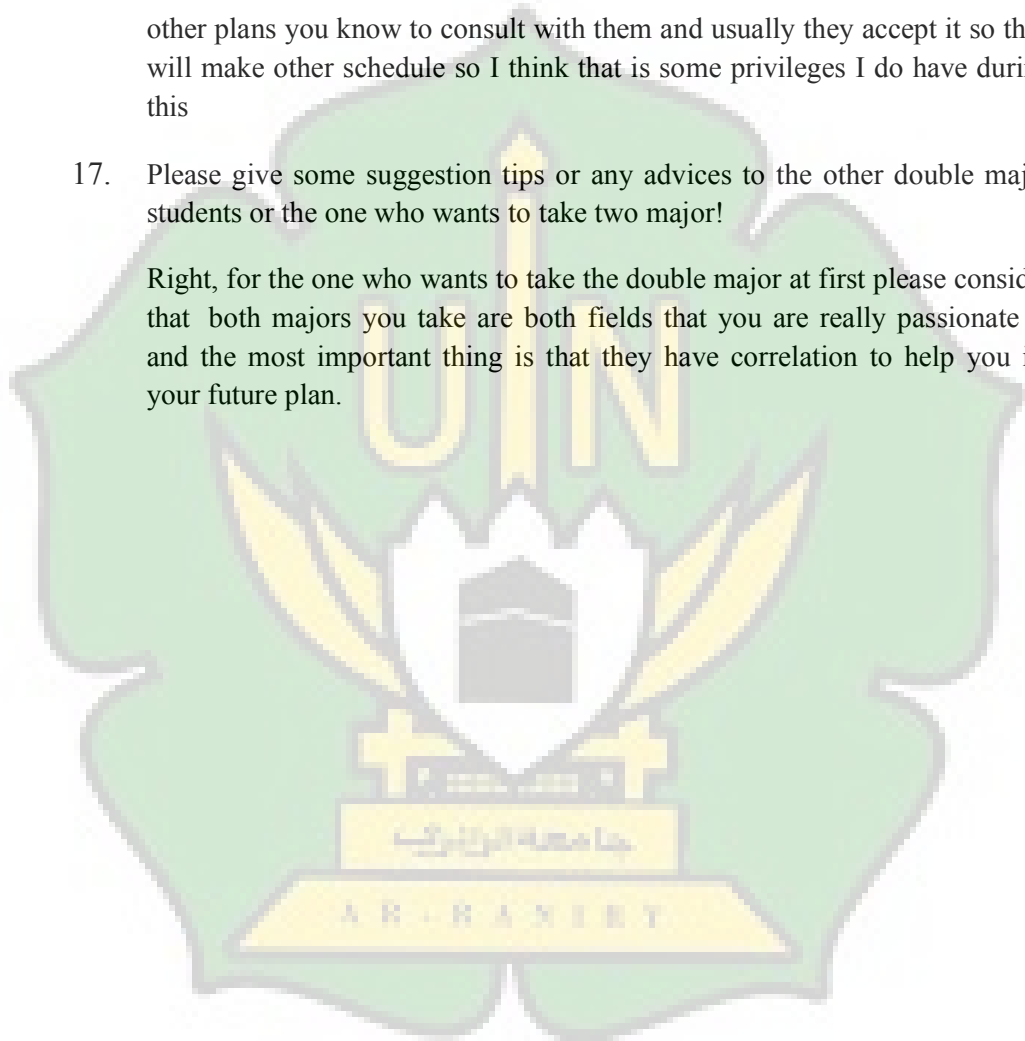
Well, not really, but other factors that I also consider is my health. So there's this one decision that doesn't really help me in the academic stuff, but it does help me in maintaining my health and my mental stability during the study. The decision is to take much fewer credits during semester because at that time, I am also taking the dormitory and also that was my first year being a double major student. So taking only 10 credits at that semester was good for my health and my mental but it is obviously not good for my academic life because it causes much delays in me accomplishing the study

16. Have you ever been like in this situation where you have like both exam in the same this or course conflict?

Not yet at the time, because I always make sure at the beginning of the semester that there is no conflicting schedule and also in my other major in law, I am registered in much of newer students in a class so it will be easier to consult with the lecturer that I am actually doing my other major here and at that time I also have the examination so it is easier to make other plans you know to consult with them and usually they accept it so they will make other schedule so I think that is some privileges I do have during this

17. Please give some suggestion tips or any advices to the other double major students or the one who wants to take two major!

Right, for the one who wants to take the double major at first please consider that both majors you take are both fields that you are really passionate in and the most important thing is that they have correlation to help you in your future plan.



Participant 4, 4th December 2020

1. What is your reason/motivation to be a double major student?

Okay. My main motivation to take, double degree. I think I have a lot of leisure time when I have just one major. So, but I have joined in, in some activities in communities and in some activities or on campus. So, I still have a lot of leisure time and. So, I think I need to spend much more than these to spend my time in academics. So, because the dormitory school students. Of course we have a lot of activity. So yeah, it's much more in academic life to spend my time so I think I have to take one more degree anymore. To fulfil my sciences and my time in academics. And the second reason is when I take the english department and I don't face such kind of natural science. So, I think, I don't really like to sosial science. I prepare myself to take a major that provides what I want. that I learn more about a natural science like math and others. So, yeah. And the reason is because I have leisure time so I want to learn more about natural science.

2. Could you tell me the major that you are studying at right now? And why do you choose the major?

English department and Urban planning Unsyiah

3. Is there any correlation between the two majors you take? How does the first major help you in the second major?

Okay, if we see in the base, there is no correlation between my major but if we look for the skill, I think english is a very common major. No, I think english is a skill. Everyone can learn English anyone can speak English, and can read. So I think by learning English I can adapt it in my second major that I can read, I can more easily read English journals. It is easier to communicate with someone, when I have to join in some international conference. So I think it's really helped me to adjust to my social engineering department because in this department it is hard to find Indonesian courses in my material so I have to read a lot of English. So english department really helped me in my second major. Okay.

4. Is there any obstacle dealing with academic stuff /academic problems as a double major student?

If in academic life, I think there is no obstacle, But obstacle is based on the system. I remember when I took english this department. I can't

choose credit hours. So, it's based on the system, the system just give the time and the subject that I need to take, but it's really hard because it's hard to make a proper and appropriate time to do in English and engineering, I need more effort to help i need to come to the office, especially in UIN, and i need to come to the office and then we can take another class that is not in my portal.

5. As a double major student, how do you manage the time for each major?

I managed my time for my major. Yeah, I just, I will take a lot of credit hours in UIN. In one semester the total I always take 24 credit hours. I also adopt that system and that management in Unsyiah Yes. So, in one week. I was sped 48 in one week. So I just, I just tried to manage my time. Like when I find a Monday, until Wednesday. And then, Thursday and Friday. Yeah, I just tried to manage my time to define it in time in the morning is to the credit hour in lean and in the afternoon.

6. Does the academic or department staff help you in any administrative or academic problem you face?

Alhamdulillah all of the admin, it really helps me to solve my problem, because yeah I try my best to maintain these both majors. Yeah, they will help me.

7. What are you face frequesntly?

I think I got a bad score because the lecturer in unsyiah never cares about what we have done. They don't care about it, they just need you to come to the classes to do what they want to do when we have it. Even when I joined a competition that represented unsyiah, they also didn't care about it. So I think that's one of the biggest inappropriate decisions because I choose to join the competition then to stay in banda aceh.

8. When you get a problem, what is the first thing you do to solve the problem?

Okay. Maybe I will divide it into three types of problems. First I see when I get the problem from my friends. Example there're a lot of problems coming from our friends, because in our campus life we need friends in our social life so at this time I will try to adapt because my parents said that I am a selfish girl. So, I just tried to adjust my

environment when I tried to interact with them. I said to help them with what I can do. So, When the problem comes from my friend around me I think I need to learn what they want.

If the problem comes from the lecture or the academic. I will try to disappear for a while. Maybe I just tried to hide from them. One week. So after that. It's just to hide from them because I need to make them forget about the problem. Because I can say when the lecturer is angry at us I can't handle that. So I just tried to make them forget. I will come again to them and when I think they have forgotten. And third, when a problem comes from my community, because community is the place where we do our non academic life on campus life, so I tried to find what is the problem why the problems happen to try to solve them. But knowing the basic thing why the problem happened.

9. Is there anyone who has contributed to the process when you solve the problem?

Until now, my friends do help me face my problems like when I can't come to the class my friend will try to share the materia. I But I never asked them to help me in finishing my problem. My parents never help me in my academic problem.

10. What is the strategy you use to solve the problem

I think like I said before, it is the biggest problem. I will try to say sorry, it's happened to someone that I've made some mistakes with someone. So I will say sorry and find out why, what's happened and what's wrong with me. Because until now a lot of people don't like me because I'm selfish and I'm so spontaneous when I talk. So, yeah, I just think it is the best strategy to try to learn to save myself. I think this is the biggest strategy because I need to control myself when I talk to someone who does not know in detail. It is not my close friends so I just tried to control myself.

11. What are your considerations before solving the problem?

Because I am not a patient person . So maybe many lectures have different opinions with us and we can't control it so i just don't want to debate them so the best way is to hide from them. because if i try to solve a problem at that time i think that not happening to me the problem is not going well it is going worse Yeah I if something

happened to the lecture, and the lecture asked me something that is not appropriate so i don't want to do that. ya i just try to hide from them.

12. Besides problem solving, is there a hard decision you make as a double major? What kind of hard decision have you made?

When in my sixth semester at UIN I really doubt whether to continue my study or to take semester off, but it is hard for me, because I really, in the middle of and continue or postponed but at that time. I just tried to make priorities like this my obligation to the students. I just tried to make them in families. How If I continue my study and how I postpone. So I just made some how to predict what happens in the future.

13. What helps you in making the decision while facing the problem?

I just asked my mom and my brothers. I don't ask my friends. I ask their opinion on how to continue my study and what I need to take in my decision to study in my academic life.

14. What are the steps you do or strategies before you make a decision?

First, I make some lists to predict if I will make this decision, what will happen and if I don't take this decision what will happen So I will make some positive and negative points. become a prediction in how can I handle this if negative more than positive. So I just tried to make some strategy that can solve all of the problems.

I have the same schedule as Wednesday in the afternoon. I have a presentation at UIN in an entrepreneurship course. I also have a presentation in Unsyiah in a tourism planning course. So, because I just tried to come, because I know the lecturer will come in time. When the time is beginning to start the class. we will start the class and if there's no obstacle in the presentation. Real will go to the class earlier than the time. 30 minutes before the class ends I will go to Unsyiah. Almost every semester I face that problem because I take all the credit hours so it happens every week.

15. What are your considerations before making a decision?

In my first semester I did the same and I feel I can handle it again so I do the same in every semester. I don't have any problem, I get the best

score as well. I think I'm happy, I can do this, I can handle this and I try to take them again and again and again. And until now.

I think the impact of my decision is long term. And it's a long term, because I need to think for the whole semester how I can handle what will happen so I will make decisions based on a long term impact in my academic life.

16. Do the decisions help you in solving your academic problem? Or is there any inappropriate decision that effect your academic performance?

Sometimes I read some inappropriate decisions, but I think the appropriate decision just in short terms. So, when I am with revision. This helped me to go through my problem. So yeah, It's really helped me to have my decisions, of course I take the decision made on the prediction that it will help me or not. it is the biggest problem or not. So as long as I can.

17. How do you deal with the situation?
I just try to accept it and do what the as i can.

18. Please give suggestions, tips and advice to the other double major student or the one who wants to take two majors?

Just do what you want and what you like. I like to be a busy person, but, in fact, i just need a leisure time. In fact from your academic life you never become deadliner and never become an undisciplined person. I've never become unconfident. Because for solving the problem you need three types of characteristics to be on time and to be a very confident person to face the reality.

Participant 5, 5th December 2020

1. Can you tell me what is your motivation or your reason to be a double major student?

Okay, so actually my reason or my motivation to be double degrees student is because I want to be a psychologist from my elementary school, but at the end of my senior year of high school, my mom still doesn't believe that major, we will have I mean, like, you have job in, in it. So, like my mom, I had no idea about psychology at that time. So, my mom asked me to take, English department as my major in university. In the second semester I study psychology because I really want to be a psychologist and my mom gave me a chance to take the test and I passed the test. So because I have taken English department before, I passed the test too.

2. Is there any correlation between two majors?

When I was able to understand English, it helped me to understand psychology too because all the subjects from psychology are conducted from English language. English is also general, like this major can come to all the majors I think.

3. Is there any problem regarding academics as double majors students?

Actually, there are some, some problems about taking two majors. That's just about how to manage our time in every semester, because there are some classes we have to sit in. So I think the biggest obstacle is just how we manage our time, how we can understand material and how we can pass the examination. Just that and the point is hope we can manage our time to sit in so we have so many classes.

4. Do you ever have a conflict schedule?

Yes, of course, because usually I took like a 48. So, when the lecture changed this schedule, I have a problem with it, because I have managed all the time from four seats in the class, but when lectures change the time of class, it will make me confused. Like for example, today I will sit in on the psychology class, but actually, my lecture in English department asked the student to change the class in the same time when I should come to the psychology class.

5. So the academic stuff helps you in solving your problem?

Actually, I never come to the Academy to rearrange or change my schedule, because I think it doesn't have anything, because some of the lectures will not agree, if we have to take two majors. So, I never asked them to help me, but I will see this schedule of the lecture. I will not tell the lecture or the academy that I am a double major student.

6. How do you manage your time for both majors?

For every semester we have to arrange our schedule, like, in the first semester, we have to arrange the schedule for psychology. I mean, I found the first major and the second major and the problem is just in the beginning of semester i don't not sleep until two days to arrange my schedule, because I take 48 credits.

7. Is there anyone who can help you in solving the problem?

Yes, actually, I always asked my friends about how to decide which one is the best one and also my parents take part in it. My mom gives the idea of what is better for me after I explained to her about my journey and about my problem.

8. Is there a hard decision that you need to make?

Yes it happened to me because I got a scholarship, I got a scholarship in psychology major, I was confused whether to continue studying psychology or to take a break because I need to do KPM in another area.

9. What is your tips or advice for the people who want to take two majors or for the other double majors ?

Actually no special tips for me but knowing yourself, your energy, your capacity is the best you should know. And you should think that you can do it. Because when you start, then in the middle of the semester you stop. It's like wasting your time I think. When you think that you want to start a double degree student, you have full of energy, you have full capacity and you have full of belief that you can do it. so you will not give up in the middle semester.

Participant 6, 6th December 2020

1. What is your reason/motivation to be a double major student?

I don't really think that I can be a teacher, I don't really think that being a teacher is one of my patients. So, I think. I will take a second major. So, when I don't really want to be a teacher I can be something else, like accounting, maybe. And I think English for me is this communication tool. So, I don't like what I said earlier, I don't really want to be a teacher. So, I just want to use my English, not as not to teach people, at least, but to use it as a communication tool. And

2. Could you tell me the major that you are studying at right now? And why do you choose the major?

The reason why I take accounting as my second major is because I think by being an accountant. It will give me free freedom to work from home, because I don't really want to work with a lot of people. That's my base knowledge, I guess. But, the other reason is because I really like to watch movies about accounting. I really like the way they do their job, they analyse the financial of a business. That's really cool. I guess so I took accounting as my major.

3. Is there any correlation between the two majors you take? How does the first major help you in the second major?

My first major really helped me with my second major, because in accounting, I took an interest in our programme, International Accounting programme. So they use mostly English as the teaching and learning in detail learning to use English. So it's, it really helped me with my prior knowledge in English.

4. What are the problems you frequently face?

The obstacle that I am dealing with is, when I have to change my schedule. So I have to rearrange my schedule doing the KPRS. So it's really hard sometimes when some of your majors have limited classes that they issued. And the other problem that I frequently face is I, my assignment is double. So it's really hard to do some assignments, and two of my classes, and in some classes, I have these two same classes at the same time. So sometimes it's really hard to follow up with the material. When I have the same classes at the same time.

5. As a double major student, how do you manage the time for each major?

I manage my time in the portal. I am doing my best to rearrange because in my second major in accounting. They entered the class a bit earlier so I took a count, I took accounting classes in Unyiah in the morning and PBI in English in the evening in the afternoon. And my assignment is double, so I have a lot of assignments to do, managing my time. Sometimes, when I have free time in the evening in the afternoon, I do my assignment as best as I could.

6. Does the academic or department staff help you in any administrative or academic problem you face?

The academic department staff really did help me, especially in English, in the PBI English education department, they really helped me with the KPRS when I had to rearrange my schedule. So I have a good schedule that I can join the class, even though there's some schedule that doubles.

7. When you get a problem, what is the first thing you do to solve the problem?

Sometimes when I have an academic problem, and especially with the assignment. Sometimes I asked my friend to do the assignment or maybe their opinion about it. When I made the problem I got the problem.

8. Is there anyone who has contributed to the process when you solve the problem? If yes, how did they help you?

Yeah, there is. My friends, my friends always help me. When I have an assignment where I face the problem. And sometimes they don't really help me, they don't really give me any, they just give me advice or they don't give me anything at this. I just tell them my problem then. Then when I tell them my problem It just eases my problem. So, I don't really being burdened by the problem. But sometimes they do help me with doing the assignment. My friends from the English education department.

9. What is the strategy you use to solve the problem?

I tend to let the problem go until the deadline for the assignment. I'm just doing the assignment. Sometimes when I get so much assignment, I'll do the assignment when the due date is

10. What are your considerations before solving the problem?

My consideration before I solved my problem was when I asked my friends to do the assignment for me or when I have the problem with the schedule I look for the other class from my friend, when I do the KPRS I asked them, which class is available at my free time, so I can join that class. And then I asked the department staff at the PBI then asked the classes that are available for me.

11. Besides problem solving, is there a hard decision you make as a double major? What kind of hard decision have you made?

There are some hard decisions that I have to make such as I have to reduce my SKS In this fifth semester. Because I have to sacrifice one of my classes to get the full SKS in the Unsyiah.

12. What helps you in making the decision while facing the problem?

Because we are in online classes right now. So, I have the double class, the same class at the same time. But one of the classes does give the assignment, every time the meeting, and one and the other class, always have the zoom meeting so during this meeting I do the assignment for the other class. So that's really hard to do actually.

13. What are the steps you do or strategies before you make a decision

have to make sacrifices, with some of the classes for instance the classes in the same classes at the same time. I have to sacrifice my zoom meeting for doing the assignment, so I don't really focus on the zoom meeting but I focus more on doing assignments because the due date is really short. So, I have to sacrifice the zoom classes and do the assignments. And that zoom meeting that I sacrifice has an effect on my academic performance, because the sacrifices I made in the classes. I don't really understand anything in that class. But lately I've been trying to reread the material from those classes. So I can catch up with my classmates.

14. Please give suggestions, tips and advice to the other double major student or the one who wants to take two majors?

My advice to two to whoever wants to take Double, double majors, two majors is considered your, your, what do you want to do with that made with that two major and consider your, your time to time management, because it's really hard to to arrange the madness the times and consider your, your department whether they have a lot of

classes they open a lot of classes, it's semester or not, because that's really depend, it does really affect your, your status.



Appendix F : Explanatory Consent

Explanatory Consent

November, 2020

Dear double major student in English Department,

I am Farhah from UIN Ar-Raniry Banda Aceh. I am conducting research entitled 'Problem Solving and Decision Making Strategies of Double Major Students in English Department.' The objective of this study is to explore the problem solving and decision making strategies used by double major students in English Department in dealing with academic problems faced by them.

As you are a double major student, I ask permission from you to participate in an in-depth interview as my research participants. All of the information will be handled with care, secret and professional. All names and information about your other identity will not be included in the result discussion. If you are willing to participate, please sign in this consent form.

I really appreciate your help in this research. If you have any questions, feel free to contact me: +6285370221049 or E-mail: hadifarhah@gmail.com.

Thank you very much.

Best Regards,



Farhah

Student of UIN Ar-Raniry

Appendix G : Letter of consent

CONSENT FORM

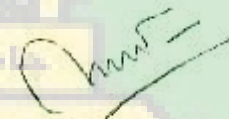
I am who signed below

Name : Aulia Agusdi
University : UIN Ar-Raniry
Semester : 7
First major : English Department UIN Ar-Raniry
Second major : Economic Development UNSYIAH

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 29 November 2020

Signature



CONSENT FORM

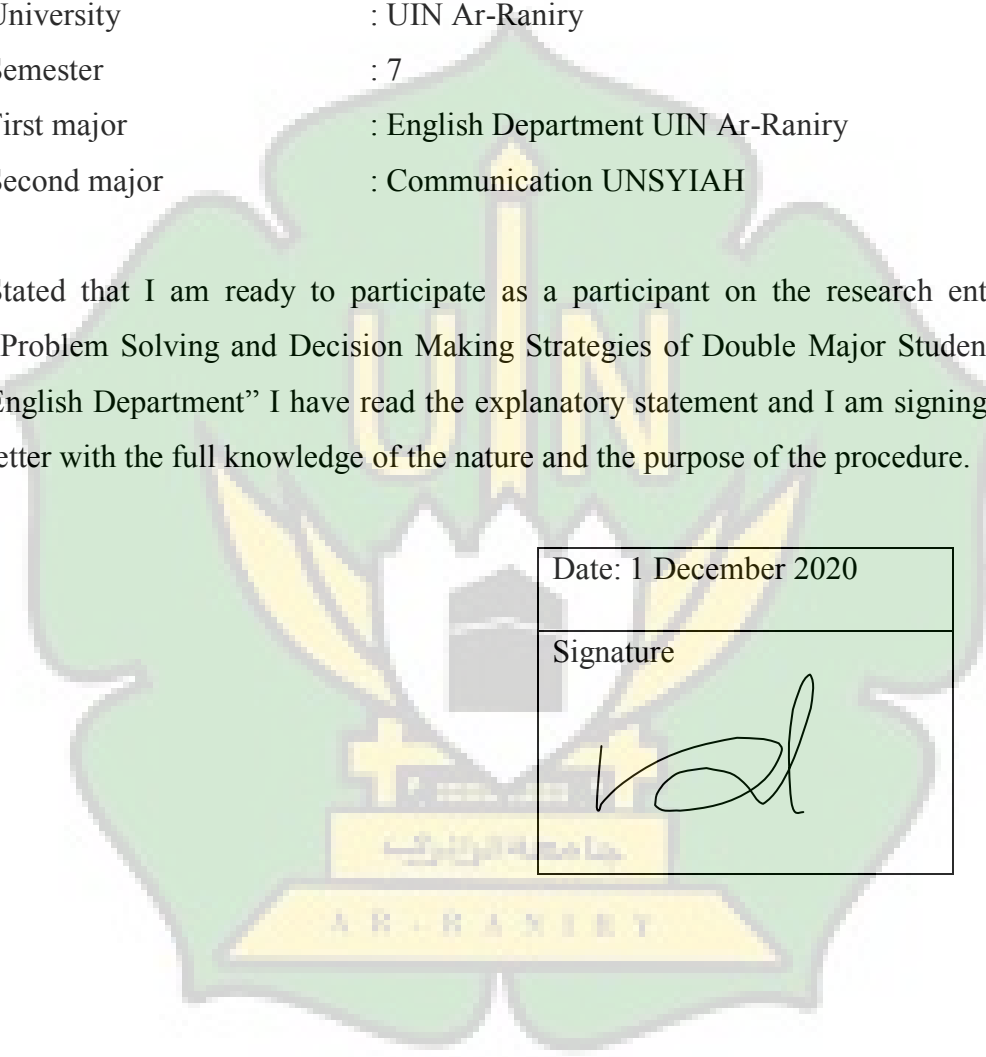
I am who signed below

Name : Dhiyaul Izzah
University : UIN Ar-Raniry
Semester : 7
First major : English Department UIN Ar-Raniry
Second major : Communication UNSYIAH

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 1 December 2020

Signature



CONSENT FORM

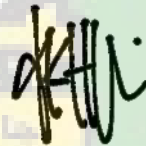
I am who signed below

Name : Aina Khairunnisa
University : UIN Ar-Raniry
Semester : 9
First major : English Department UIN Ar-Raniry
Second major : Law UNSYIAH

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 3 December 2020

Signature



CONSENT FORM

I am who signed below

Name : Rifani Nasron
University : UIN Ar-Raniry
Semester : 9
First major : English Department UIN Ar-Raniry
Second major : Urban Planning UNSYIAH

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 4 December 2020

Signature



CONSENT FORM

I am who signed below

Name : Utari Ferbrina
University : UIN Ar-Raniry
Semester : 9
First major : English Department UIN Ar-Raniry
Second major : Psychology UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 5 December 2020

Signature



CONSENT FORM

I am who signed below

Name : Musliadi
University : UIN Ar-Raniry
Semester : 5
First major : English Department UIN Ar-Raniry
Second major : Accounting UNSYIAH

Stated that I am ready to participate as a participant on the research entitled “Problem Solving and Decision Making Strategies of Double Major Students in English Department” I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 6 December 2020

Signature

