

**EXPLORING EFL STUDENTS' CHALLENGES IN DETERMINING
RESEARCH PROBLEMS FOR SKRIPSI**

THESIS

Submitted to The *Fakultas Tarbiyah dan Keguruan*
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THESIS

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PROBLEMS FOR SKRIPSI**

SKRIPSI

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DETERMINING RESEARCH PROBLEMS FOR SKRIPSI"**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkao sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan ini,



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ABSTRACT

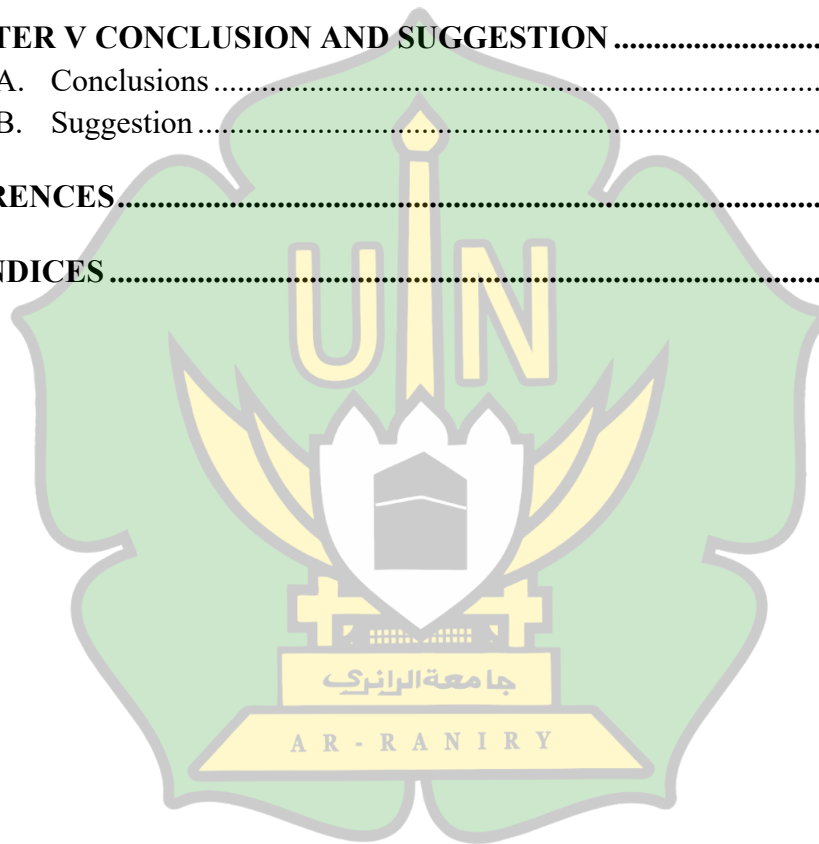
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Identifying a research problem is one of the most important and challenging stages in writing a thesis, especially for students learning English as a Foreign Language (EFL). Many EFL students experience difficulties in defining a clear and focused research problem due to language barriers, limited research experience, and insufficient academic guidance. This study aims to explore the challenges faced by EFL students in determining research problems for their skripsi, the factors contributing to these challenges, and the strategies used by students to overcome them. This research employed a qualitative descriptive design with a case study approach. The participants were four students from the 2022 cohort of the English Education program. Data were collected through semi-structured interviews to gain in-depth insights into the students' experiences. The data were analyzed using qualitative data analysis procedures, including data reduction, data display, and conclusion drawing. The findings show that students struggled with narrowing topics, understanding academic journals, selecting research methods, and receiving adequate supervision. These challenges were influenced by limited English proficiency, lack of research experience, and limited consultation time. To cope with these difficulties, students discussed ideas with peers, read previous skripsi, consulted supervisors, and carefully reviewed academic journals.

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CHAPTER I

INTRODUCTION

The first chapter of the study encompasses the researcher's presentation of the research's introduction. This chapter is structured into six distinct sections, including the background, research question, research aim, research significance, research scope, terminology.

A. Background of Study

Identifying a research problem is a crucial early stage in the process of writing a thesis. For students learning English as a Foreign Language (EFL), this phase can be more challenging than for their peers. In this context, the ability to identify and define a research problem requires not only a solid understanding of the chosen topic but also the capacity to critically analyze existing literature. For EFL students, language barriers often become an additional obstacle that hinders their ability to accurately pinpoint a research problem. This phenomenon is commonly observed in many universities where EFL students struggle to determine an appropriate research problem for their thesis.

In addition to language barriers, EFL students often face limited access to literature and resources available in English. This forces them to put in extra effort to comprehend the available literature and identify relevant research gaps. Although technological advancements have made it easier for students to access English-language journals and academic articles, not all EFL students have the linguistic proficiency needed to fully grasp this material. As a result, many students find it

difficult to determine a suitable research topic, which prolongs and complicates the thesis process.

In practice, EFL students encounter various challenges in identifying a relevant and significant research problem. Observations from several English programs reveal that most students struggle with understanding related literature, especially academic literature in English. A study by Capelo (2018) found that EFL students in non-English-speaking countries often face confusion when trying to choose an appropriate research topic. Furthermore, students frequently find themselves trapped in selecting a research problem that is either too broad or too narrow, making it difficult for them to find the right focus for their thesis.

This issue is exacerbated by the lack of support available to EFL students in defining their research problem. A study by Lubis and Huda (2019) Many EFL students feel they do not receive adequate guidance in selecting the right research topic, particularly in choosing one that is interesting and relevant to their context. A study by Rahimi and Rezaee (2020) revealed that EFL students often feel they lack sufficient knowledge of how to identify a specific and challenging research problem. The findings of this research indicate that there is a need for specific strategies and approaches to help EFL students overcome this challenge.

Several previous studies have explored the challenges EFL students face during the research process. Research conducted by Ngan and Chi (2023) showed that EFL students often struggle with understanding English academic literature, which ultimately affects their ability to identify a research problem. Another study by Guna (2023) highlighted that factors such as limited academic vocabulary and a

lack of understanding of research methodology significantly contribute to the difficulties EFL students experience. These studies reinforce previous findings and demonstrate that the challenges EFL students face are complex and require effective interventions.

Additionally, research by Omolu, F. A., Mappewali, A., Sundariyah, S. A., & Putri, D. A. (2022) found that many EFL students are unfamiliar with the process of critically analyzing literature, making it difficult for them to identify gaps in previous research. These findings highlight the urgent need for more intensive guidance for EFL students in their research process.

This research aims to explore the challenges faced by EFL students in defining a research problem for their thesis, with the goal of providing deeper insights into the factors that influence this process. It seeks to identify the common obstacles EFL students face as well as the strategies they employ to overcome them. In doing so, this study aims to fill a gap in the existing literature and provide practical recommendations for EFL students who struggle with defining research problems.

Overall, this research is important as it can directly benefit EFL students working on their thesis, as well as the lecturers and supervisors who support them. Given the significance of the research problem in shaping the entire thesis structure, this study can help identify the challenges EFL students face and how they can be given more effective support. Thus, this research not only contributes to improving the quality of EFL students' theses but also enhances their analytical and research skills, which are essential for their academic and professional futures.

B. Research Questions

Based on the background and previous research, researcher also wants to know in more detail about:

1. What are the main challenges faced by EFL students in identifying a research problem for their thesis?
2. What factors contribute to these challenge in identifying a research problem?
3. What are EFL students strategies in overcoming the challenges?

C. Research Aims

The aforementioned inquiries contribute to the attainment of the study's objectives in the following ways:

1. To identify the main challenges faced by EFL students in the process of determining a research problem for their thesis.
2. To explore the factors that contribute to the difficulties EFL students encounter in identifying a research problem.
3. To explore the strategies employed by EFL students to overcome the challenges in identifying a research problem for their thesis.

D. Significance of Study

This research is expected to make a meaningful contribution to students, lecturers, and educational institutions in the following aspects:

1. This study will help EFL students better understand the challenges they face in the process of identifying a research problem, enabling them to be better prepared to address these challenges. It may also serve as a guide for students in developing more effective research skills.
2. This research is expected to assist lecturers and supervisors in understanding the specific challenges faced by EFL students, allowing them to provide more effective and relevant guidance. Lecturers may also use the findings of this research to develop teaching methods and supervisory strategies that are better suited to the needs of EFL students.
3. The findings of this research can provide insights into the importance of support and facilities that aid EFL students in their research process. Educational institutions can develop supportive programs, such as academic literacy courses, specifically designed to address the challenges in identifying a research problem.
4. This study may serve as a reference for further research in the same field, particularly regarding the challenges faced by EFL students. It could also pave the way for further exploration of other factors that influence the success of EFL students in conducting research.

E. Scope of Research

This research aims to analyze the challenges faced by EFL students in determining research problems for their theses. Employing a qualitative descriptive design and a case study approach, the study will focus on alumni from the English Education EFL program, class of 2022, at the State Islamic University of Ar-Raniry. Participants will be selected through voluntary sampling, including those who have completed their undergraduate studies, have experience identifying research problems, and are willing to participate in in-depth interviews and complete questionnaires. The focus will be on understanding the experiences, obstacles of these alumni in the research problem identification process, with the goal of providing insights to improve academic support for future EFL students.

F. Terminology

1. **EFL Student Challenges:** Refers to the difficulties faced by students learning English as a foreign language in non-English-speaking environments. These challenges can impact their proficiency and comprehension levels, often requiring additional support to develop language skills effectively.
2. **Research Problem:** The core issue or question that the research study aims to address. Identifying the research problem is a crucial initial step in the research process, as it provides direction and establishes the purpose of the study.

CHAPTER II

LITERATURE REVIEW

This chapter is presented to review some relevant literatures dealing with the focus of this study. It includes several concerns that later on help guide the process of this study.

A. Overview of Research Problem in Academic Research

1. Definition and Key Role of the Research Problem

In academic research, the "research problem" is a fundamental element that serves as the starting point for the entire research process. According to Kolomiets (2024), it not only determines the direction and focus of the study but also establishes a clear objective that the researcher aims to achieve. Essentially, a research problem can be understood as a knowledge gap, a practical need, or an unresolved theoretical issue that requires in-depth analysis and a solution. Research that begins with a clearly defined problem tends to hold greater relevance, both academically and in its practical applications. In other words, research will contribute more significantly if it effectively addresses a substantial issue or answers critical questions that advance knowledge.

A poorly defined or overly broad research problem can cause the research process to lose direction, adversely affecting the overall quality of the research results. According to Kolomiets (2024), without a clear research problem, a researcher may struggle to formulate an appropriate hypothesis or research question, select suitable methods, or develop a relevant analytical framework. As a result, the entire research process risks becoming unfocused, leading to findings

that lack meaningful relevance to the field of study. For instance, research that is too broad or lacks a concrete research problem tends to produce general data, offering little specific contribution to knowledge development.

The identification and definition of a research problem is not merely an initial step; it serves as the foundation for all subsequent stages of research, including method selection, theoretical framework determination, and data analysis strategy. According to Kolomiets (2024), a clear research problem enables the researcher to choose the most appropriate methods to thoroughly explore the issue, whether through quantitative, qualitative, or mixed approaches. Furthermore, the theoretical framework used to explain the research problem can be selected more accurately, allowing for analyses that uncover meaning and present relevant solutions. The chosen analytical strategy, whether through statistical analysis, discourse analysis, or other methods, will also be more focused on providing comprehensive answers to the posed problem.

Thus, a deep understanding of the definition and role of the research problem is crucial for students, particularly those new to research. Many beginner students struggle to identify a strong research problem, as they may not yet be accustomed to thinking critically and analytically about gaps or deficiencies in a particular field of knowledge. Understanding how to identify and formulate a specific research problem, as well as recognizing knowledge gaps that require solutions, is a core skill in academia. According to Kolomiets (2024), this understanding helps students appreciate the importance of focusing their entire

research effort on specific, relevant issues that significantly contribute to the advancement of knowledge or practical applications in their field.

2. Process of Identifying and Defining the “Research Problem”

The process of identifying a research problem is a crucial step in initiating focused and directed research. According to Chinagozi (2023), this stage involves a series of analytical and systematic steps designed to uncover knowledge gaps or critical issues that require solutions. Typically, the first step in this process is literature exploration, which entails a comprehensive review of previous relevant studies within the chosen field. The purpose of this exploration is to understand the latest developments, identify trends, and examine validated findings and hypotheses. Conducting a literature review helps researchers ascertain the current limits of knowledge and recognize areas that previous studies have not adequately addressed or discussed.

In addition to literature exploration, identifying a research problem also necessitates a critical analysis of existing research. This analysis, as noted by Shoket (2014), involves evaluating the methodologies, results, and conclusions of relevant studies to ensure that the researcher does not duplicate existing work but instead deepens or expands perspectives on the topic. Through critical analysis, researchers can identify gaps, weaknesses, or limitations in previous studies, which can serve as a foundation for defining a new research problem. This analysis also requires reflecting on the academic and social relevance of the chosen topic, considering whether the issue holds significance at a theoretical level or has broader real-life implications.

The next step is to pinpoint specific knowledge gaps in the reviewed literature, highlighting aspects of the field that are less understood or remain unanswered. Academic sources outline several systematic steps researchers can take to define a potential research problem. First, conducting a thorough literature search to comprehend the basic structure of research in the field helps identify topics that require further development. Second, compiling a list of potential research questions based on the limitations or contradictions found in the literature is essential. Third, aligning the identified topics with the researcher's personal interests and expertise is crucial. Ensuring a match between the researcher's interests and competencies facilitates the research process and enhances motivation and the quality of analysis (Nguyen et al., 2024).

B. Challenges in Determining Research Problems

1. Common Challenges in Defining a Research Problem

According to Kurniawan et al. (2017), students in various disciplines, including English studies, often face challenges in defining suitable and relevant research problems. This task is complex, requiring a comprehensive understanding of the subject matter. One common difficulty is the insufficient depth of knowledge regarding the research topic. Many students struggle to grasp specific elements of their field due to the theoretical concepts and complex terminology involved. As a result, this lack of understanding can lead to a general overview of their topic, hindering their ability to engage with more specific or nuanced issues.

Another frequent challenge identified by Kurniawan et al. (2017) is the inability of students to recognize gaps in the existing literature. These gaps refer to aspects within a field that remain unanswered, are insufficiently researched, or continue to be debated among researchers. For those new to research, critically assessing the literature to determine what is unknown or unresolved can be confusing and demands strong analytical skills. This process requires considerable time, patience, and expertise in conducting comprehensive literature reviews. Without these skills, students may find it difficult to distinguish between well-established information and areas that require further exploration, which hinders their ability to formulate a unique or academically relevant research problem.

Moreover, limited critical analysis skills when reviewing various sources of information present a significant challenge for students. Many are not yet accustomed to reading literature critically, which involves evaluating research methods, assessing the strengths and weaknesses of arguments, and questioning the assumptions made by previous researchers. Critical analysis is vital for identifying an appropriate research problem, as it enables students to gain a deeper understanding of the research context they are about to engage with. Without adequate critical analysis skills, students tend to accept information at face value, failing to determine whether it provides a solid foundation for their research. This limitation also hinders their ability to develop a unique perspective on their research topic (Kurniawan et al., 2017).

In addition to analytical limitations, students frequently face challenges related to their confidence in evaluating the relevance of their research topics. This

lack of confidence can arise from several factors, including inexperience in conducting research, uncertainty about the significance of their contributions, and concerns that their chosen topics may not attract attention within the academic community. Consequently, some students hesitate to define a topic as a research problem due to fears that it may be perceived as unimportant or irrelevant. This uncertainty can lead them to avoid topics with high academic potential, opting instead for more general and "safe" topics, which often result in less meaningful contributions to the advancement of knowledge (Kurniawan et al., 2017).

2. Specific Challenges for EFL Students

According to Dardjito et al. (2023), EFL students face distinct challenges in formulating research problems. As non-native English speakers, they frequently find it difficult to comprehend complex academic literature, especially those written in English. The challenges they encounter include:

- a. Difficulty in comprehending academic texts with complex terminology and language structures.
- b. EFL students may be unfamiliar with abstract research terminology and concepts that require a strong understanding of English.
- c. Many academic resources are limited to English, which can hinder EFL students' access to understanding the latest developments in their field.

C. Factors Affecting the Identification of Research Problems

Several factors influence EFL students' ability to identify and formulate research problems for their thesis projects. According to Wang and Lin (2021), these factors can be categorized into individual factors.

factors relate to the personal characteristics, skills, and background of EFL students that affect their ability to identify research problems:

1. **Language Proficiency:** The level of English proficiency significantly impacts EFL students' ability to understand academic literature and express their ideas clearly. Students with lower English proficiency often struggle to comprehend complex academic texts and may miss important information or misinterpret research findings (Ahmed, 2022).
2. **Prior Knowledge and Experience:** Students' background knowledge in their field of study influences their ability to identify gaps in the literature. Those with limited exposure to their field may find it difficult to recognize which areas require further research (Wang & Lin, 2021).
3. **Research Skills:** Many EFL students lack adequate research skills, including critical thinking, analytical reading, and evaluative skills. Without these fundamental skills, students often struggle to assess existing literature critically and identify meaningful research problems (Rahman, 2023).
4. **Motivation and Interest:** Students' interest in particular topics significantly influences their ability to identify research problems. Those who are genuinely interested in specific areas tend to engage more deeply with the literature and are more likely to identify meaningful research gaps (Ahmed, 2022).

D. Strategies for Overcoming Challenges in Determining Research Problems

Determining a research problem is often challenging for EFL students because it requires strong academic reading skills, research experience, and the ability to analyze previous studies. Many students experience confusion when trying to narrow down their research topic or identify a clear research gap. These difficulties are commonly influenced by language barriers, limited research experience, and limited access to academic resources (Ahmed, 2022; Wang & Lin, 2021). Therefore, students need to apply several strategies that can help them overcome these challenges and develop a clearer research problem.

1. Peer Discussion

One strategy that helps students determine their research problem is discussing research ideas with peers. Through peer discussion, students can share their thoughts, ask questions, and receive suggestions from friends who may face similar difficulties. This interaction allows students to gain new perspectives and better understand how to focus their research topic.

Peer discussion is also helpful in reducing students' anxiety and uncertainty during the research process. According to Astrid et al. (2019), peer interaction in academic activities can support students' learning by providing feedback and collaborative problem-solving. In the context of thesis writing, discussing ideas with peers can help students refine their research topics and gain confidence in developing their research problems.

2. Reading Previous Skripsi

Another strategy commonly used by students is reading previous skripsi or thesis examples related to their field of study. By reviewing previous research, students can observe how other researchers formulate research problems and connect them with the background of the study.

Reading previous research also helps students understand the structure and expectations of academic writing. According to Chinagozi (2023), reviewing previous studies helps researchers recognize how research problems are developed and how research gaps are identified. Therefore, reading previous skripsi can provide practical guidance for students in developing their own research problem.

3. Reading Academic Journal

Reading academic journals is another important strategy that helps students identify research gaps and develop research ideas. Academic journals provide updated information about issues and developments in a particular field, allowing students to understand what topics have already been studied and what areas still require further investigation.

However, many EFL students find academic journals difficult to understand because of complex language and unfamiliar terminology. As explained by Ahmed (2022), language barriers can significantly affect EFL students' ability to comprehend academic texts. Therefore, students need to read journals carefully and gradually improve their understanding of academic literature.

4. Note-Taking While Reading

To make journal reading more effective, students often use note-taking strategies while reviewing academic articles. By writing down key ideas, important concepts, and potential research gaps, students can organize information more clearly and remember important points from the literature.

Note-taking also helps students process complex information and develop their own understanding of the research topic. Rahman (2023) states that developing analytical reading skills is essential for students to evaluate academic literature and identify meaningful research problems. Therefore, note-taking can support students in analyzing previous studies and formulating their research ideas.

5. Consultation with Supervisors

Consultation with supervisors is another essential strategy in determining a research problem. Supervisors play an important role in guiding students during the research process by providing suggestions, feedback, and clarification about their research ideas.

Clear and timely feedback from supervisors can help students refine their research topics and ensure that their research problem is appropriate and manageable. As highlighted by Dardjito et al. (2023), guidance from lecturers is important in helping EFL students understand academic research processes and overcome difficulties in thesis writing.

6. Time Management

Time management is also an important strategy for students when developing their research problem. Determining a research topic requires time for

reading literature, reviewing journals, and revising ideas. Without proper time management, students may feel overwhelmed and struggle to organize their research activities

Managing time effectively allows students to gradually develop their research ideas and avoid unnecessary delays in the thesis process. According to Lodo and Ajito (2023), adequate academic resources and structured learning support can help students improve their research development process, including identifying research problems.

Overall, these strategies demonstrate that students actively attempt to overcome the challenges they face in determining a research problem. By combining peer discussion, reading previous research, reviewing academic journals, taking notes, consulting supervisors, and managing their time effectively, students can gradually develop clearer and more focused research problems.

E. Theories on Challenges in Research Problem

Relevant Theories for Understanding Academic Challenges in Defining a Research Problem

1. Teori Cognitive Load

According to Afidah (2015), Cognitive Load Theory, introduced by John Sweller, posits that humans have a limited capacity to effectively process and retain new information in short-term memory. A high cognitive load can lead to reduced efficiency in information processing, particularly when the information is overly

complex or presented in excessive amounts. The theory categorizes cognitive load into three types: intrinsic load, extraneous load, and germane load.

- a. **Intrinsic Load:** Refers to the inherent complexity of the information or task to be learned. For students attempting to define a research problem, intrinsic load is related to the complexity of the research topic, specialized terminology, and theoretical concepts that are often difficult for beginners to grasp.
- b. **Extraneous Load:** This load comes from the way information is presented or the learning environment. For English as a Foreign
- c. **Language (EFL) students,** this can include the academic language used in literature, which may be too complex or filled with scientific jargon that is challenging to understand. Additionally, EFL students might struggle with comprehending academic texts in English, resulting in higher extraneous load when reading and analyzing literature.
- d. **Germane Load:** This is the cognitive load that positively contributes to learning, arising from the effort students put into organizing and understanding information so it can be stored in long-term memory. In this case, when students critically understand and analyze the literature, they develop a deep understanding of the research problem despite the high cognitive load involved.

2. Motivation Theory

According to Ahmed (2022), students who have strong interest in their research topic tend to be more active in reading academic literature and exploring possible research gaps. This motivation encourages them to engage more deeply in the research process and helps them overcome various academic challenges.

Motivation in learning is commonly categorized into several types, including intrinsic motivation, extrinsic motivation, and amotivation.

a. Intrinsic Motivation

Intrinsic motivation refers to the internal desire to learn or conduct research because of personal interest and curiosity. Students who are intrinsically motivated usually choose research topics that they genuinely find interesting. As a result, they tend to read more literature, explore different perspectives, and remain committed to developing their research ideas even when the process becomes challenging.

b. Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from external factors, such as academic requirements, expectations from supervisors, or the goal of completing a thesis. In the context of thesis writing, many students are motivated to determine a research problem because it is an important requirement for graduation. Guidance and encouragement from supervisors can also strengthen students' motivation to continue working on their research.

c. Amotivation

Amotivation occurs when students feel a lack of motivation or feel uncertain about their abilities to complete a task. In the process of determining a research problem, some students may experience confusion, lack of confidence, or fear that their research topic is not important enough. These feelings may reduce their willingness to explore research ideas and may slow down the process of identifying a clear research problem.

3. Zone of Proximal Development Theory

Tudge and Scrimsher (2014) discuss the Zone of Proximal Development (ZPD), a learning theory developed by Lev Vygotsky that emphasizes the importance of guidance and social interaction in helping students reach their maximum potential. The ZPD represents the gap between a student's current abilities and what they can achieve with the assistance of more experienced individuals, such as teachers, mentors, or skilled peers.

In the context of EFL students facing challenges in defining research problems, ZPD offers particularly relevant guidance:

- a. **The Role of Scaffolding:** Vygotsky emphasized the importance of scaffolding, or temporary assistance provided by mentors or instructors in the learning process. This assistance could include simplified explanations, practical examples, or critical thinking exercises that help EFL students understand academic literature in a foreign language. For example, an advisor could provide an analysis framework or guiding questions to help students identify gaps in the literature more effectively.
- b. **Gradual Development of Critical Thinking Skills:** Within the ZPD, EFL students can start with simpler tasks before moving on to more complex ones. With appropriate guidance, they can learn to critically evaluate literature, identify knowledge gaps, and eventually formulate specific research problems. This gradual approach prevents students from feeling overwhelmed and enables them to gain deep understanding in a structured way.

- c. Social Interaction as a Learning Tool: Vygotsky also highlighted the importance of social interaction within the ZPD. EFL students often feel more confident discussing their ideas or challenges with fellow students, especially in discussion groups or mentoring sessions. Through these discussions, EFL students can gain a better understanding of difficult concepts, as they can support each other and learn from one another's experiences. This interaction enables them to build a richer, shared understanding.



CHAPTER III

METHODOLOGY RESEARCH

This chapter entails the presentation of the study methodology by the researcher. This chapter is structured into five distinct sections, including methodology, data sources, research instruments, research procedures, and data analysis techniques.

A. Research Design

This research employs a qualitative descriptive design with a case study approach to explore the challenges faced by EFL students in identifying research problems for their theses. The qualitative descriptive design was chosen as it allows the researcher to deeply understand complex phenomena within their natural context. Endraswara (2011) defined descriptive qualitative research as an approach that uses verbal or visual descriptions, rather than numerical data, to convey information. Through the case study approach, this research focuses on a group of EFL students who are either currently facing or have overcome the challenges in determining their research problems, enabling the researcher to gain in-depth insights from their experiences.

B. Research Participants

The participants in this study were students from the 2022 cohort of the EFL (English as a Foreign Language) Education program at Universitas Islam Negeri Ar-Raniry. They were selected using a voluntary sampling method, in which the

researcher invited individuals who met the research criteria to participate voluntarily. This approach allowed the researcher to involve participants willing to share their experiences, thus providing relevant data to answer the research questions.



C. Methods of Data Collection

This study employs semi-structured interviews as the primary method of data collection. Semi-structured interviews allow flexibility for the researcher to explore participants' personal experiences while still following a guided set of questions. This method is particularly useful in qualitative research for gaining deeper insights into participants' challenges. The interviews aim to explore three main areas:

1. Challenges faced by EFL students in identifying research problems, Such as difficulty understanding academic texts, limited critical thinking skills, and lack of confidence.
2. Contributing factors to these challenges, including language barriers, limited access to literature, and insufficient guidance from supervisors.
3. the strategies used by students to overcome those challenges in determining their research problems.

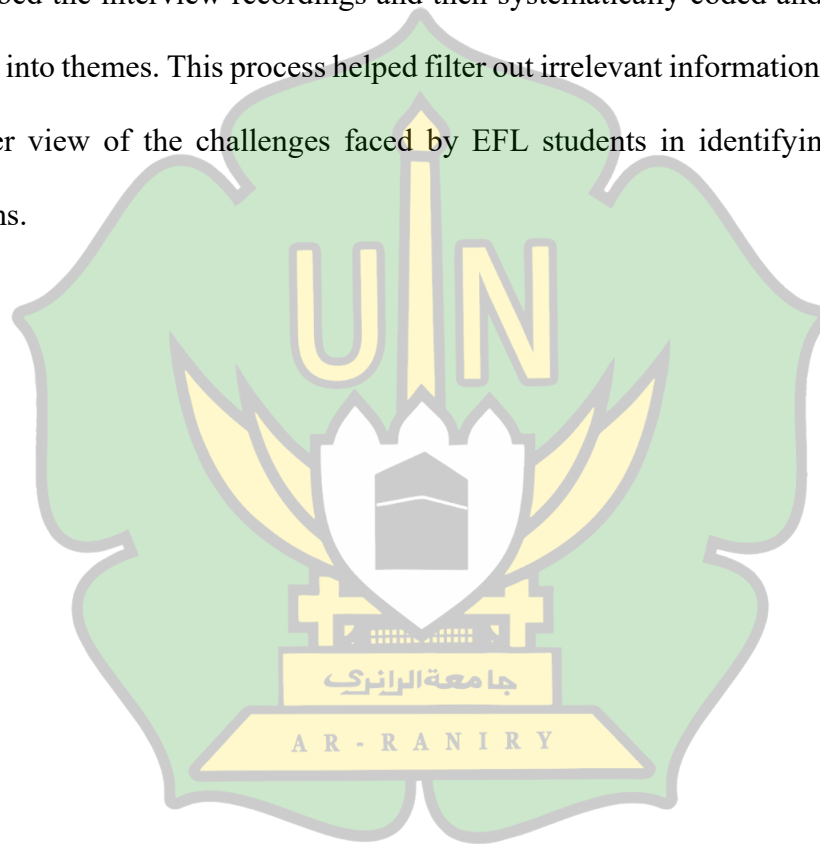
D. Methods of Data Analysis

In this study, the researcher used qualitative data analysis methods to interpret data from interviews. The data analysis followed the approach outlined in *Qualitative Data Analysis: A Sourcebook of New Methods* by Miles and Huberman, which includes three main steps: data reduction, data display, and drawing or verifying conclusions. According to Lotto (1986), this framework “provides a systematic and comprehensive approach that allows researchers to

make sense of qualitative data in a meaningful way” (p. 330). Each of these steps is explained below:

1. Data Reduction

Data reduction involves simplifying the collected data to focus on information relevant to the research questions. In this step, the researcher transcribed the interview recordings and then systematically coded and organized the data into themes. This process helped filter out irrelevant information, providing a clearer view of the challenges faced by EFL students in identifying research problems.

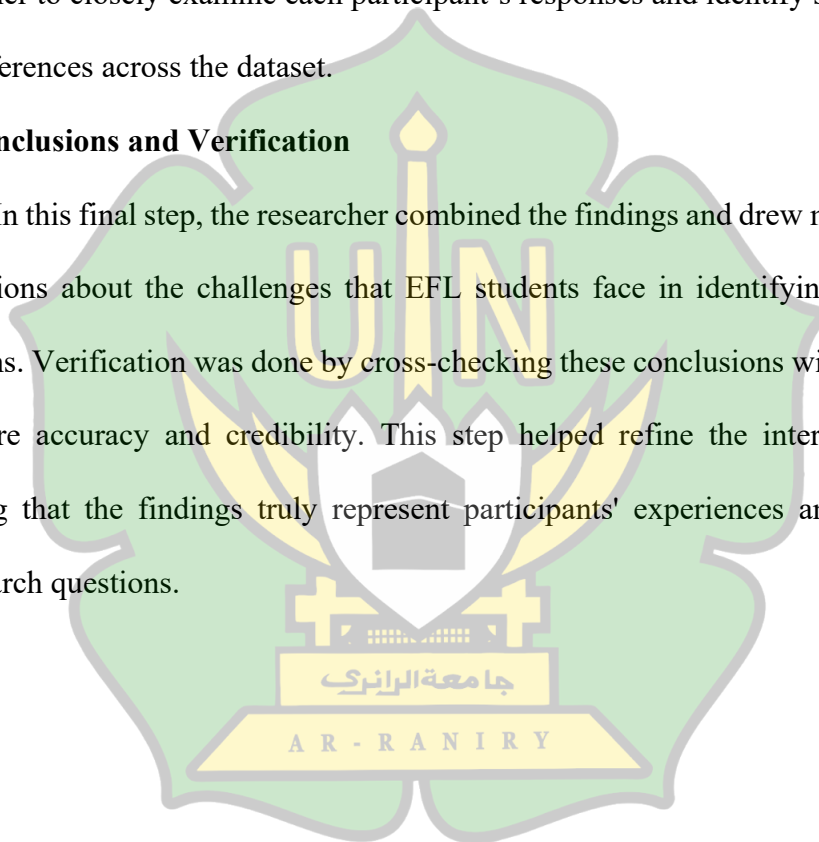


2. Data Display

Once the data was organized, the researcher presented it in a structured format to make interpretation easier. This stage involved using tables, charts, and other data representations that help visualize the patterns, themes, and relationships that emerged. This method is helpful in qualitative research as it allows the researcher to closely examine each participant's responses and identify similarities and differences across the dataset.

3. Conclusions and Verification

In this final step, the researcher combined the findings and drew meaningful conclusions about the challenges that EFL students face in identifying research problems. Verification was done by cross-checking these conclusions with the data to ensure accuracy and credibility. This step helped refine the interpretations, ensuring that the findings truly represent participants' experiences and address the research questions.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This study conducted interviews with four from the 2022 cohort of the English as a Foreign Language (EFL) Education program at Universitas Islam Negeri Ar-Raniry. The interviews were aimed at exploring the challenges students face when identifying a research problem for their thesis, as well as the factors that contribute to those challenges. From the interviews results, it was clear that most participants experienced similar difficulties, even though their personal experiences were slightly different. Overall, the students share that determining a clear and focused research problem was not easy process. Many of them felt confused, doubtful, and even insecure when deciding whether their topic was important enough, interesting enough, or suitable for research. These difficulties were influenced by several factors such as limited access to journals, low confidence in academic English, confusion about research methodology, and unclear guidance from advisors. In the following sections, the findings are divided into three main sections. The first section discusses the challenges face by EFL students in identifying a research problem. The second section explains the factors that contribute to those challenges. The third section explains the strategies in dealing with all these problems. this analysis will be discussed in greater detail, addressing the main challenges faced by EFL students in identifying a research problem and the factors that contribute to these challenges.

1. The Challenges Faced by EFL Students in Identifying a Research Problem for Their Thesis

Based on the interviews data, there are several major challenges experienced by EFL students when identifying a research problem. These challenges include difficulty narrowing down a topic, difficulty understanding journals, fear that the topic is not important, confusion about research methods, and lack of clear guidance from advisors. in accessing relevant journals, selecting the appropriate research methodology, and writing academic content using formal language. Moreover, students often struggle with receiving clear guidance from their advisors on how to narrow down their research topic effectively. These challenges, which include both logistical issues like access to resources and conceptual struggles like understanding academic writing styles, are outlined further below.

a. Difficulty in Narrowing Down and Focusing the Research Problem

Based on the interview results, one of the main challenges faced by the participants in determining their research problem was the difficulty in narrowing down and focusing a broad topic into a clear and specific research problem. Most participants explained that at the beginning of the research process, they had many ideas and interests. However, instead of helping them, these ideas often made them feel confused and unsure about which problem should be chosen. Several students mentioned that when they first selected a topic, it was still very general. They felt that the topic covered too many aspects, and they did not know which part should be explored further as the main research problem. This condition made the process of determining the research problem more difficult and time-consuming.

P1 & P3 said:

“The difficulty is determining a research problem that is really focused. At first, my topic was too broad, so I got confused about which part should become the research problem.”

This statement shows that having a broad topic does not always make the research process easier. Instead, it can create confusion, especially when students do not have enough experience in academic research. When a topic is too wide, students may find it hard to decide which issue is the most important, relevant, or suitable to be researched. As a result, they often feel stuck at the early stage of writing their skripsi and are unsure how to move forward. In addition, this difficulty can affect students' confidence. When they cannot clearly define their research problem, they may start to doubt their own ideas. They worry whether their chosen problem is appropriate, researchable, or academically acceptable. This situation may slow down the overall research progress and make students feel frustrated.

Another student also expressed a similar challenge regarding the narrowing down and focusing for their research problem

P3 added:

“I had too many ideas, so I got confused about choosing one that really fits.”

This statement indicates that having many ideas without clear direction can be overwhelming for students. Instead of feeling motivated, students may feel pressured and hesitant to make a decision. The abundance of ideas makes it difficult for them to focus on one specific problem. They tend to overthink and are afraid of choosing the wrong topic or research problem. From the participants' responses, it

can be seen that students need guidance in filtering their ideas and narrowing down their topics. Without proper guidance, students may struggle to identify which idea can realistically be developed into a research problem. This challenge suggests that students require more support, especially in the early stages of research, such as brainstorming, topic limitation, and problem formulation. Overall, the findings indicate that difficulty in narrowing down and focusing the research problem is a significant challenge for EFL students. This challenge not only affects the clarity of the research problem but also influences students' confidence and research progress. Therefore, clear guidance and supervision are needed to help students transform broad topics into specific and manageable research problems.

b. Difficulty in Understanding Academic Journals Written in English

One of the most dominant challenges experienced by the participants was the difficulty in understanding academic journals written in English. For EFL students, academic journals are often considered intimidating because they use formal language, complex sentence structures, and specialized academic vocabulary. This type of English is very different from the English students usually use in daily communication or learn in regular classroom activities. As a result, many students struggle to fully understand the content of journal articles. Several participants mentioned that they often feel confused when reading journals because the ideas are not presented in a simple or direct way. Instead, the information is delivered through long explanations, abstract concepts, and unfamiliar terms. This situation makes students unsure whether they truly understand the main points of the article or not. When students cannot clearly grasp the meaning of the literature,

it becomes difficult for them to use the journal as a reliable reference for their research.

P2 stated:

"I often misunderstand journals because the English is too academic. That makes me doubt my research problem."

This statement shows that language difficulty has a deeper impact beyond reading problems. When students misunderstand journal articles, they begin to question their own understanding and interpretation of the literature. This doubt directly affects their confidence in determining a research problem. Students worry that the topic they choose might not be suitable, unclear, or not supported by the literature. Because of this fear, they tend to hesitate and avoid making firm decisions about their research focus.

Participant 4 also shared a similar feeling P4 added:

"Yes! I often don't understand the content of journals because the English is complicated."

This response reflects a common feeling among students that academic journals are difficult to access due to language barriers. Many journals use technical terms and theoretical concepts without sufficient explanation, which makes students feel lost when reading them. Even when students understand some parts of the article, they may still struggle to connect ideas from one paragraph to another. This incomplete understanding makes it harder for them to identify important points, such as research gaps, research limitations, or suggestions for future studies.

Because of these difficulties, students usually need more time to read academic articles. They often read the same journal multiple times, use online dictionaries, or rely on translation tools to help them understand the content. However, this process is time-consuming and sometimes frustrating. In some cases, translation tools do not provide accurate meanings, especially for academic terms, which can lead to further confusion. As a result, students may feel mentally tired and lose focus while reading. of this difficulty,

Furthermore, the difficulty in understanding journals also affects students' ability to compare and evaluate previous studies. When students cannot fully comprehend the methodology, findings, or discussion sections of a journal, they struggle to determine how their own research can contribute to the existing studies. This makes it harder for them to identify a clear research problem that is relevant and original. Instead of feeling confident, students often feel insecure about their research ideas. Over time, this ongoing struggle can reduce students' motivation to read academic literature. Some students may avoid reading journals altogether or only read them superficially. This behavior limits their exposure to academic discussions and weakens their understanding of the research field. Consequently, determining a research problem becomes even more challenging because students do not have a strong foundation of knowledge from previous studies.

c. Fear That the Research Topic Is Not Important or Not Interesting

Another major challenge faced by the students was fear related to the value and attractiveness of their research topic. This fear mostly appeared in the form of self-doubt, where students questioned whether their chosen topic was meaningful

enough to be researched or acceptable in an academic context. Several participants admitted that they often underestimated their own ideas and felt worried about how others, especially lecturers, would judge their topic.

P1 said:

"I was afraid my topic would be considered not important or just ordinary, so i kept rethinking it many times."

This statement shows that fear did not come from a lack of ideas, but from uncertainty about the quality and significance of those ideas. P1 actually had a topic in mind, but the fear of being judged made the participant hesitate and repeatedly question the decision. As a result, the process of determining the research problem became longer and more complicated. This fear also caused overthinking, where students continuously revised their topic even when it was already relevant to their field of study. In addition, emotional factors such as anxiety and lack of confidence strongly influenced the students' decision-making process. The students were not only facing academic challenges, such as understanding theories or research methods, but also psychological pressure. They were afraid that their lecturers would see their topic as too simple, too common, or not academically valuable. This fear often made students feel discouraged and unsure about their own abilities as researchers.

P2 added:

"I was afraid my topic was not interesting enough to be researched."

This response indicates that students often measure the worth of their topic by comparing it with other students' research. When they see peers choosing

complex or unique topics, they start to feel insecure about their own choices. This comparison leads to the belief that their topic is less attractive or less worthy, even though it may actually address real and relevant issues in the field of EFL. Furthermore, this insecurity often caused students to delay finalizing their research problem. Instead of focusing on developing and refining one topic, they kept changing their ideas, hoping to find a “better” or more “impressive” topic. In the long run, this fear negatively affected their research progress and motivation. Students spent more time worrying about whether their topic was good enough rather than working on improving the quality of their research. Overall, the findings show that fear and self-doubt are significant challenges in determining a research problem. These emotional challenges can slow down the research process and reduce students’ confidence. Therefore, guidance and reassurance from supervisors are needed to help students realize that a research topic does not always have to be complex or extraordinary, but should be meaningful, relevant, and manageable.

d. Difficulty in selecting the Appropriate Research Methodology

One of the major challenges faced by the participants in this study is the difficulty in selecting an appropriate research methodology. Choosing between qualitative and quantitative methods is not a simple decision for undergraduate students, especially for those who are writing a thesis for the first time. This difficulty often appears at the early stage of research planning, when students are expected to clearly define how their study will be conducted. The decision is important because the chosen methodology will influence the type of data collected,

the research instruments used, and the overall structure of the thesis. Many students feel unsure about whether their research problem is better explored through qualitative methods, such as interviews or observations, or through quantitative methods, such as questionnaires and statistical analysis. This uncertainty usually comes from a limited understanding of research methods and a lack of experience in applying them. As a result, students often feel confused and afraid of making the wrong choice, which may affect the quality of their research.

R4 stated:

"I think the main factor is my lack of understanding of research methods and literature."

From this statement, it can be seen that the student is aware of their own limitation in understanding research methodology. The difficulty does not only come from choosing between qualitative and quantitative approaches, but also from a deeper problem, which is the lack of knowledge about how each method works in practice. The student realizes that they do not fully understand the theories behind research methods, not how these methods are connected to the research problem and research questions. In addition, the mention of “literature” in R4’s statement indicates that the student also struggles to learn from previous studies. Many students rely on journals and thesis examples to understand how research methods are applied, but when they find the language too academic or complex, they become even more confused. This makes it harder for them to identify patterns, such as which methodology is commonly used for certain topics. As a result, students feel lost and unsure about which approach is suitable for their own research.

2. The Factors Contribute to These Challenges in Identifying a Research Problem

The process of identifying a research problem is complex and requires not only academic skills but also access to various resources, proper guidance, limited English proficiency, and lack of experience in research writing. Several factors contribute to the challenges students face in this process. These factors often relate to gaps in knowledge, limited access to essential research materials, and a lack of support from advisors. Understanding these contributing factors is crucial for addressing the difficulties students encounter and improving their research capabilities. Below are the key factors that contribute to these challenges.

a. Lack of knowledge and access to journal databases and paid journals.

One of the major factors contributing to the challenges students face when identifying a research problem is the lack of knowledge about how to effectively use journal databases and the limited access to paid journals. Many students are unfamiliar with the available resources, especially academic databases, and may not know how to navigate them efficiently to find relevant research for their topic. Additionally, even if students manage to locate some useful journals, many are often behind paywalls, restricting their access to essential literature. This lack of access and understanding results in a limited pool of research materials, which hinders students from exploring their topics in depth and makes it more difficult to identify gaps in existing literature. As a result, students are left with incomplete or outdated information, which can negatively affect their ability to define and narrow down a compelling research problem.

P1 said:

"Lack of references and experience in writing research is the main factor for me."

This statement directly reflects the lack of knowledge and limited access to journal databases and paid journals, which are key factors contributing to the challenges in identifying a research problem. The student expresses their inability to effectively navigate the university's journal databases, which suggests that they may not have received proper orientation on how to use these academic resources. As a result, students struggle to find and access relevant materials for their research. Furthermore, the mention of paywalls highlights the limited access to quality research articles, which is a common issue in higher education. Without access to these paid resources, students are often left with incomplete or outdated references, making it harder to explore their research topic thoroughly. This lack of access to comprehensive academic literature directly impacts their ability to identify a well-supported research problem, as they may not have enough reliable or up-to-date sources to build a strong foundation for their thesis.

The lack of knowledge and access to journal databases, compounded by the paywall restrictions, significantly hampers students' ability to conduct thorough research. Limited access to academic articles prevents students from gathering the necessary references to support their research problem. Providing students with training on database usage and increasing access to journals through institutional subscriptions could greatly help in overcoming this barrier.

b. Limited English Proficiency

Limited English proficiency appeared as one of the main factors faced by students when determining their research problems. Most participants admitted that their English ability was not very strong, and this made the whole research process feel more difficult and exhausting.

P1 stated:

"My English ability is just average, so when I read journals, I need a lot of time."

This statement shows that students do not necessarily lack interest in doing research, but they struggle because most academic sources, especially journals and research articles, are written in English. When students have to read these sources, they need more time to understand the content, Vocabulary, and academic terms. As a result, reading becomes a tiring activity rather than a helpful one. Students with limited English proficiency often have to read the same article several times to fully understand the meaning. They also tend to depend on online translators or dictionaries, which can interrupt their reading flow. This process makes them feel overwhelmed, especially when they are required to read many journals in a short time. Because of this, students may lose focus and feel less motivated to continue searching for research problems. Moreover, difficulties in understanding English texts affect students' confidence. When they feel unsure about their comprehension, they become afraid of choosing the wrong topic or misunderstanding previous studies. This fear makes them hesitant to define a clear research problem. Instead of confidently narrowing down a topic, they often feel stuck and confused.

In addition, limited English proficiency also influences students' ability to write their research ideas. Even when they have an idea in mind, they struggle to express it in proper academic English. This situation creates frustration because students feel that their ideas are better than what they can actually write. Over time, this frustration can reduce their motivation and delay their progress in determining a research problem. limited English proficiency slows down the research process and increases students' mental burden. It makes reading journals time-consuming, reduces confidence, and lowers motivation. This challenge shows that improving English reading and academic vocabulary skills is crucial to help students determine their research problems more effectively.

c. Lack of Experience in Research Writing

Based on the interview findings, lack of experience in research writing was identified as an important factor that influenced students' difficulty in determining their research problems. Most students admitted that before writing their thesis, they had very limited opportunities to practice research-based writing. Their previous writing experiences were mostly related to short assignments, such as essays or summaries, which did not require deep analysis or the formulation of research problems.

R3 said:

"If the language was easier, maybe I could decide the research problem faster."

This statement reflects the student's struggle with academic language used in research writing. For many students, research articles and theses contain complex

vocabulary, unfamiliar terms, and long sentences that are difficult to understand. Because of this, students often feel confused when reading previous studies, which are supposed to help them find gaps or problems for their own research. Instead of gaining ideas, they become overwhelmed by the language itself. Furthermore, the lack of experience caused students to feel insecure about their own abilities. Since they were not used to writing research papers, they doubted whether their ideas were good enough to be developed into research problems. This insecurity made them afraid of choosing a topic that might be considered too simple, too broad, or not academic enough. As a result, they spent a long time overthinking and delaying their decision.

Another issue related to limited experience is that students were not familiar with the structure of research writing. Many of them did not fully understand how a research problem should be connected to background information, previous studies, and research objectives. Without this understanding, they found it difficult to transform a general interest into a clear and focused research problem. This situation shows that experience plays an important role in helping students develop logical and systematic thinking in research. In addition, students with limited research writing experience tended to rely heavily on examples from senior students' theses. While examples can be helpful, excessive dependence on them limited students' creativity. Instead of critically analyzing issues from their own learning experiences, they tried to adjust their ideas to match existing topics. This indicates that their lack of confidence and experience restricted their ability to think independently. Overall, the findings suggest that insufficient experience in research

writing significantly affects students' ability to determine research problems. Students need more exposure to research-related tasks before entering the thesis stage. Regular practice in reading and writing academic texts, guided discussions about journal articles, and step-by-step research writing assignments could help students build confidence and familiarity with research language. With adequate experience, students are more likely to develop clearer ideas and determine research problems more effectively.



d. Lack of Clear Guidance and Limited Consultation Time From Advisors

The interview results show that the lack of clear guidance and limited consultation time from advisors became one of the main factors that influenced students' difficulties in determining their research problems. Advisor support was not only seen as academic assistance, but also as an important source of motivation and reassurance for students during the early stages of writing their skripsi. When this support was insufficient, students tended to feel confused, insecure, and unmotivated. Several participants explained that clear guidance from advisors helped them understand what was expected in their research. When advisors explained their feedback in a detailed and straightforward way, students felt more confident in developing their ideas. However, when feedback was vague or too general, students found it difficult to decide how to revise their work or narrow down their research focus. This uncertainty often made students hesitate to finalize their research problem.

P4 said:

"If the advisor gives clear feedback, I become more motivated."

This statement suggests that clarity in supervision plays an important role in maintaining students' motivation. Clear feedback helps students feel that their efforts are appreciated and that their research direction is acceptable. As a result, students become more enthusiastic and willing to continue working on their skripsi, including refining their research problem. In contrast, the absence of clear and timely guidance often led to negative emotional responses. Participant 1 explained how delayed responses from advisors affected their motivation.

P1 added:

"Yes, guidance from lecturers is very influential. If the lecturer responds, I feel motivated, but if it takes a long time to get a reply, I feel discouraged."

This response shows that slow communication can weaken students' confidence and motivation. When students do not receive feedback quickly, they may start to overthink their ideas and question whether their research topic is appropriate or relevant. Furthermore, limited consultation time was also reported as a significant challenge. Some students felt that the consultation sessions were too short to discuss their problems thoroughly. As a result, many questions remained unanswered after the consultation. This situation forced students to make decisions on their own, even when they were unsure about the correctness of their choices. Without enough guidance, students struggled to clearly define their research problems and often changed their topics repeatedly.

In addition, the lack of consistent consultation made students feel disconnected from their advisors. Some participants mentioned that they felt hesitant to ask further questions because they did not want to disturb their advisors or appear unprepared. This hesitation created a communication gap, which further complicated the process of determining a research problem. Instead of gaining clarity, students experienced increasing confusion and doubt. The findings indicate that insufficient guidance and limited consultation time from advisors significantly affected students' ability to determine their research problems. Clear, specific, and timely feedback helped students feel guided, motivated, and confident in their research decisions. On the other hand, unclear instructions, delayed responses, and

limited consultation opportunities discouraged students and slowed down their progress. Therefore, effective and supportive supervision is essential in helping EFL students successfully determine appropriate and manageable research problems in their skripsi writing.

3. The Strategies Used by EFL Students in Dealing with Research Challenges

This section discusses the strategies used by EFL students to deal with various challenges and influencing factors in determining their research problems for skripsi. The data were collected through semi-structured interviews with three participants. Based on the interview results, it was found that students applied different strategies depending on their difficulties, learning styles, and level of experience in academic research. Although each participant used different approaches, all strategies were aimed at helping them reduce confusion, overcome fear, improve understanding of academic materials, and gain confidence in formulating their research problems. These strategies show how students actively try to cope with the challenges they face during the early stage of skripsi writing.

a. Peer Discussion and Reading Previous Skripsi

Participant 1 explained that discussing with friends and reading previous skripsi were the main strategies used to deal with research-related problems. The participant stated: *"I usually discuss with friends and often read thesis examples to get an idea"*. From this statement, it can be seen that peer discussion is considered a helpful strategy for the participant. By discussing research ideas with friends, the participant feels more comfortable sharing confusion and asking questions. Friends are seen as a safe space where the participant can express uncertainty without

feeling judged. This interaction helps the participant realize that struggling with research problems is common among students, which reduces feelings of anxiety and self-doubt.

In addition, discussing with peers allows the participant to gain new perspectives. Friends may suggest different ideas, topics, or ways of formulating research problems. This helps the participant think more critically and creatively when deciding on a research focus. Peer discussion also encourages mutual motivation, as students support each other throughout the skripsi process. Besides discussion, reading previous skripsi plays an important role in helping the participant understand how a research problem should be written. Through these examples, the participant can see the structure, language use, and clarity of research problems in real academic work. This strategy helps the participant move from abstract ideas to more concrete understanding. Reading previous skripsi also helps the participant overcome fear of writing incorrectly. Instead of feeling unsure about academic expectations, the participant uses existing skripsi as a reference to guide their own writing. As a result, the participant becomes more confident and feels more prepared to formulate their own research problem. Overall, Participant 1's strategy shows that learning through social interaction and real examples is effective in dealing with confusion, lack of confidence, and fear of making mistakes.

b. Time Management and Supervisor Consultation

Participant 2 & 4 used a more organized and structured strategy to deal with research challenges. The participant explained: *“I made a small schedule and often consulted with my advisor so i wouldn’t go in the wrong direction”*. This response indicates that time management is an important strategy for Participant 2. By creating a simple schedule, the participant can divide the research process into smaller and more manageable tasks. This helps prevent the feeling of being overwhelmed, which often occurs when students see skripsi as a very large and complicated project. The small schedule also helps the participant stay disciplined and focused. With clear targets, the participant knows what needs to be done and when. This strategy reduces procrastination and increases productivity. It also helps the participant manage stress because the research process feels more controlled and organized.

In addition to time management, frequent consultation with the supervisor is a key strategy used by Participant 2. The supervisor is viewed as a reliable source of guidance and academic direction. Through consultations, the participant receives feedback, clarification, and confirmation about whether the chosen research problem is appropriate. Regular consultation helps the participant avoid misunderstandings and mistakes in determining the research problem. It also reduces fear of choosing an irrelevant or unsuitable topic. The participant feels more confident knowing that their ideas have been discussed and approved by the supervisor. This strategy shows that having academic guidance and a clear structure is crucial in helping students deal with uncertainty, lack of direction, and fear of failure during the skripsi process.

c. Careful Reading of Journals and Note-Taking

Participant 3 & 4 preferred an individual and reflective strategy by carefully reading journals and taking notes. The participant stated: “I usually read the journal slowly and take notes on the important points.” This strategy suggests that Participant 3 focuses on deep understanding rather than speed. Reading journals slowly allows the participant to process complex information, unfamiliar terms, and theoretical concepts more effectively. This approach helps reduce confusion, especially when dealing with academic English texts. By reading journals carefully, the participant can better understand previous studies and identify research gaps. This helps the participant develop ideas for a research problem that is relevant and supported by literature. The slow reading process also helps the participant feel less pressured and more confident when engaging with academic sources.

Note-taking is another important part of this strategy. By writing down important points, the participant can summarize key ideas in their own words. This helps improve comprehension and memory. Notes also make it easier to organize ideas and connect theories with possible research problems. This strategy reflects a self-directed learning approach, where careful reading and note-taking help the participant overcome challenges related to limited understanding of literature and academic language.

B. Discussion

This This section provides an in-depth discussion of the findings by relating them to existing theories and previous studies discussed in Chapter II. The

discussion is structured according to the three research questions of this study: the challenges faced by EFL students in identifying a research problem the factors contributing to these challenges, and the strategies used by EFL students to overcome them. Through this discussion, the findings are not only described but also interpreted to show their significance in understanding EFL students' experiences in writing their skripsi.

1. Challenges Faced by EFL Students in Identifying a Research Problem

The findings of this study indicate that identifying a research problem is a complex and challenging process for EFL students. The participants experienced multiple difficulties, including narrowing down a broad topic, understanding academic journals written in English, fear that their research topic is not important or interesting, and confusion in selecting an appropriate research methodology. These challenges suggest that determining a research problem is not merely an academic task but also an emotional and cognitive process.

One of the most frequently mentioned challenges was difficulty narrowing down and focusing a research topic. At the beginning of the research process, students often had many ideas and interests. However, instead of helping them move forward, these ideas often caused confusion and hesitation. This finding supports Kurniawan et al. (2017), who explain that students with limited research experience tend to struggle in transforming general topics into specific research problems. Without sufficient analytical skills and academic guidance, students find it difficult to decide which aspect of a topic is most relevant and researchable.

This difficulty also affects students' confidence. When students cannot clearly define their research problem, they begin to question their own abilities and ideas. As a result, they feel stuck and unsure about how to proceed. This situation can slow down the entire thesis process and increase students' stress levels. The findings suggest that early-stage guidance, such as topic brainstorming sessions and structured discussions with supervisors, is crucial to help students narrow down their research focus more effectively.

Another major challenge identified in this study is the difficulty in understanding academic journals written in English. For EFL students, academic texts often feel overwhelming due to complex vocabulary, unfamiliar terminology, and dense sentence structures. This finding is consistent with Dardjito et al. (2023), who argue that limited English proficiency creates barriers to understanding academic literature. When students struggle to comprehend journals, they also struggle to identify research gaps, understand previous findings, and justify their own research problem. The findings further show that misunderstanding academic texts leads to self-doubt. Students often question whether they have correctly interpreted the literature, which makes them hesitant to decide on a research problem. This situation aligns with Cognitive Load Theory, which suggests that excessive cognitive demands reduce learning efficiency. In this context, academic English increases extraneous cognitive load, making it harder for students to process information and extract key ideas from journals. As a result, students feel mentally exhausted and less confident in their academic decisions.

Fear that the research topic is not important or not interesting also emerged as a significant challenge. Many participants expressed anxiety about how their topic would be judged by lecturers or supervisors. This fear reflects students' lack of confidence and limited experience in academic research.

According to Kurniawan et al. (2017), students often avoid defining a topic as a research problem because they are afraid that it may be seen as irrelevant or too simple. This fear leads to overthinking, repeated topic changes, and delays in finalizing the research problem.

Emotionally, this fear creates pressure and discouragement. Instead of focusing on developing and improving their topic, students spend more time worrying about whether their idea is "good enough." This finding highlights that emotional factors, such as anxiety and fear of judgment, play an important role in the research process. Therefore, emotional support and reassurance from supervisors are as important as academic guidance.

In addition, confusion in selecting an appropriate research methodology was identified as another challenge. Many students were unsure whether their research problem required a qualitative or quantitative approach. This confusion often stemmed from limited understanding of research methods and lack of experience in applying them. Rahman (2023) states that insufficient methodological knowledge can prevent students from confidently designing their research. Without a clear understanding of how research methods align with research problems, students feel afraid of making mistakes that could affect their thesis quality.

2. Factors Contributing to the Challenges in Identifying a Research Problem

The challenges faced by EFL students do not occur in isolation. The findings reveal several interconnected factors that contribute to these difficulties, including limited access to academic journals, limited English proficiency, lack of research writing experience, and insufficient guidance from advisors. Limited access to journal databases and paid journals was found to be a major contributing factor. Many students lacked knowledge about how to use academic databases effectively, and some were unable to access important journals due to paywalls. This finding supports Lodo and Ajito (2023), who emphasize that inadequate access to academic resources restricts students' ability to explore their research topics deeply. Without sufficient references, students struggle to identify research gaps and support their research problem with strong evidence.

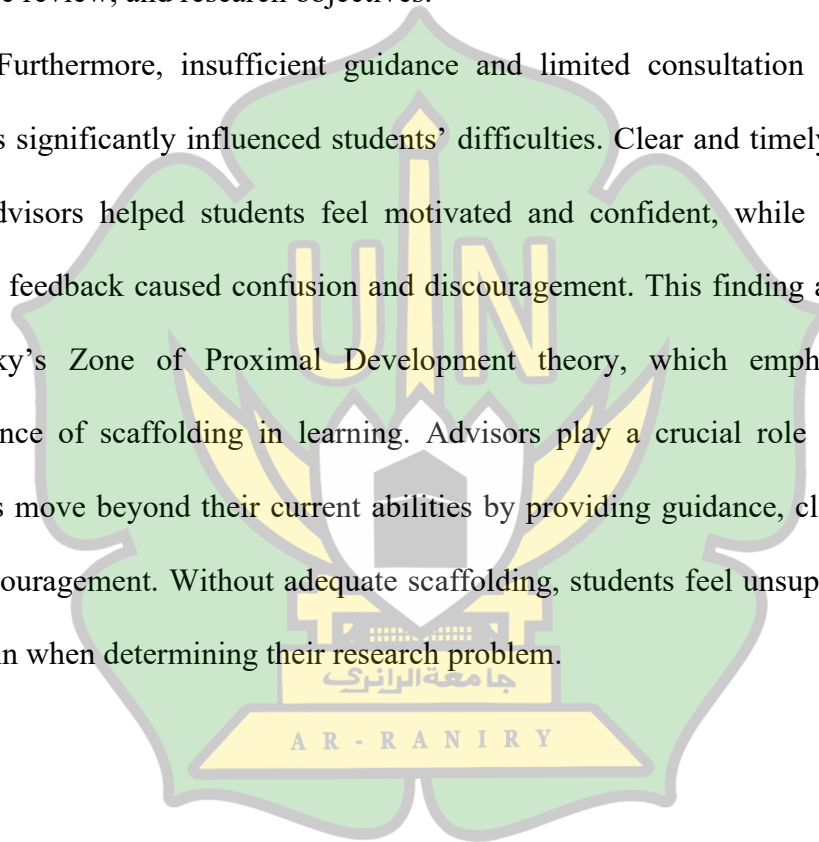
Limited English proficiency further intensified these challenges. Students reported that reading academic journals required a great deal of time and effort, which often led to frustration and fatigue. According to Ahmed (2022), language barriers significantly affect EFL students' comprehension of academic texts. In line with Cognitive Load Theory, limited language proficiency increases extraneous cognitive load, making reading and understanding academic literature more demanding. This situation reduces students' motivation and confidence, which ultimately affects their ability to determine a clear research problem.

Another important factor is the lack of experience in research writing. Most participants had minimal exposure to research-based writing before writing their

thesis. Their previous academic writing tasks were mostly short assignments that did not require deep analysis or problem formulation.

Wang and Lin (2021) argue that prior research experience helps students recognize research problems more easily. Without such experience, students struggle to understand how a research problem is connected to the background, literature review, and research objectives.

Furthermore, insufficient guidance and limited consultation time from advisors significantly influenced students' difficulties. Clear and timely feedback from advisors helped students feel motivated and confident, while unclear or delayed feedback caused confusion and discouragement. This finding aligns with Vygotsky's Zone of Proximal Development theory, which emphasizes the importance of scaffolding in learning. Advisors play a crucial role in helping students move beyond their current abilities by providing guidance, clarification, and encouragement. Without adequate scaffolding, students feel unsupported and uncertain when determining their research problem.



3. Strategies Used by EFL Students to Overcome Research Challenges

Despite facing numerous challenges, the findings show that EFL students actively employ various strategies to overcome their difficulties. These strategies include peer discussion, reading previous skripsi, time management, supervisor consultation, careful reading of journals, and note-taking. Peer discussion was found to be particularly effective in reducing confusion and anxiety. By discussing ideas with friends, students felt more comfortable sharing their uncertainties and gaining new perspectives. This strategy reflects Vygotsky's view that social interaction plays a key role in learning. Through peer discussion, students realize that their struggles are common, which helps reduce self-doubt and fear.

Reading previous skripsi also helped students understand how research problems are formulated in real academic contexts. These examples provided a clearer picture of academic expectations and reduced fear of making mistakes. Similarly, careful reading of journals combined with note-taking helped students process complex information more effectively.

This strategy allowed students to summarize key ideas in their own words, improving comprehension and reducing cognitive load. Time management and regular consultation with advisors were also important strategies. Creating a simple schedule helped students manage their workload and avoid feeling overwhelmed. Regular consultations provided academic direction and reassurance, helping students confirm that their research problem was appropriate. These strategies demonstrate that structure, guidance, and support are essential in helping students navigate the challenges of skripsi writing.

Overall, this discussion shows that the challenges faced by EFL students in identifying a research problem are multifaceted and interconnected. Linguistic, cognitive, emotional, and institutional factors all play a role in shaping students' experiences. However, with appropriate strategies, sufficient guidance, and supportive academic environments, EFL students are able to gradually overcome these challenges and develop clearer, more confident research problems for their thesis.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This research aimed to explore the challenges faced by EFL students in identifying a research problem for their thesis and the factors that contribute to these challenges. Through interviews with 4 EFL students, the challenges identified included difficulty in finding suitable and accessible journals for the research topic, difficulty in selecting the appropriate research methodology, difficulty in explaining and writing academic content using formal language, and difficulty in receiving clear guidance from their advisors. These challenges revealed how students struggle to gather relevant materials, choose the right research approach, articulate their ideas in academic writing, and receive the necessary support from their mentors during the research process.

The factors contributing to these challenges were found to be a lack of knowledge and access to journal databases and paid journals, lack of understanding in distinguishing and choosing the right research methodology, lack of familiarity with academic language and formal writing style, and lack of clear guidance and limited consultation time from advisors. These factors significantly hinder students' ability to effectively define and narrow down a research problem, leading to delays and confusion in the research process. The absence of proper support and resources affects the students' ability to engage with literature, design their studies properly, and communicate their ideas clearly, ultimately influencing the quality of their

research outcomes. Addressing these factors would be essential to improving the academic experience and success of EFL students in their research endeavors.

B. Suggestion

Based on the findings of this research, the following suggestions are made to help EFL students better identify their research problems and overcome the challenges they face in the thesis process:

1. Improving Access to Journal Databases and Paid Journals

To address the difficulty in accessing journals, students should be encouraged to utilize available campus resources such as online databases and library services. Universities can provide workshops or training sessions on how to navigate academic databases effectively. Additionally, students can take advantage of Google Scholar and open-access journals to find relevant materials, especially for those who do not have access to paid journals. Learning how to filter through sources and find the most relevant articles will help students gather the information needed for their thesis.

2. Clarifying Research Methodology Choices

To help students better understand research methodologies, instructors and advisors should provide clear explanations and examples of both qualitative and quantitative methods early in the thesis process. Students could benefit from group discussions or online resources that compare the strengths and weaknesses of different methodologies. Advisors should guide students through the decision-making process and explain how to choose the right methodology based on the research topic and objectives.

3. Improving Academic Writing Skills

To overcome challenges with academic writing, students should actively seek out writing support services offered by their institutions, such as writing centers or academic writing workshops. These services can help students develop their ability to write in a formal academic style, focusing on clarity and structure. It is also helpful for students to read academic articles regularly to familiarize themselves with academic language and writing conventions. Peer review sessions can also be a useful way to get feedback and improve writing skills.

4. Enhancing Advisor Support and Consultation Time

Given the challenges with limited advisor support, students should be proactive in scheduling regular meetings with their advisors to discuss their research progress. If advisors have limited time, students should come prepared with specific questions and topics they need help with to maximize the effectiveness of each consultation. Clearer guidance from advisors on how to narrow down research topics and frame research questions is essential for students to move forward confidently in their thesis work.

By following these suggestions, students can improve their ability to identify and develop their research problems effectively. Increased access to resources, better understanding of methodologies, enhanced writing skills, and more structured guidance from advisors will help students make progress and succeed in their thesis work.

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APPENDICES

Appendix 1 Interview Questions

Challenges

Apa saja kesulitan spesifik yang kamu alami saat mencoba mengidentifikasi masalah penelitian untuk tesis kamu?

Apakah kamu pernah merasa tidak memahami isi literatur karena bahasa Inggrisnya sulit? Bagaimana hal ini memengaruhi proses penentuan masalah penelitian?

Ketika kamu ingin menentukan masalah penelitian, apakah kamu pernah ragu karena takut topik kamu dianggap tidak penting? Bisa kamu ceritakan?

Apakah kamu pernah berpikir, “Saya rasa topik saya terlalu sederhana atau tidak relevan”? Bisa kamu ceritakan?

Factors

Menurut kamu, faktor apa saja yang berkontribusi membuat proses identifikasi masalah penelitian menjadi lebih menantang?

Apakah kemampuan bahasa Inggris kamu memengaruhi proses ini? Seberapa besar pengaruhnya?

Apakah menurut kamu pengalaman atau pengetahuan penelitian kamu cukup atau kurang saat pertama kali mulai menulis tesis?

Apakah ada faktor lain yang menyebabkan motivasi kamu naik atau turun? Misalnya, bimbingan dari dosen, tekanan waktu, atau dukungan dari teman?

Strategies

Apa strategi Anda dalam menghadapi semua masalah ini?

Appendix 2 The Result of The Interview

Informan 1 Challenges

1. Apa saja kesulitan spesifik yang kamu alami saat mencoba mengidentifikasi masalah penelitian untuk tesis kamu?

Kesulitannya itu dinentuin masalah yang bener-bener fokus. Awalnya topik aku terlalu luas, jadi bingung mau ditarik ke masalah yang mana.

2. Apakah kamu pernah merasa tidak memahami isi literatur karena bahasa Inggrisnya sulit? Bagaimana hal ini memengaruhi proses penentuan masalah penelitian?

Iya, sering. Kadang aku baca jurnal tapi karena bahasa nya susah, aku salah nangkep maksudnya. Itu bikin aku makin ragu buat nentuin research problem.

3. Ketika kamu ingin menentukan masalah penelitian, apakah kamu pernah ragu karena takut topik kamu dianggap tidak penting? Bisa kamu ceritakan?

Iya pernah. Aku takut topik aku dianggap nggak penting atau biasa aja, jadi sempat mikir ulang berkali-kali.

4. Apakah kamu pernah berpikir, "Saya rasa topik saya terlalu sederhana atau tidak relevan"? Bisa kamu ceritakan?

Pernah banget. Aku ngerasa topikku terlalu simpel dibanding temen-teman lain.

Factors

5. Menurut kamu, faktor apa saja yang berkontribusi membuat proses identifikasi masalah penelitian menjadi lebih menantang?

Menurut aku kurangnya pemahaman tentang penelitian dan contoh-contoh penelitian sebelumnya bikin prosesnya jadi susah.

6. Apakah kemampuan bahasa Inggris kamu memengaruhi proses ini? Seberapa besar pengaruhnya?

Iya ngaruh. Karena kemampuan bahasa Inggris aku biasa aja, jadi pas baca jurnal aku butuh waktu lama.

7. Apakah menurut kamu pengalaman atau pengetahuan penelitian kamu cukup atau kurang saat pertama kali mulai menulis tesis?

Menurut aku sih masih kurang. Aku baru benar-benar paham pas sudah masuk proses bimbingan

8. Apakah ada faktor lain yang menyebabkan motivasi kamu naik atau turun? Misalnya, bimbingan dari dosen, tekanan waktu, atau dukungan dari teman?

Iya, bimbingan dosen sangat ngaruh. Kalau dosennya responsif aku jadi semangat, tapi kalau lama dibales jadi males.

Strategies

9. Apa strategi Anda dalam menghadapi semua masalah ini?

Aku biasanya diskusi sama teman dan sering baca contoh skripsi biar ada gambaran.

Informan 2

Challenges

1. Apa saja kesulitan spesifik yang kamu alami saat mencoba mengidentifikasi masalah penelitian untuk tesis kamu?

Kesulitannya itu pas cari celah masalahnya. Aku bingung apa yang belum pernah diteliti.

2. Apakah kamu pernah merasa tidak memahami isi literatur karena bahasa Inggrisnya sulit? Bagaimana hal ini memengaruhi proses penentuan masalah penelitian?

Iya, sering salah paham karena bahasa Inggris nya terlalu akademik. Itu bikin aku ragu sama masalah penelitian yang aku pilih.

3. Ketika kamu ingin menentukan masalah penelitian, apakah kamu pernah ragu karena takut topik kamu dianggap tidak penting? Bisa kamu ceritakan?

Iya pernah. Aku takut topik ku nggak cukup menarik buat diteliti.

4. Apakah kamu pernah berpikir, “Saya rasa topik saya terlalu sederhana atau tidak relevan”? Bisa kamu ceritakan?

Pernah, apalagi pas bandingin sama topik orang lain yang kelihatan lebih keren.

Factors

5. Menurut kamu, faktor apa saja yang berkontribusi membuat proses identifikasi masalah penelitian menjadi lebih menantang?

Kurangnya referensi dan pengalaman nulis penelitian jadi faktor utama menurut aku.

6. Apakah kemampuan bahasa Inggris kamu memengaruhi proses ini? Seberapa besar pengaruhnya?

Cukup ngaruh sih. Aku harus translate dulu baru paham

7. Apakah menurut kamu pengalaman atau pengetahuan penelitian kamu cukup atau kurang saat pertama kali mulai menulis tesis?

Menurut aku kurang. Awalnya aku belum ngerti cara nyusun masalah penelitian dengan baik.

8. Apakah ada faktor lain yang menyebabkan motivasi kamu naik atau turun? Misalnya, bimbingan dari dosen, tekanan waktu, atau dukungan dari teman?

Iya, tekanan waktu juga ngaruh. Deadline bikin stres dan motivasi turun.

Strategies

9. Apa strategi Anda dalam menghadapi semua masalah ini?

Aku bikin jadwal kecil-kecilan dan sering konsultasi ke dosen biar nggak salah arah

Informan 3

Challenges

1. Apa saja kesulitan spesifik yang kamu alami saat mencoba mengidentifikasi masalah penelitian untuk tesis kamu?

Aku kesulitan karena terlalu banyak ide, jadi bingung milih satu yang paling cocok.

2. Apakah kamu pernah merasa tidak memahami isi literatur karena bahasa Inggrisnya sulit? Bagaimana hal ini memengaruhi proses penentuan masalah penelitian?

Iya, bahasa Inggris di jurnal kadang bikin aku pusing akhirnya aku ragu sama pemahaman aku sendiri

3. Ketika kamu ingin menentukan masalah penelitian, apakah kamu pernah ragu karena takut topik kamu dianggap tidak penting? Bisa kamu ceritakan?

Iya pernah. Aku takut dosen nggak setuju karena topiknya dianggap kurang penting.

4. Apakah kamu pernah berpikir, “Saya rasa topik saya terlalu sederhana atau tidak relevan”? Bisa kamu ceritakan?

Pernah mikir gitu, apalagi pas dosen tanya “ini pentingnya dimana?”

Factors

5. Menurut kamu, faktor apa saja yang berkontribusi membuat proses identifikasi masalah penelitian menjadi lebih menantang?

Kurangnya arahan di awal dan minim pengalaman bikin prosesnya susah.

6. Apakah kemampuan bahasa Inggris kamu memengaruhi proses ini? Seberapa besar pengaruhnya?

Iya ngaruh. Kalau bahasa nya gampang mungkin aku lebih cepat nentuin masalah.

7. Apakah menurut kamu pengalaman atau pengetahuan penelitian kamu cukup atau kurang saat pertama kali mulai menulis tesis?

Menurut aku sih belum cukup waktu itu.

8. Apakah ada faktor lain yang menyebabkan motivasi kamu naik atau turun? Misalnya, bimbingan dari dosen, tekanan waktu, atau dukungan dari teman?

Bimbingan dosen dan dukungan teman itu ngaruh banget ke motivasi aku.

Strategies

9. Apa strategi Anda dalam menghadapi semua masalah ini?

Aku biasanya baca jurnal pelan-pelan dan nyatet poin pentingnya.

Informan 4

Challenges

1. Apa saja kesulitan spesifik yang kamu alami saat mencoba mengidentifikasi masalah penelitian untuk tesis kamu?

Aku kesulitan menyesuaikan topik sama jurusan aku, jadi takut melenceng.

2. Apakah kamu pernah merasa tidak memahami isi literatur karena bahasa Inggrisnya sulit? Bagaimana hal ini memengaruhi proses penentuan masalah penelitian?

Iya, aku sering nggak paham isi jurnal karena bahasa Inggrisnya ribet.

3. Ketika kamu ingin menentukan masalah penelitian, apakah kamu pernah ragu karena takut topik kamu dianggap tidak penting? Bisa kamu ceritakan?

Pernah, aku takut topik ku dianggap sepele

4. Apakah kamu pernah berpikir, “Saya rasa topik saya terlalu sederhana atau tidak relevan”? Bisa kamu ceritakan?

Iya, aku sempat mikir topik ku nggak relevan sama kondisi sekarang

Factors

5. Menurut kamu, faktor apa saja yang berkontribusi membuat proses identifikasi masalah penelitian menjadi lebih menantang?

Menurut aku faktor utama itu kurangnya pemahaman metode penelitian dan literatur

6. Apakah kemampuan bahasa Inggris kamu memengaruhi proses ini? Seberapa besar pengaruhnya?

Lumayan ngaruh. Kalau bahasa Inggris aku lebih bagus mungkin lebih gampang.

7. Apakah menurut kamu pengalaman atau pengetahuan penelitian kamu cukup atau kurang saat pertama kali mulai menulis tesis?

Menurut aku masih kurang pas awal.

8. Apakah ada faktor lain yang menyebabkan motivasi kamu naik atau turun? Misalnya, bimbingan dari dosen, tekanan waktu, atau dukungan dari teman?

Iya, kalau dosen ngasih feedback jelas aku jadi lebih semangat.

Strategies

9. Apa strategi Anda dalam menghadapi semua masalah ini?

Saya menjadwalkan pertemuan untuk bimbingan, dan nyatet jurnal bagian pentingnya dan saya juga tekun hingga membuahkan hasil.

Appendix 3 Documentation During Interview With Informants





KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1656 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 696/ TAHUN 2025
KEDUA : Menunjuk Saudara:
Siti Khasinah, S.Ag., M.Pd

Untuk membimbing Skripsi

Nama : **Nabilah**
NIM : **200203042**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring EFL Students' Challenges in Determining Research Problems for Skripsi**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 24 November 2025
Dekan,

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Safrul Muluk





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-535/Un.08/FTK.1/TL.00/1/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203042

Nama : NABILAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JALAN ASAHAN PT.III BELAWAN I,

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **EXPLORING EFL STUDENTS' CHALLENGES IN DETERMINING RESEARCH PROBLEMS FOR SKRIPSI**

Banda Aceh, 28 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 28 Februari 2026

A R - R A N I R Y



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-073/Un.08/PBI/Kp.01.2/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Nabilah
NIM : 200203042
Prodi : Pendidikan Bahasa Inggris
Alamat : Jalan Asahan PT 3 Belawan

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EXPLORING EFL STUDENTS' CHALLENGES IN DETERMINING RESEARCH PROBLEMS FOR SKRIPSI"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

A R - R A N I R Y

Banda Aceh, 03 Februari 2026

Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahlliana

