

# **IDENTIFYING PROBLEMS OF UNDERGRADUATE STUDENTS IN PRODUCING THESIS STATEMENT IN FINAL PROJECT**

## **THESIS**

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# THESIS

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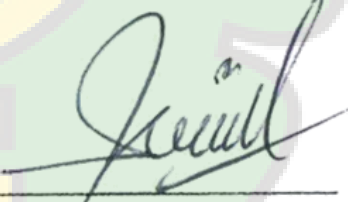
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

### **IDENTIFYING PROBLEMS OF UNDERGRADUATE STUDENTS IN PRODUCING THESIS STATEMENT IN FINAL PROJECT**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Desember 2019

Saya yang membuat surat pernyataan,

  
Azzahra Kurniati  
  
The stamp is a circular official seal of UIN Ar-Raniry Banda Aceh. It features the university's name in Indonesian and English, along with a central emblem and a serial number 21DD5AHF212367512.

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## ABSTRACT

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Thesis statement is an important substance in the introduction chapter because it must provide a clear, brief and specific argument as guidance for the readers so that they will certainly know what they can expect from the thesis paper. Therefore, this study focused to discover problems of undergraduate students' thesis statement by identifying the most common mistakes that often appears in the final project which is in their research paper. The participants were six students of English language education who have been doing *seminar proposal* and completing their introduction chapter. They were selected using purposive sampling with a consideration above. The qualitative research was conducted using semi-structured interview with recorder as the instrument and document analysis with soft copy of introduction chapter in obtaining the valid data. Based on the research findings pointed out that undergraduate students' have some problems in producing thesis statement such as lack of prior knowledge on thesis statement, difficult in making claim, and lack of writing knowledge. Meanwhile, the undergraduate students have effective strategies to tackle those problems such as doing pre-writing, reading many references and asking friends for suggestions and opinions.



## TABLE OF CONTENTS

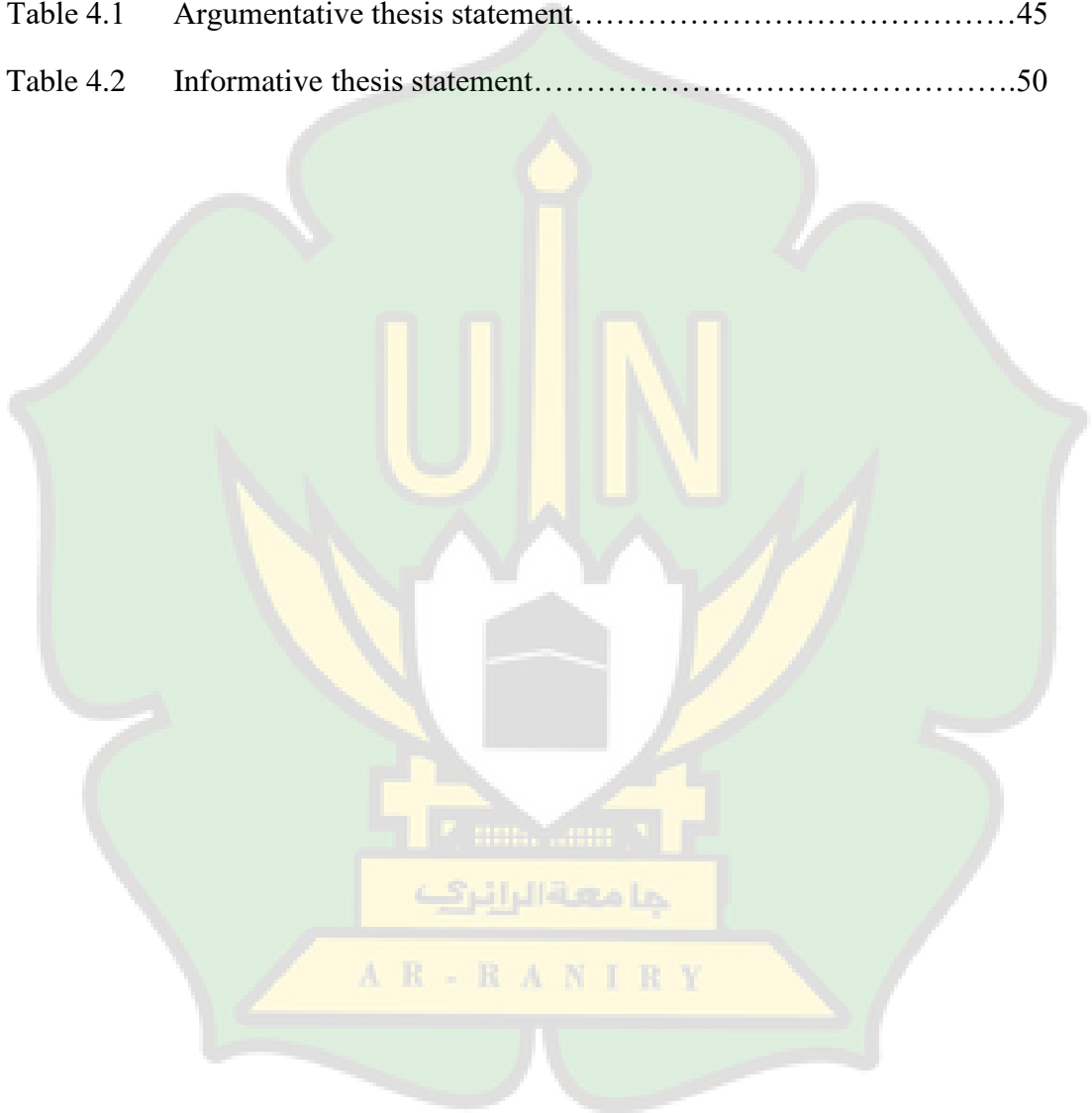
<b>DECLARATION OF ORIGINALITY.....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study .....	1
B. Research Questions.....	4
C. Research Aims .....	4
D. Significance of the Study.....	5
E. Terminology.....	6
1. Thesis Statement .....	6
2. Final Project.....	7
3. Problems of undergraduate students in producing thesis statement .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>10</b>
A. Overview of Thesis Statement.....	10
1. Definition of Thesis Statement .....	10
2. The Characteristic of Thesis Statements .....	12
3. Common problem while producing thesis statement.....	14
4. Types of thesis statement .....	21
B. Strategy in Producing Appropriate Thesis Statements .....	24
1. Analyzing the topic .....	24
2. Determining the types of writing .....	25
3. Taking a position and making claim upon the topic .....	26
4. Making a provable argument .....	26



<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>28</b>
A. Research Design .....	28
B. Research Site and Participants .....	29
1. Research Site .....	29
C. Methods of Data Collection .....	31
D. Method of Data Analysis .....	32
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>35</b>
A. Research Findings .....	35
B. The result of interview .....	35
1. The problem in producing a thesis statement .....	36
2. Strategies in producing thesis statement .....	40
C. The result of document analysis .....	43
1. Argumentative thesis statement analysis .....	44
2. Informative thesis statement .....	49
C. Discussion .....	54
<b>CHAPTER V CONCLUSION .....</b>	<b>57</b>
A. Conclusion .....	57
B. Recommendation .....	58
<b>REFERENCES .....</b>	<b>60</b>

## LIST OF TABLES

Table 4.1	Argumentative thesis statement.....	45
Table 4.2	Informative thesis statement.....	50



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research
- Appendix C Confirmation Letter from Department of English Language Education
- Appendix D Autobiography



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is a process of expressing and organizing ideas through written form. According to Mertens (2010) writing is a complex and cognitively demanding activity. Besides, writing ability tends to be considered as difficult skills among other skills because it requires students to have a great deal of lexical and syntactic knowledge as well as principles of an organization in the paragraph to produce a well-written text.

The primary requirement for an undergraduate student to earn a Bachelor degree is writing final project. Final project known in bahasa is *skripsi*. Final project is concluding activity or research report as a result of the accountability end of the study period, particularly in the Bachelor program. This means that students demonstrate their writing ability to coordinate the concepts and ideas about particular problems they have assimilated during their process of studying. Writing thesis might be a challenging task for several students because of their lack of basic knowledge regarding to component of research. In generating a good research paper, students are more likely focusing on producing their thesis statement because it shows what position the writer will take about the topic. Nadel et al. (2009) argued that

thesis statement is a central point around which all the other material revolves. A thesis statement (TS) is statements generally in a few sentences stating an argument or opinion, describing an idea or provoking an analysis regarding with title of the topic being discussed. In this study, I used abbreviation word TS throughout the paper to refer the term of thesis statement. Kathleen and Susie (2011) stated that the purpose of TS is to give order both to the reader and to the writer. It does this by clearly stating the central claim that a piece of writing will try to prove. The writer takes care in their TS to articulate a paper's argument as precisely as possible and this precision clarifies and focuses the direction of the paper. Therefore, TS is an important substance in the introduction chapter because it must provide a clear, brief and specific argument as guidance for readers so that they will certainly know what they can expect from the paper.

As a matter of fact, TS is considered as crucial part of the whole paper thus it depicts as a road map or main point that a writer wishes to express. Meanwhile producing TS, undergraduate students might find problems. The problem might appear in linguistic aspects such as lack of understanding of text unity, grammar competence, and lack of basic knowledge. As a result, they might produce TS either too general or too narrow. Also, it could lead the reader to the wrong perspective of the paper. In addition, the problem might come from the language itself because undergraduate students averagely using English as their foreign language. Paltridge and Starfield (2007) also claimed that for all students, writing a final paper or thesis is challenging; for those

writing in English whose first language is not English, the challenges are even greater.

A study has shown that averagely students difficult in producing thesis statement. Such as Hadiani (2013) in the conducted study which aimed to evaluate and identify the students' ability in writing thesis statement. According to the study, she found that most students have problems in producing thesis statement particularly in terms of delivering ideas and implementing the correct grammar rules. These are mostly because they do not have a clear understanding in grammatical competence to be able to make a good thesis statement that can be developed into an essay. The students' difficulties in delivering ideas could be caused by their low capacity in determining a specific main idea that will be developed into an essay. Meanwhile, in this study I will be focusing in the specific problems in terms of characteristics of TS such as subject, context and claim which affecting the process of writing in the thesis. The background knowledge of writing and TS which certainly influence the strength of its thesis statement is also the focus of this research.

Therefore, TS is considered as a significant substance within the thesis because it indicates the central point of the whole paper. However, students should not assume that thesis statement is just a statement but it is a sentence that contains a claim toward particular issues. If the students will write a misleading statement then it could lead the reader to misunderstand the

objective and the essence of their paper. I am interested in conducting this research, to explore what possibly factors either from grammar errors, lack of background knowledge in writing, or any possible factors that affecting undergraduate students in producing thesis statements in thesis particularly in the introduction chapter.

### **B. Research Questions**

According to the study background described above, this research focuses on the problem of undergraduate students while producing TS in thesis. Following the phenomena above, two research questions are formulated as follows:

- a. What potential problems do the undergraduate students of English language education have in producing thesis statement in thesis?
- b. What are strategies do undergraduate students uses in producing appropriate thesis statements?

### **C. Research Aims**

The research objectives in this study are:

- a. To find out the most common problems in producing thesis statement in thesis made by undergraduate students of English language education department at UIN Ar-Raniry.



- b. To find out the effective strategies in producing appropriate thesis statement in thesis made by undergraduate students of English language education department at UIN Ar-Raniry.

#### **D. Significance of the Study**

The research is expected to be able to give a significant contribution to lectures and undergraduate students.

This study is expected to assist lecturers in identifying the most common students' problems in producing thesis statement within the thesis. In addition, they will certainly provide more meaningful feedback, appropriate method and material during learning process through the online or offline classrooms.

This study also can provide some information for undergraduate students in guiding them while the process in writing a thesis. Therefore, they probably know the major problem in producing thesis statement so they will able to obtain a lesson from this study in order to tackle problems to be avoided and resolved. It is hoped that the frequency of TS errors will be dwindling.

## **E. Terminology**

### **1. Thesis Statement**

A thesis statement generally sentences within a paragraph but it has a very large job to do because it directs the movement of the paragraphs and gives the paper a sense of unity. I used abbreviation word TS throughout the paper to refer the term of thesis statement In addition, Kathleen and Susie (2011) stated that thesis statement has two main purposes: (1) Most important, the thesis statement gives the reader a clear statement on the perspective or argument of the paper, and (2) the thesis statement is an organizing device to help the writer think through and present thoughts in a systematic way. Therefore, thesis statement establishes the overall point of your paragraph.

TS is most often embedded in the introductory paragraph, usually at the end of the paragraph because the writers are fronting their sub-claims in the beginning of their paragraphs to indicate how potential its argument. Christie and Derewianka (2008) argue that in order to successfully write arguments:

students need to manage the flow of information in lengthy, complex texts, deploying such strategies as creating metadiscoursal signposts for the reader by foreshadowing at the beginning how the text will unfold and subsequently predicting the method of development of each stage or paragraph (p. 116).

Then, textual features totally affect in signaling the flow of information into students' writing through the effectiveness of thesis statement. In accordance with with the discussion above, the thesis statement meant by the

writer is the declarative sentence that stating analytical arguments where the writer intends to make and prove throughout the paper. Then, it can be a road map for the paper.

## **2. Final Project**

Final project is one of the forms of academic writing which is written as requisite to leave academy. Final project in bahasa is *skripsi*. “a final project is a long piece of writing based on your own ideas and research that you do as part of a university degree” (Collin dictionary, 2014). Final project is a writing form that demands different expectation of writing features in discourse community point of view. Final project in this study refers to scientific composition/writing that has to be written by students as requisite for completing academic education usually for Bachelor program. Also, final project has to be presented in systematic way in accordance with academic writing. Therefore, final project is considered as a research paper that marks the end of a Bachelor's program where undergraduate students put their thought into paper and practice their writing abilities that have been learned during the bachelor program. Also, undergraduate students must write in accordance with the outline of academic writing format provided.

## **3. Problems of undergraduate students in producing thesis statement**

A problem refers to the situation which is difficult to deal with or control due to complexity. In producing TS, there are three essential parts that must be involved such as context, subject, and claim. These three parts might

be potential problems for some undergraduate students while writing the thesis because it could lead the readers to the wrong perspective. A context places the readers in the general area of discussion. A subject directs the readers' attention to remain focus of the paper. Also, a claim tells the reader what argument regarding to the subject the paper will be figure out. Therefore, these components are required in order to tie them together and give the significance in the paper then the reader directly have a clear understanding the aim of the paper and be able to continue reading to see how compellingly the case is made.

As Kathleen and Susie (2011) claimed that a strong thesis statement will suggest a clear course for the paper, while a self-evident claim, a statement of fact or summary, or a statement of a plan rarely lead beyond the obvious or superficial. When used as claims, TS leads to dead ends. TS will relate to grammar features, if the writer might face problem in producing thesis statement then it could be from their background knowledge regarding on grammar feature and linguistic. As a result, the readers feel difficulty in understanding the main point of the paper.

According to the discussion above, it can be concluded that problem is difficult situation that needed to be solved. In this case, undergraduate students are facing several common problems while producing appropriate TS in terms of essential parts such as context, subject, and claim. Therefore, if the writers

face problems in these three parts of TS then the writer states the inappropriate argument thus it could lead the reader into misleading perspective.



## CHAPTER II

### LITERATURE REVIEW

#### A. Overview of Thesis Statement

##### 1. Definition of Thesis Statement

A thesis statement is statements that serves an argument or opinion, describes an idea or provoke an analysis. According to Tagg (2004), thesis statement is a single declarative sentence stating what the readers need to know, believe, or understand after having read your essay. I used abbreviation word TS throughout the paper to refer the term of thesis statement. This study focuses on TS within thesis. TS generally expressed in few sentences as the guidance for readers presented in the paper. For undergraduate students who write the thesis, TS most often emerges at the end of the introduction chapter and represents the main ideas throughout the paper “Thesis statement or thesis sentence (the terms are synonymous) states the purpose of the composition. It usually conveys the central or main idea of the composition and often indicates how the main idea will be supported” (Sullivan, as cited in Hadiani, 2017). It can be considered as a road map or main point that a writer wishes to express. TS do two things. First, “it tells readers an essay’s *topic* and second, it presents the writer’s *attitude, opinion, idea, or point* about that topic” (Langan, 2011, p. 129). The purpose of TS helps both reader and writer. For

writers practically, it helps to order thought and convey information into a well-form paragraph thus the reader would probably understand the paper's purpose at the beginning.

Thesis statement is considered as essential part because it clearly defines the whole paper is about, it guides the reader through the expression of ideas in order to help make sense of what the writer is saying (Waddell, as cited in 2004; Writing Tutorial Services, 2004). Additionally, it should depict what position the writer will take in relation to the topic. Without TS, it is likely that the readers will get lost about the scope of the topic and it might hard to understand the research paper. The more precise the TS is, the more likely the writing that supports it will be clear and organized (Karper, 2002; Waddell).

The thesis statement must be brief, clear and specific. Use exact wording (precise terminology) and concise language so that the reader would clearly understand the main idea and cannot be misled. Samuel (2004) states that thesis statement should be the product of one's own critical thinking after one has done some research and the result will be compatible with the writer's point of view. This means that two or more different writers can develop various TS according to their perspective of the subject matter. In creating a TS, the writers often make mistakes that undermine their chances of producing an effective essay "one mistake is to simply announce the subject rather than state a true thesis. A second mistake is to write a thesis that is too broad, and a



third is to write a thesis that is too narrow. A fourth mistake is to write a thesis containing more than one idea” (Langan, 2011, p. 129).

## **2. The Characteristic of Thesis Statements**

Thesis statement requires three essential components to tie them together then it has resulted in forming structure well-paragraph. It is not just a statement but it is more likely as central elements that lock these three components in delivering ideas. Moore and Cassel (2011) argue that TS should contain three components which are the context, subject, and claim. The detail explanations of the characteristics are as follows.

### **2.1 The context**

The main goal of context in TS significantly is to announce the frame of reference in locating the reader’s in the paper general area of discussion. In general, it can be interpreted that context as a limit of the paper’s exploration. Additionally, stating a context in TS is allowing the writer to take control of the subject that might be explored overly broad within the research paper. The context is sometimes implicitly stated. In other words, it may be obvious from the focus of the research paper what writer’s plan to discuss.

If, for example, you are arguing that music file-sharing through the Internet should be legal, a likely context would be today’s music industry. Or, if you are developing an argument that the use of steroids in college sports should be more tightly regulated, a likely context would be the wider frame of college athletics (Moore & Cassel, 2011, p. 29).

Once the writers establish the context in TS then they will be more aware of its significance. The perspective in the context helps writers in

focusing their argument and enhancing the important point with a clearer awareness of the issues being discussed. As a result, identifying the context in TS will give a clear place to begin the essay's introduction.

## **2.2 The subject**

A subject in TS is the central highlight of the paper. It can be said that the subject acting as a topic being discussed. The subject is considered as essential components in TS thus it is important to identify as precisely as possible the subject that the writer will analyze. The subject carries out the readers' attention to the issues that paper wants to explore and importantly determine the particular focus of the research paper. Thus "you will sometimes have to narrow and focus the paper's subject until it is not only clear but manageable in the amount of space and time available" (Moore & Cassel, 2011, p. 29). This means that the writer should decide the appropriate scope for the subject. Therefore, developing a subject in TS is not difficult as we might think if we surely know the focus of the paper.

## **2.3 The claim**

A claim is considered as essential components in TS since it surely demonstrates the writer's opinion towards particular issues. The main objective of the claim is to interpret the whole subject also summarizes the writer's insight in order to deliver relevance and coherence to the supporting paragraph. For example, Moore and Cassel (2011) wrote:

If the context is a Shakespearean play, say King Lear, and the subject is a character, say Lear himself, the claim is the perspective or point of view that you will give on the character. Your thesis statement might be that In Shakespeare's play King Lear (context), King Lear's (subject) excessive pride leads to his undoing (claim) (p. 35).

All in all, stating the claim into TS is requiring high critical thinking, analysis, and pre-writing.

### **3. Common problem while producing thesis statement**

To construct TS effectively, undergraduate students might face several problems while producing it. Those problems emerge on the characteristic of TS which is from the subject and claim. The detail explanation will be divided into two forms:

#### **3.1 Problem in subject**

The writer sometimes facing a majority problem while producing a subject in TS such as the subject is too broad, the subject is too narrow, and the subject is too vague. Firstly, the subject is too broad meaning that the writers put a subject that includes everything they know. For instance, Moore and Cassel (2011) wrote:

Taking all of World War II as the subject for a thesis statement is too general and unwieldy. Instead, ask yourself what about World War II you can explore. A better paper might orient the reader to World War II in the introduction and from there direct the reader's focus to a particular battle in that war, such as the bombing of Pearl Harbor (p. 30).

Another factor to consider is the subject is too narrow meaning that the writer states the subject in a limited form thus it will be difficult for the writer

in developing the support for the claim may be exhausted too quickly to offer a satisfactory argument. For example “the hummingbird necklace in Frieda Kahlo’s Self-Portrait with Thorn and Hummingbird illustrates her personal feelings of fragility” (Moore & Cassel, 2011, p. 33). The context stated in the sentence above is in italic word which means the subject surely needs to be expanded. Therefore, the subject would probably limit the discussion to the small aspect and it will create a misguide argument and will not be compelling to read. Lastly, the subject is too vague meaning that writers did not ensure what kind of topic being investigated and found a problem in choosing appropriate words. Therefore, be more specific as possible while stating the subject using the exact word.

### **3.2 Problems in the claim**

There are four potential problems that usually emerge in the claim of TS. Firstly, “a claim should not be self-evident; it should be something worth writing about that is not readily apparent, something that demands thorough introspection or study, the results of which are presented in the paper” (Moore & Cassel, 2011, p. 30). Secondly, a claim should not be a statement of fact. It can be said that a claim is not the general truth that everyone’s belief. A claim may provide an insightful viewpoint for disagreement toward particular issues. In short, the claim serves the interpretation based on facts and allows the writer to explore beyond the fact. Thirdly, a claim should not a statement of summary. This means that the claim presented in the TS has not resulted from conclusion instead it should significantly present an interpretation of its

subject. Additionally, the writer offers a position by stating a viewpoint regarding its topic or issue. For example, Moore and Cassel (2011) wrote:

If the subject is a story or a novel, then the claim should articulate an opinion about it, rather than give a summary of its plot. If the subject is an event, such as a war, then the claim should offer a viewpoint about the war rather than simply present key events (p. 30).

The last point to consider is a claim should not be a statement of the plan. This means the explanation presented in the paper is not clear enough even though the subject has announced at the beginning of the statement.

In conclusion, these four potential problems will be tackled if the writer may offer insightful arguments on a debatable topic.

### **3.3 Lack of background knowledge in writing**

Prior knowledge is considered as important in any kind of writing task. It directs the way of organization and coherence in the paper. If the student writers have sufficient background knowledge, they will be able to connect one paragraph to another. However, in a practical, student writers face various writing problems at any different stage of their learning. The problems are classified into five categories such as linguistic, pedagogical, cognitive and psychological (Hyland, 2003, as cited in Fareed, Ashraf & Bilal 2016). A number of basic skills involved in writing including “how to generate and organize task-relevant ideas; phrase grammatically correct sentences that flow; use correct punctuation and spelling and tailor ideas, tone, and wording to the desired audience” (Deane et al., 20008, p.3). In addition, there are several

kinds of skills involve in writing such as “constructing a demonstrable argument, effective marshaling evidence and using source appropriately” (Carnegie Mellon University, n.d).

### 3.3.1 Generating and organizing ideas

Before generalizing and organizing any relevant ideas into the paper, we should completely realize that the first step to do is reading references as much as possible in the articles, journals, and books. In getting an accurate understanding of it, we need to highlight several main points to summarize all of it thus they can produce both text’s structure and its content correctly. According to (Ramage, Bean, & Johnson, 2014) states there are several steps in assisting the writers to compose accurate summary such as;

- The first time through, read the text fairly quickly for general meaning. If the writer might confuse to comprehend the text then just keep going on because later parts of the text might clarify earlier parts.
- Read the text carefully paragraph by paragraph by writing gist statements. A gist statement is a brief indication in the text or a brief summary of the paragraph’s content. There are two kinds of gist statement divided, which are “what it does” statements and “what it says” statement. A “what it does” statements determine the paragraph function such as “introduces another reason”, “presents a supporting example”, “provide statistical data in strengthening a point” and so on. Then, “what it says” statements are the paragraph’s main point from the

summary of the paragraph's content. Consequently, by writing a gist statement is really helpful and far more effective than underlining because it can recall the text's structure and argument.

- Locate the article's main divisions or parts by making an outline or tree diagram of the article showing its main parts.

After doing these three steps in generating ideas, the student writers need to organize all information obtained that will be composing into introduction, content, and conclusion paragraph.

### **3.3.2 Grammatical competence**

Grammar is one of the aspects which have to be owned to produce a well-formed written text thus grammar has a significant role in writing ability. As Murcia (2001) states that grammar in writing will assist the writer to develop the linguistic resource and grammatical systems in delivering ideas meaningfully and appropriately. However, it would be possible to produce good writing without having sufficient knowledge of grammar.

There are several components that should be in the grammar including "sentence essential, sentence fragments, comma splices and fused sentence, adjective and adverb, pronoun and case, verb, and agreement" (Glenn and Gray, 2013, p.1). Those grammatical rules must be applied in order to form a grammatically correct sentences inappropriate context. Thus, because of the important role of grammar in writing, the writer is expected to be owned grammatical competence.



### 3.3.3 Using correct punctuation and spelling

Punctuation and spelling is included into essential elements of writing. Punctuation is a standardized marks or signs in written text to clarify the meaning and separate structural units. Jackson (2005) stated that the main purpose of punctuation which enable the reader in interpreting unambiguously the structure and the meaning of writing. There are several characters of punctuations and each of them has different functions. According to Harmer (2004), “Punctuations have twelve characters, they are: capital letter, full stop, comma, question mark, exclamation mark, colon, semi-colon, hyphen, quotation mark, brackets, dash, and apostrophe” (p.81).

Spelling is a code that uses letter sequence and “it represents specific words that have an associated pronunciation and meaning within the mental dictionary” (Berninger and Fayol, 2008, p.1). Although the word-processing program has its spell-checker the writers need to be careful to check the correct change in their words because automatic spell-checker may not always understand the context of the word.

Consequently, the lack of sufficient background knowledge in punctuation and spelling contributes to unorganized writing and makes the reader difficult to understand the context.

### 3.3.4 Constructing demonstrable arguments

Glenn and Gray (2019) states that “an argument is a series of statements arranged in a logical sequence, supported with sound evidence, and expressed powerfully so as to sway your reader” (p.250). There are three basic purposes of argument: to analyze complicated issues or question an established belief, to express or defend a point of view and to invite the audience to change a position or adopt a course of action. In order to create demonstrable arguments, the writers should pose several questions:

(1) your values and beliefs with respect to the topic, (2) how your assumptions might differ from those of your intended audience, (3) what your ultimate purpose is for writing to this audience, and (4) how you might establish common ground with its members, while respecting any differences between your opinion and theirs (p.397).

Consequently, the writers are expecting to express their point of view and using the logical reasoning. Producing a good thesis statement, “the writer must demonstrate a respectful acknowledgment of the beliefs, values, and expertise of the intended audience” (Glenn & Gray, 2013 p.394).

### 3.3.5 Inserting effective evidence

Evidence is the information that can be used to support the data or argument. It always exists within the rhetorical context thus the writer must select and shape the good evidence becoming the best support in representing the writer’s position. Ramage, Bean and Johnson (2015) argues that evidence merely display the best case for writer’s claim without admitting to be the whole truth thus evidence is not the same as proof. The kinds of evidence

most often used in argument including “example, facts, details, statistics, personal observation or experience, anecdotes, expert opinion and quotation (Nadell & Langan, 2015, p.41).

#### **4. Types of thesis statement**

(Santa Barbara Writing College, n. d) mentions that several types of quality TS regarding some types of writing which are an expository or analytical essay, personal essay, reaction essay, and research paper. Firstly, the expository or analytical essay presents a main point or topic which divided into objective and subjective topics. For subjective topic, it includes an argument or assertion. Both subjective and objective topic may include the keys supporting point to strengthen its topic. Secondly, the quality of the TS in a personal essay displays the main point. It presents the writer’s dominant impression or opinion and asserts its key supporting points. Thirdly, the word “reaction or response” means the act or process to the response of something. In this case, the writer gives his critique or (dis)agreement concerning its topic. Lastly, the main focus of this research paper is discussing the qualities of TS in a research paper which have significant difference among these kinds of the essay because the writer should state the main conclusion after doing an analysis of the research and deciding what position the writer wants to take.

Therefore, two types of TS that generally embedded in a research paper which is argumentative and informative. Here are detail explanations of most used TS in the research paper:

#### 4.1 Argumentative thesis statement

As Johnston (2010) argues that argument is commonly assigned to convince people into something then “It is prompted usually by a disagreement, confusion, or ignorance about something which the arguers wish to resolve or illuminate in a convincing way” (Johnston, 2000, p.2). The argumentative text is a genre of writing which requires the writer to investigate an issue thus the writers should state the overview of the conclusion. Besides, the writer must take a position concisely according to its issues being discussed.

According to Bucks country community college (n.d) states that an argumentative thesis statement will present a claim which is debatable or arguable. The claim should be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. Also, the claim must support effective evidence and reason. The main objective of the argumentative TS is to convince the reader that the claim is true based on the pieces of evidence provided. In addition, Kaur and Ka-kan-dee (2015) noted that “argumentation is a process of writing an argument by compiling actual evidence to support the claim or a thesis statement” (p.145). Hence, writing an argumentative thesis statement starts with taking a stance and providing strong evidence to persuade the readers to execute the action or to accept the controversial idea.

Argumentative thesis statement must be clear, specific and narrow that required the writers to argue for their viewpoint toward particular issues. For

instance; At least 25 percent of the federal budget should be spent on helping upgrade business to clean technologies, researching renewable energy sources, and planting more trees in order to control or eliminate pollution. From this statement, it indicated that the subject being discussed is about federal budget and the likely context would talk about pollution and the claim is about the scope of the argument by specifying not just the amount of money used but also how the money could actually help to control pollution.

#### **4.2 Informative thesis statement**

Informative or expository text is a genre of writing that tells and explains something to the reader without providing criticism. According to Montante (2004) stated that informative thesis statement should not express an opinion or take a position on particular issue or topic. The writer is required to investigate an idea, evaluate evidence, describe the ideas in detail and set forth an argument concerning that idea clearly and concisely.

In creating TS, the writer should refer to types in writing based on the requirement needed. Producing TS in an informative text has its requirement such as state what the writer is going to explain and outline the organization of what is going to present in the paper. For example; the invention of the steam engine changed the landscape of America, allowing people to travel further than they ever had before and speeding the settlement of the frontier (Montante, 2004, p.37). This statement gave brief information about the

invention of the steam engine. It is clearly imply that the statement did not present a claim to be proved.

## **B. Strategy in Producing Appropriate Thesis Statements**

The placement of TS in the introduction chapter is crucial because it is like a fundamental in which states the main focus of the paper. To produce a good thesis statement is not easy. TS sets out the central theme, which you need to sustain throughout the paper. Then, many revisions are needed during the writing process. Furthermore, it has several strategies to achieve a major or overall aim regarding the topic being discussed such as analyzing the topic, narrowing the topic by starting with the question, determining the types of writing, taking a specific stance toward its issues, and making an argument that provable. Here are the detail explanations of several strategies to produce appropriate TS:

### **1. Analyzing the topic**

The first and most important thing to do is analyze the topic within a discussion by doing brainstorming and listing any possible the main point of its topic then determine the subject in finding the specific focus of the paper. “A general subject area is typically built into your writing assignments. Your task, then, is to find a limited writing topic and examine it from a particular angle or perspective” (Vandermay, et.al. p. 45). After determining the general subject then the writer should create a limited subject that is appropriate and workable when it comes to the sentences because too broad subject can result

in a diffuse. Keeping your purpose, audience, tone, and point of view in mind, you may question or brainstorm the general subject. Thus, “these two techniques have a paradoxical effect. Although they encourage you to roam freely over a subject, they also help restrict the discussion by revealing which aspects of the subject interest you most”(Nadell & Langan, 2007, p.24). The first technique is questioning the general subject by asking a series of 5W+1H which are; who, what, when, where, why, and how. The second technique is brainstorming the general subject by listing any possible ideas about the general topic then writing down phrases, brief words, and abbreviations that capture your free-floating thoughts in a piece of paper. Therefore, these two techniques can assist the writer in deciding the limited subject of the paper then the reader may understand what the writer is going to convey within the paper.

## **2. Determining the types of writing**

According to Fleming (2018) states that the content of TS will vary depending upon the type of paper the writer's writing such as informative text and argumentative text. In the informative text, the writers inform the reader about the detail, description, or explanation about its topic. However, TS in the informative text is not developing an argument or trying to prove something but it is more likely providing some valid information in detail depending upon the topic being discussed rationally. Meanwhile for argumentative text, the writer should offer an argument in which the writer should take a stance on one side of particular issues. Also, the writer should



give the preview in which supported by all evidence regarding its topic. Furthermore, the writers must decide what types of writing they want to serve to the readers then the writer should construct the content of the TS.

### **3. Taking a position and making claim upon the topic**

When making an argument, the writers need to take a position for or against something and state what they want the audience to know toward the topic. Whether “the argument analyzes, questions, expresses, defends, invites, or convinces, the writer’s position needs to be clear. That position, which is called the claim, or proposition” (Glenn & Gary, 2013, p. 400). Also, the writers need to add any evidence that can be fully supported in the body of the paper in order to strengthen the argument.

### **4. Making a provable argument**

In producing an appropriate thesis statement, the writer needs to provide effective shreds of evidences which are well developed and supported. To develop such a good argument, the writer may offer a good reason by exploring the opinions, values, and assumptions which led the writer to take a position. Also, the writer should serve the evidence from credible sources to support the argument then the evidence must be accurate, representative and sufficient. Thus, the form of evidence can be facts, statistics, examples, and testimony based on personal experience or professional expertise. When gathering evidence, be sure to think critically about the information “if you are using the results of polls or other statistics or statements by authorities,

determine how recent and representative the information is and how it was gathered” (Glenn & Gray, 2010, p.405). All in all, the writer needs to make convincing reasons to the audience in order to link related to the argument and its evidence.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

In order to answer two research questions above, I use qualitative method in this study because I attempted to explore most potential problem in producing thesis statement in their thesis. I used abbreviation word TS throughout the paper to refer the term of thesis statement. By using qualitative method, it would provide various data necessary. As Dawson (2002) argues that the qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting which explored in this study. This means that the analysis is based on the facts that have been found.

Creswell (2014) states that qualitative methods can be divided into five groups: ethnography, narrative, phenomenology, grounded theory, and case study. This research will use case study which involves a deep understanding through multiple types of data sources and “case studies can be explanatory, exploratory, or describing an event” (Cresswell, 2014, p.33). The main purpose of case study is “to understand and interpret thoroughly the individual cases in their own special context and to find information

concerning the dynamics and the processes” (Mills et al., 2010, p.66). Thus, it is the most suitable approach for this research.

## **B. Research Site and Participants**

### **1. Research Site**

This research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. *Universitas Islam Negeri* (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Religious Affairs. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. I specifically conducted the research about Identifying Problems of Undergraduate Students in Producing Thesis Statement in the Thesis. Also, Department of English Language Education of Faculty of Education and Teacher Training was chosen because it represents my participants for the research.

### **2. Research Participants**

This study which is conducted in Department English language education of UIN Ar-Raniry involves English department students as the participants. I use purposive sampling to find suitable participants regarding the research thus I can choose participants based on their qualities to achieve depth understanding about this study. This technique also has some advantages such as acquire useful information in real-time situation, far less complicated to organize, considerably less expensive, and can prove perfectly

qualify the finding of the research. Based on purposive sampling technique, I used two criteria for the research participants, which are:

- Students who have been completed their proposal examination
- Students who completely finished the introduction chapter and approved by their supervisors.

Those criteria are used to find the answer about potential problem appears while producing thesis statement and their strategies to overcome the problems. I choose the undergraduate students who have been completed their proposal examination because they have assembled the thesis statement in several sentences which inserted at the last introduction paragraph. Then, the participants who completely finished the introduction chapter and approved by their supervisors because they had consultation process in revising their introduction chapter consequently they started to develop the appropriate TS. In the process of developing good TS, students unconsciously have done working thesis statement which changes as long as ideas develop then the working statement nearly approach the final thesis statement.

Therefore, in order to be able to involve the representativeness of sample group, I selected purposive sampling by selecting six undergraduate students of English language education at UIN Ar-Raniry who had fulfilled all requirements.

### **C. Methods of Data Collection**

The data of this research were collected through interview and document study.

#### **1. Interview**

In gaining the necessary data, there are different types of instrument that can be used as a tool to measure an object or collect the data. They include interviews, observations, questionnaires, experiment, and focus group discussion. Then, I used interview technique to find the result of this research. Interview is included as an appropriate technique to use when the topic of research discussed about experience, perspective, feeling and thoughts. Interviews can allow the researcher “to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes” (Mackey & Gass, 2005, p. 173). As (Warren and karner 2009) state that there are five types of interview; they are structured interview, semi structured interview, unstructured interview, informal interview, and focus group. In this research, I use semi-structure interview because it allows respondents freely to express their thoughts and perspective in their own terms.

After all participants were selected, I set a meeting with them according to their availability. During interview process, I used certain device to record entire conversation and note-taking was also employed in this interview to highlight some important points. Both tape-recorded and note-taking helps to obtain valid information in the transcription process. All

interviews were conducted in English and each interview took about 20 minutes.

## **2. Document Analysis**

In this research, document analysis is selected as the second method to collect the valid data. Document analysis is a systematic procedure for reviewing or evaluating documents—“both printed and electronic (computer-based and Internet-transmitted) material” (Bowen, 2009, p. 27). In short, document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. Therefore, I collect the data from taking some undergraduate students’ thesis who wrote Chapter I in order to see their writing ability in producing TS in introduction chapter.

### **D. Method of Data Analysis**

Data analysis is a process of evaluating large sets of data to help researcher to discover valuable information. Barbara (2004) states that analysis is a process of selecting the data by reducing the amount of data collected. The data analysis should be done as soon as possible after the data have been collected in the field.

In this research, the data of document analysis and interview were evaluated by using thematic analysis method because thematic analysis is a process a careful and more focus re-reading and review of data. Braun and Clarke (2006) stated that thematic analysis is an accessible and flexible method of qualitative data analysis. This method allows the researcher to

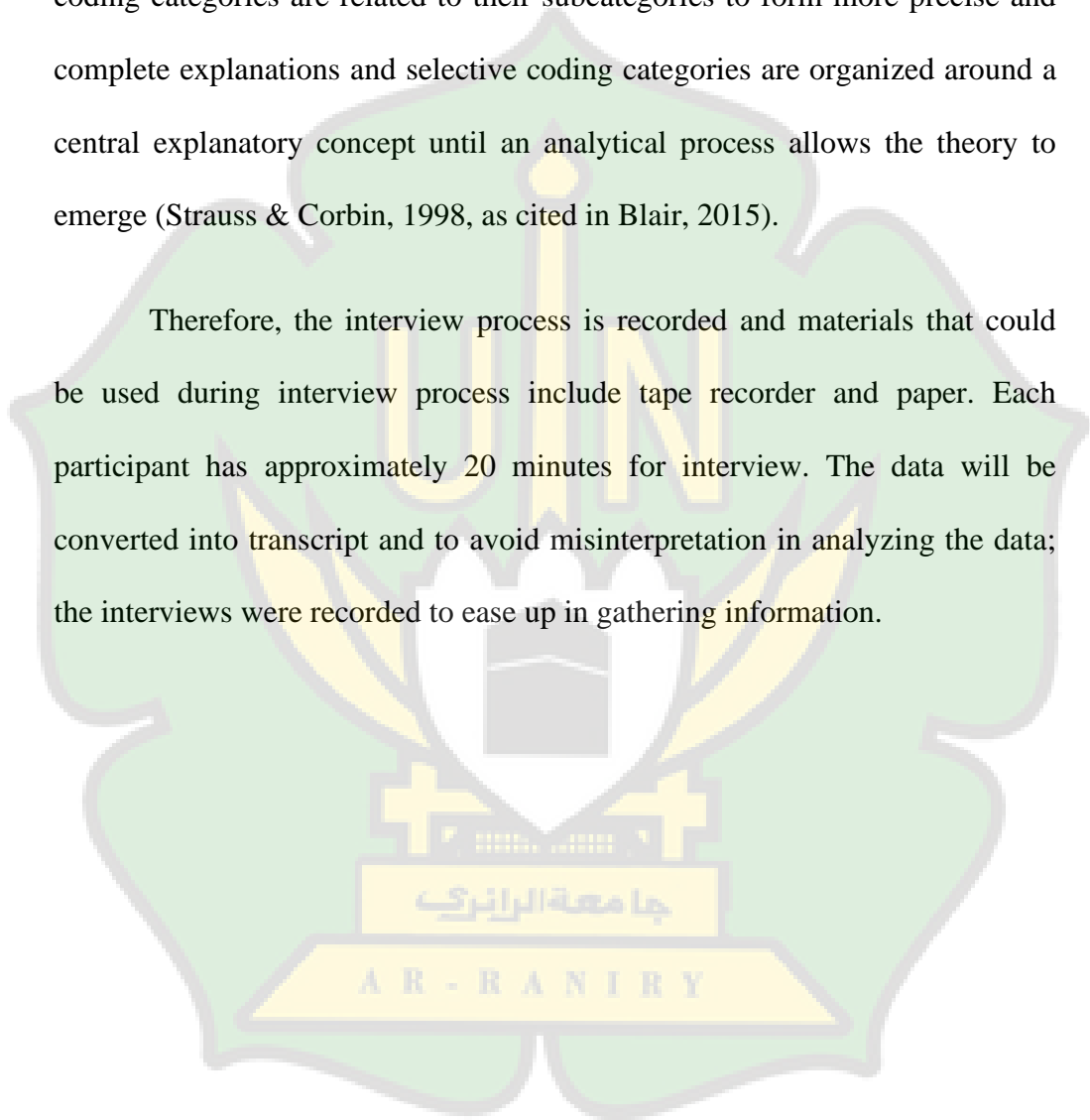
focus on the data in numerous different ways also provides a way into qualitative research that teaches the mechanics of coding and analyzing qualitative data systematically, which can then be linked to broader theoretical or conceptual issues. The six-phases approach of doing thematic analysis which are becoming familiar with data, generating initial code, searching for themes, reviewing potential themes, defining themes, and producing the report.

In addition, the data of interview were analyzed using coding. Craswell (2012) stated that coding is the process of segmenting and labeling text to form descriptive and broad themes in the data. Also, codes are usually attached to 'chunks' of varying size – word, phrases, sentences or whole paragraphs from the transcript that relevant to the research. There are three of coding carried out to analyze the data. They are open coding, axial coding, and selective coding. Open coding is the process of breaking down the data into separate units of meaning (Goulding, 1999, as cited in Moghaddam, 2006). The main objective of open coding is to conceptualize and label the data. Open coding started the process of categorizing many individual phenomena. Separately categorized the concepts are clustered around a related theme to structure more abstract categories (Brown et.al, 2003 as cited in Moghaddam, 2006). The data of in-depth interview mostly need higher understanding to focus conceptually on a particular problem.



I decided to use open coding to analyze the data because the result gained from interview were still complicated to understand. Therefore, open coding used to extract the interviews so that they are easier to interpret. Axial coding categories are related to their subcategories to form more precise and complete explanations and selective coding categories are organized around a central explanatory concept until an analytical process allows the theory to emerge (Strauss & Corbin, 1998, as cited in Blair, 2015).

Therefore, the interview process is recorded and materials that could be used during interview process include tape recorder and paper. Each participant has approximately 20 minutes for interview. The data will be converted into transcript and to avoid misinterpretation in analyzing the data; the interviews were recorded to ease up in gathering information.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

This chapter reports the findings and discussion based on the data that are gained from the interview and document analysis thus it was arranged to fulfill the aim of the study. The interview with six students of English language education was conducted on 23<sup>th</sup> October-12<sup>th</sup> November at UIN Ar-Raniry, Banda Aceh. For document analysis, each participant gave a soft copy of chapter one in the research paper. I analyzed the data from document analysis to classify the error in creating a thesis statement. The participants name has been changed to pseudonyms such as Roni, Cici, Ana, Ani, Kiki, and Muna. I used abbreviation word TS throughout the paper to refer the term of thesis statement

#### **B. The result of interview**

The interview is carried out to answer both research questions which are the problem and the strategies in producing the TS. I used two topics guide to gain further data on problems and strategies used by undergraduate students in producing appropriate TS which consist of five questions of problems and three questions for strategies. After interviewing all respondents, four main themes emerged. The detail of the themes analyzed was as the following:

## 1. The problem in producing a thesis statement

Almost all participants said that they were having a problem in producing TS in the research paper. Based on several answers, there are four main problems that cause the students difficult to produce appropriate TS:

### 1.1 Lack of prior knowledge in thesis statement

Almost all participants did not know the true function of TS in a paragraph. However, TS has three essential characteristics in strengthening the point of view in making claim. They stated that prior knowledge is affecting them to understand thesis statement well. In this case, Roni said:

Because I am not really clear yet about thesis statement, it would better if in the major of ELR 1. This subject going to talk about thesis statement, it is going to be better if our major will give lots of subjects especially that related to thesis, they have to talk a lot about thesis statement so when the students they have like involved and thesis statement will be repeated a certain times, I believe them easier to understand.

In addition, Ana told that:

I don't know about thesis statement because never learned it before and don't have sufficient background knowledge about it. After seeing senior thesis, I get confused because they just stated the conclusion of their study using the word "therefore" so when I come to supervisor, the supervisor said it is totally wrong.

Regarding the answer from participants, it can be concluded that making TS is quite hard if we did not have any sufficient background knowledge about TS. They considered that is important to include material

specifically about TS thus students are capable to produce it in accordance with their characteristics and sentence form.

### **1.2 Sentence structure and grammatical competence**

Those six participants gave various answers when they were questioned about the problem in producing TS. Participants mostly knew about the term of TS but they do not really understand how appropriate form of the TS is placed in the research paper. Among three of six participants stated that they have problems in structuring the sentence and lack of grammatical competence while producing it. As Ana said:

As I said before, I don't even know about TS in thesis actually. After working for thesis, I knew the term of thesis statement but don't really know the proper content of thesis statement. When I started to write thesis statement I don't know how to start and I don't know how to write properly. I think I get problem in structuring the idea and structuring into the writing.

In addition to the case, Kiki also said:

I am really lack of writing. I don't know what kind of sentence I have to use in my thesis statement either the simple present or future tense. I am quite confused about that, also we have to make it simple sentences to develop thesis statement. For me, it is really quite hard.

Based on the statement above, the interviewees realized that they have weaknesses in structuring the sentence. According to the Ana's perception, she argued that making TS is quite hard because she never learned specifically about the proper form of thesis statement and the essentials of thesis statement in the research paper. Similarly, Kiki lost her

ideas in making TS due to lack of background knowledge. Therefore, structuring the sentence and grammatical competence is considered as prominent substance because it will generate appropriate TS relation with their topic.

### **1.3 Generating ideas**

Among three of six participants agree that generating and organizing ideas was one of a crucial problem in making claim in the TS. Generating and organizing had a big part to produce an effective form of TS. Three kinds of characteristic in thesis statement are subject, context, and claim. However, if it does not contain those characteristic then that is not labeled as thesis statement. In this case, Ani stated:

Yes, actually I have problem when I want to write thesis statement. One of the problems is generating ideas. It is really hard for me to express main idea in creating thesis statement then I stuck to write because of lack of ideas.

Based on the Ani's statement, it can be concluded that generating ideas is a thing when it comes to producing TS. Consequently if the writers did not know how to generate ideas properly then it will be affecting the whole paper. Generating ideas has a big role in the statement because it relates to making a strong claim. Hence, they have had lack of ideas when writing thesis statement.

### 1.4 Difficult in making claim

Among three of six participants argued that they have a problem in making strong claim while producing TS. In this case, Roni said:

Where I have to go to make my own statement, I mean like with lots of the previous study I have been found which is the part in my thesis like I have to put like this is my own statement I mean this is the problem I want to deal and I want to solve in my thesis.

In addition, Cici also added:

The difficulty when I write thesis statement is claiming the statement because I see many previous studies that related to my topic then I feel confused about how to produce a well-form of thesis statement and take a position without manipulating another writer's thesis statement.

In contrast with two statements above, Muna said:

Actually, I don't find not much previous study but not too little as well, sometimes the previous study is not really suited with my title the context is the same but different way then I get confused in making an appropriate claims.

Regarding the answer from above, it can be concluded that claiming or taking a position toward particular issues in the writing is difficult. This factor is caused by many previous studies that have been existed thus they had no idea in taking a specific position to support their arguments. However, Muna confessed that much and few previous studies are influencing the writer in making a claim because the previous study is not provided the same context as the writer's title in the thesis.

### **1.5 Word Choice**

Word choice is one of the problems that affect in making TS. Among two of six participants argued that word choice is complicated when it should put in the context. In this case, Muna stated: “Sometimes it is hard for me to choose which word that suit in that thesis statement, sometimes I feel the word is suitable enough, but after reading it again, it is not appropriate”

Based on the statement above, word choice can cause problems in producing a good statement of TS.

## **2. Strategies in producing thesis statement**

In producing TS, students faced many obstacles in order to write well-form of TS. They were not perfect writers that would always get the best result, especially in the academic writing process. Consequently, they must have strategies to tackle those problems. This study found out some strategies that students used in producing TS precisely.

### **2.1 Reading many references**

Almost all participants said that reading a lot of references helping them in deciding the position they wanted to make in the TS within their thesis.

The source of references can be book, journal, article, and so forth that supporting their arguments toward their title. As Roni said:

One of the strategies is reading a lot about the journal, we have to comprehend the context of the journal first. After understanding the context, we take the conclusion of it and make our own claim to put in the thesis statement.

Also, Kiki told:

The strategy to make appropriate thesis statement is actually by reading several source like journal, research paper then we know how the format of its thesis statement, how the ideas is delivering then I try to make by myself to make sure it is good sentence or it is qualified enough in thesis statement I want to use.

Regarding the statement above, it can be concluded that producing good and appropriate TS required many references in order to put the claiming in the right position of statement. The participants believed by reading a lot of journal, book, research paper and so forth could help them in understanding the better way how to produce good TS. Reading a lot of references could assist them in spotting the characteristic that must have in TS. Therefore, this strategy is helping them in delivering the message of thesis statement in order to make readers well-understand of the purpose of the thesis.

## 2.2 Pre-Writing

Among three of six participants agreed that pre-writing is the strategies to produce a good TS. According to KU writing center (n.d) Pre-writing is divided into several types which are brainstorming, free-writing, clustering, listing and so forth.



Ana stated: “I write anything regarding the topic; it is included in the kinds of pre-writing, which is free-writing”. In addition, Ani said:

Because I have a problem with generating and structuring ideas well, I am using brainstorming strategies to write any possible ideas that related to my topic, after I get the suitable idea then I write anything freely to help me decide which statement is the best for thesis statement.

Relating to those statements above, pre-writing is considered an important section during the writing process. It is included as the first stage before making the sentence in an organized way. This pre-writing technique could help the writer to get the beginning ideas into paper. There are several kinds of pre-writing but the participants highly used the brainstorming and free--writing technique as a tool to get ideas out of their heads.

### **2.3 Asking friend for suggestions and opinions**

Muna said that having proofreaders is important as aspect of writing process. At the end of writing process, we often ignorant and careless toward grammatical error, incorrect of use proper punctuation, and poorly constructed sentence and so forth. As she stated:

When I get confused about my thesis statement then I asked my friend to give his suggestion and opinion, what is the best thesis statement I should write in that research and having a proofreaders is really helpful because sometimes we might think that what we have already done is good but when other people read it again, they give the suggestion.

Based on the statement above, it can be concluded that having friends as proofreader is greatly helpful for some people. After writing

thesis statement in the thesis, the proofreader gives his opinion and suggestion toward the statement because sometimes, the writers are unaware about the simplest mistake such as grammatical error, word choice, and punctuation. Thus, having a proofreader is important to help the writers during the process of writing.

### **C. The result of document analysis**

Document analysis as instrument is carried out to answer the second research question regarding the problem to find out the dominant error of thesis statement produced by undergraduate students. This instrument as evidence is to strengthen their views on thesis statement. Before analyzing the data from participants, I classified two types of TS according to their title on thesis which are an argumentative and informative thesis statement. Subsequently, each kind of TS would produce different forms. Informative thesis statement was indicated to inform and tell the readers by explaining the issues of the topic. The writer is required to investigate an idea, evaluate evidence, describe the ideas in detail and set forth an argument concerning that idea clearly and concisely. Meanwhile, the objective of argumentative thesis statement presents a claim which is debatable or arguable. The claim should be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. Therefore, both types of TS must a claim to show how strong enough the statement in influencing the reader.

It can be known that two of participants made argumentative thesis statement and the rest made informative thesis statements in terms of their title. This document analysis was analyzed by finding those three characteristics in thesis statement which are subject, context, and claim. I want to find out the compatibility between their statement and the characteristic that must be present in the thesis statement.

### **1. Argumentative thesis statement analysis**

Roni, Ana and Kiki made an argumentative thesis statement in which Roni's title discussed about the perceived of outdoor education system in Islamic boarding school to improve English vocabulary, Ana's title was exploring the ice breaker usage in English classroom and Kiki's title about the strategies being used in developing IELTS listening score. Subsequently, they should provide debatable argument regarding the title. I captured their thesis statement through screenshot. Here is the data from three participants.

a high score in test are caused by the system that has been implemented. But the fact is student only remember the vocabulary in the night before examination and in the examination day. After the examination, they will not practice the vocabulary. As the result, the vocabularies will be forgotten and the systems will be useless.

**Screenshot of Argumentative Thesis Statement (Roni)**

Due to that condition, the researcher considers that this study is very crucial in order to enhance the variety of the study of icebreakers usage in English language classroom. Therefore, this study is conducted to find out icebreaker usage in English language classroom at MAS Darul Ulum Banda Aceh. This study is focusing on how the icebreaker usage is applied by the teachers' to master students in English language.

#### Screenshot of Argumentative Thesis Statement (Ana)

IELTS score was one of the requirements. However, in IELTS Listening test has difficulty for the people because they have more concentrate and learn much at the question sheet and even in the Listening part the people hear the various accent. In addition, for the people who were have follow the IELTS test especially Listening IELTS.

#### Screenshot of Argumentative Thesis Statement (Kiki)

Table 4.1

*Argumentative thesis statement*

Participant	Thesis Statement
Roni	But the fact is students only remember the vocabulary in the night before examination and in the examination day.

	After the examination, they will not practice the vocabulary. As the result, the vocabularies will be forgotten and the system will be useless.
Ana	Due to that condition, the researcher considers that this study is very crucial in order to enhance the variety of the study of icebreakers usage in English language classroom.
Kiki	However, in IELTS listening test has difficulty for the people because they have more concentrate and learn much at the question sheet and even in the listening part the people hear the various accents.

### 1.1 Subject

Three statements above indicated that they have been placed three characteristics within TS. For example, the subject of Ana's research paper is this study refers to ice breaker usage and also the placement of the subject in the TS is correct because it emphasizes the purpose of the topic discussed. Also, Muna has been placed IELTS listening as the subject of

her thesis statement. Meanwhile, Roni did not clearly state what subject should be in TS. The word system refers to the outdoor education system as mentioned in his research title. There is a correlation between those three statements with their title of final project. Consequently, they have written the subject in the right way so that the subject can carry out the readers' attention to the issues that paper wants to explore and importantly determine the particular focus of the research paper.

### **1.2 Context**

From the statement above, we have already seen that the context being used in TS is pretty obvious. Roni stated that the context is about the vocabulary of English language that implemented in the school. It can be seen from his title the perceived of outdoor education system in Islamic boarding school to improve English vocabulary.

In addition, Ana stated that, a likely context would be variety of study in English language classroom and it indicated the frame of teaching strategy and method in creating a pleasant learning atmosphere. It can be seen from the title ice breaker usage for English language classroom. Meanwhile, the context of Kiki's TS would be the part of IELTS itself which discuss about listening section strategy. Based on the three contexts above, the participant defined the context obviously and specifically in order to announce the frame of reference in locating the reader's in the paper general area of discussion.

### 1.3 Claim

Claiming is considered as most essential substance within TS because it presents the advisability toward the issues being discussed. Roni has been claimed that the vocabularies will be forgotten and the systems will be useless. It can be seen from the statement that he had mentioned the acceptable reason why it will be useless so that it make the readers well-understand about the topic.

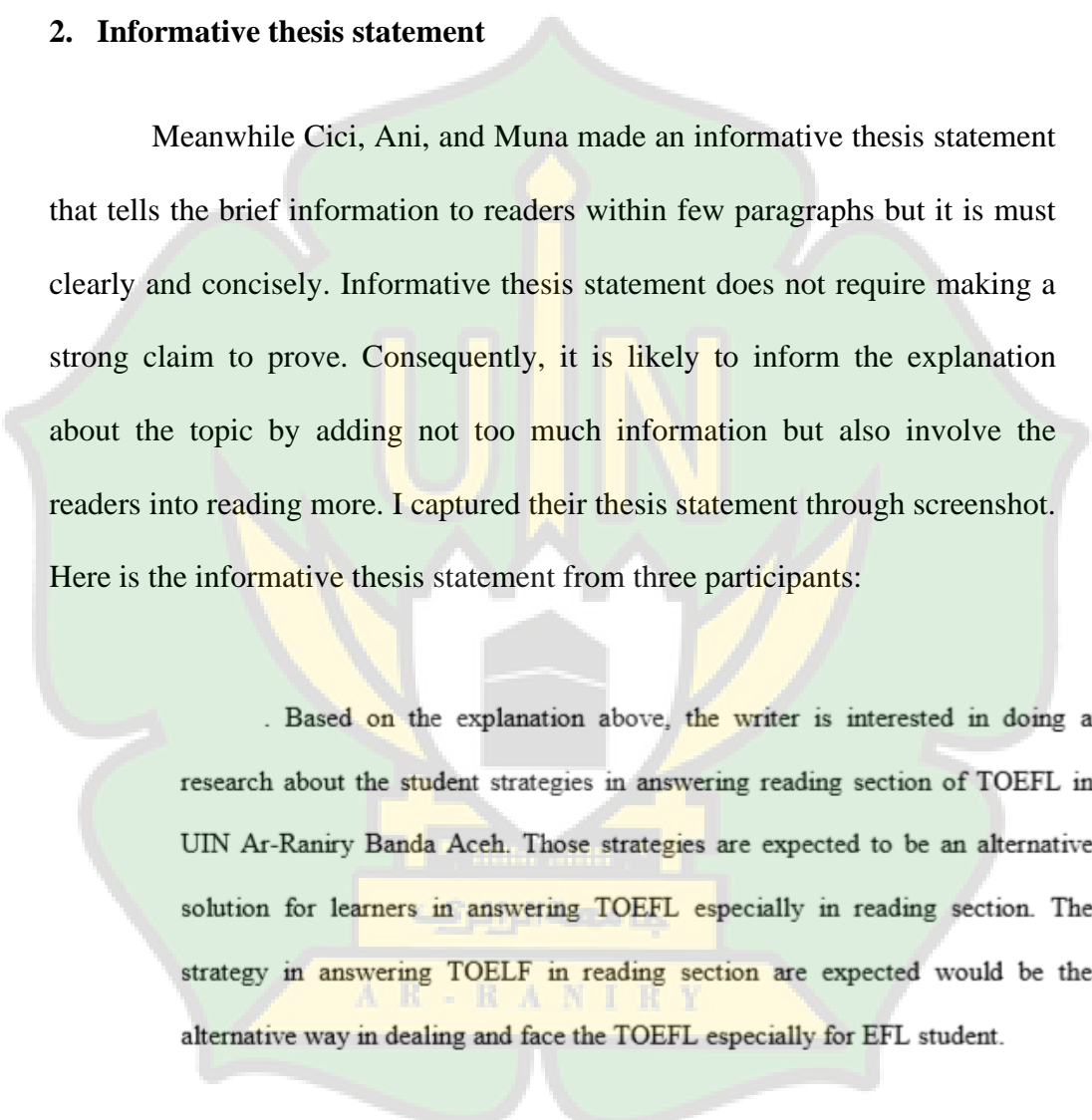
Ana has been argued that: ...very crucial in order to enhance the variety of the study From the statement above, the participants created the specific and proper reason why it is so important using ice breaker in English language classroom because the ice breaker will enhance the variety of the study. The word very crucial is strong enough to carry out the reader's attention toward the title.

In this case, Kiki has been claimed that: ...has difficulty for the people because they have more concentrate and learn much at the question sheet and even in the listening part the people hear the various accents. This statement showed the strengthening of her point by using the word "because..." as the reason why IELTS listening test have a crucial problem so that she wants to explore the proper strategies to tackles those problems. She defined the claim pretty clear by explaining the reason specifically so that it will directs the readers to interpret the whole subject also summarizes the writer's insight in order to deliver

relevance and coherence toward the title of final project. As a result, three participants made an argumentative thesis statement obviously regarding three characteristics in TS.

## 2. Informative thesis statement

Meanwhile Cici, Ani, and Muna made an informative thesis statement that tells the brief information to readers within few paragraphs but it is must clearly and concisely. Informative thesis statement does not require making a strong claim to prove. Consequently, it is likely to inform the explanation about the topic by adding not too much information but also involve the readers into reading more. I captured their thesis statement through screenshot. Here is the informative thesis statement from three participants:



. Based on the explanation above, the writer is interested in doing a research about the student strategies in answering reading section of TOEFL in UIN Ar-Raniry Banda Aceh. Those strategies are expected to be an alternative solution for learners in answering TOEFL especially in reading section. The strategy in answering TOELF in reading section are expected would be the alternative way in dealing and face the TOEFL especially for EFL student.

**Screenshot of Informative Thesis Statement (Cici)**



In reference to the study above, the writer assumes it is necessary to conduct a research in improving EFL students' ability to write paragraph by using flowchart. Furthermore, this study aims to fill in this gap by exploring the use of flowchart to write descriptive paragraph.

**Screenshot of Informative Thesis Statement (Ani)**

Therefore, this study is important to fill in the gap by analyzing students' level of thinking through students' responses in the online discussion forum. By analyzing the students' responses the researcher would like to see what level of thinking students in. The researcher only focuses on the levels of thinking of students' written responses in online discussion forums.

**Screenshot of Informative Thesis Statement (Muna)**

Table 4.2

*Informative thesis statement*

Participant	Thesis Statement
Cici	The writer is interested in doing a research about the students' strategies in answering reading section of TOEFL in

	<p>UIN Ar-Raniry Banda Aceh. Those strategies are expected to be alternative solutions for learners in answering TOEFL especially in reading section.</p>
Ani	<p>In reference to the study above, the writer assumes it is necessary to conduct a research in improving EFL students' ability to write paragraph by using flowchart.</p>
Kiki	<p>Therefore, this study is important to fill in the gap by analyzing students' level of thinking through students' responses in the online discussion forum. By analyzing the students' responses the researcher would like to see what level of thinking students in.</p>

## 2.1 Subject

A subject in TS is the central highlight of the paper. It can be said that the subject acting as topic being discussed. For example, the subject of Cici's thesis is TOEFL reading section. Subject placement is located in the right way so that it will be able to create the focus of the whole paper.

Meanwhile, Ani mentioned the subject which is flowchart in the last sentence. Also, Muna stated that the subject which is students' level of thinking two times in a paragraph. All in all, three participants have placed the subject in TS.

## 2.2 Context

Stating a context in thesis statement is allowing the writer to take control of the subject that might be explored overly broad within the research paper. As Cici stated that the context is about the part of reading section of TOEFL. It can be seen from the title which is the students' strategies in answering reading section of TOEFL. She wanted to limit the paper's exploration by stating the focus of her thesis discussing about reading section only. In addition, Ani stated that a likely context would be the frame of writing ability using flowchart. She defined the context obviously which tell the readers the information how to improve students' ability to write paragraph using flowchart. It can be seen from the title Improving EFL students' paragraphs writing quality through flowchart. Muna also made the context about writing skill through online discussion forum. It can be seen in the title analyzing students' level thinking through students' response in online discussion.

Therefore, all participants had placed the context in their TS. The perspective in the context helps writers in focusing their argument and

enhancing the important point with a clearer awareness of the issues being discussed.

### 2.3 Claim

Claim is a statement that generally presents an argument which defines the goal and the scope of the thesis. Cici claimed that: the writer is interested in doing a research about the student strategies in answering reading section of TOEFL. From the statement above, she also mentioned the additional information included in the statement which describes why her study is important to read. Thus, the statement is might be able to attract the reader to read more the content of thesis because the reader will be expecting something toward the topic. Also, Ani claimed: it is necessary to conduct a research in improving EFL students' ability to write paragraph by using flowchart. Ani also did not state his TS properly because she does not provide the additional information in detail why it is important to conduct the research. This relevant to what Moore and Cassel (2011, p. 34) "The claim provides a point of view on or an interpretation of the subject. It is an important part of the thesis statement because it encapsulates the insights of the writer and gives relevance and coherence to the supporting paragraphs". In addition, Muna claimed that: ...by analyzing the students' responses the researcher would like to see what level of thinking student's written responses in online discussion forum. She gave the proper reason and describes the ideas in detail to convince the reader that written responses and online discussion forum have

connectivity in identifying the level of students' thinking. Thus, the readers have an expectation what the thesis will going to talk about. Therefore, among two of three participants made informative thesis and they had been produced a claim in a proper way.

### **C. Discussion**

The purpose of this study was to find out the problem faced by undergraduate students and to discover effective strategies to tackle those problems while producing thesis statement in the thesis. I used two instruments which are interview and document analysis to find out the answer regarding the research question which are interview and document analysis. The interview section aimed to answer both research questions while document analysis was responsible for reinforcing what interviewees had delivered during the process of interview.

A thesis statement is not only implemented on easy writing such as persuasive paragraph but it also can be implemented into chapter one of research paper in the last paragraph to tell the readers what the paper is about and help guide the writing to keep the argument focused. Based on the research question about "What potential problems do the undergraduate students of English language education have in producing thesis statement in thesis?" the result was obtained from the interview section that was conducted on 23<sup>th</sup> October-12<sup>th</sup> November at UIN Ar-Raniry, Banda Aceh. The findings elucidated that participants have several problems which can hinder them in

declaring TS clearly and concisely within their research paper. Afterward, the results pointed out almost all participants found a few problems which can make the students get confused. The problems that the undergraduate students faced in producing TS were:

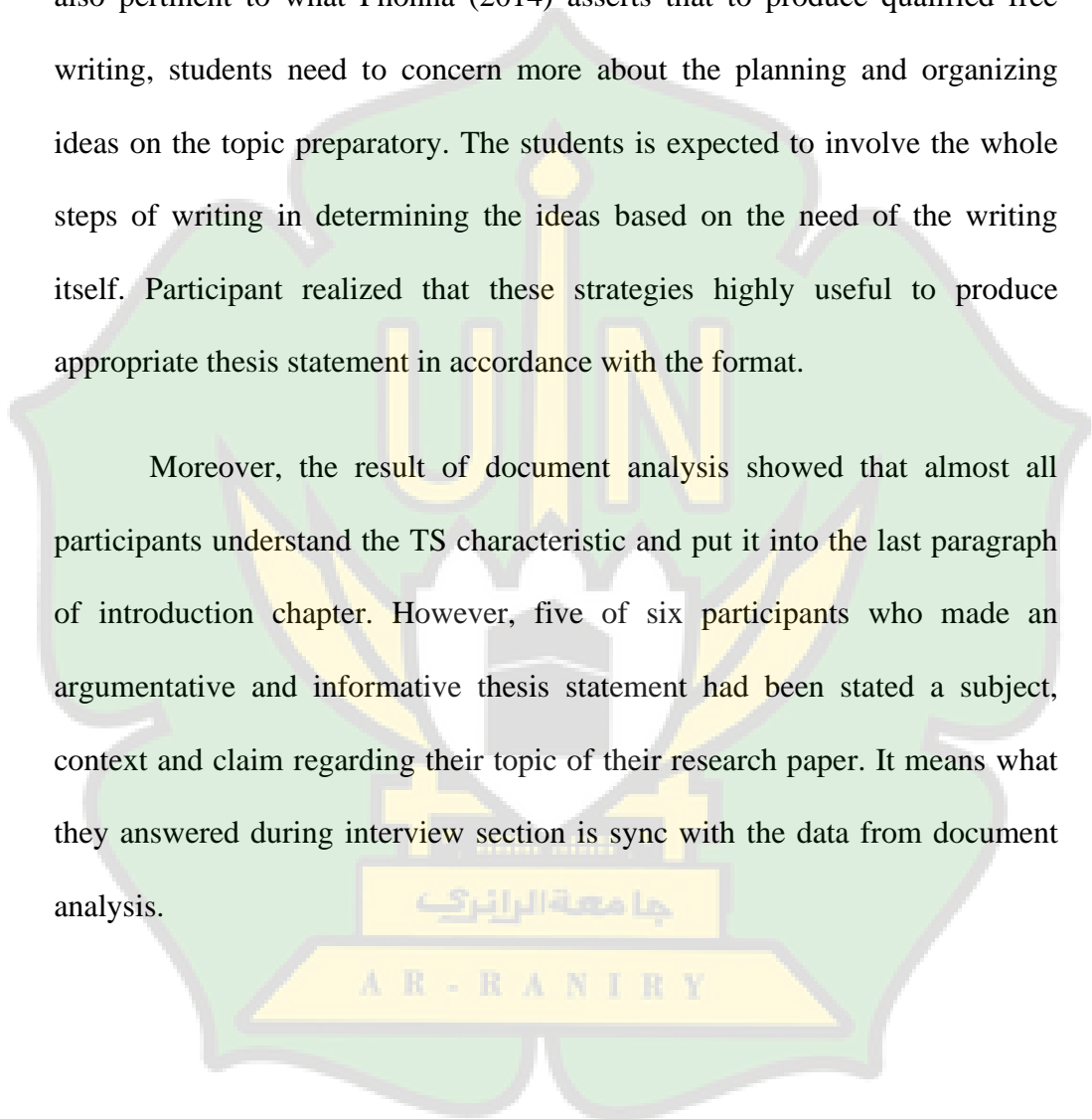
1. Lack of prior knowledge
2. Sentence structure and grammatical competence
3. Generating ideas
4. Difficult in making claim
5. Word choice

Therefore, it can be concluded that almost all participants have two major problems which are lack of sufficient writing knowledge and lack of prior knowledge in TS. Tawalbeh and Al-zuoud (2013) argued that having prior knowledge can assist undergraduate students to avoid their common error to successfully do the writing research. There is a strong relationship between the students' prior knowledge and writing performance. The interviewee also stated the problem arise due to a lack of sufficient background knowledge in understanding TS. It is also caused because they did not familiar with the structure of TS since they did not use it in their essay.

Besides, to answer the second questions of the research about strategies in overcoming the problem, the interviewee showed that there are some effective strategies can be implemented. They did pre-writing such as brainstorming and free writing steps to tackle problem especially for lack of

writing knowledge, reading lot of books, journal and article that support their thesis in order to see the format of TS itself and asking friends for opinion or suggestions to evaluate their writing mistake especially in taking a claim. This also pertinent to what Fhonna (2014) asserts that to produce qualified free writing, students need to concern more about the planning and organizing ideas on the topic preparatory. The students is expected to involve the whole steps of writing in determining the ideas based on the need of the writing itself. Participant realized that these strategies highly useful to produce appropriate thesis statement in accordance with the format.

Moreover, the result of document analysis showed that almost all participants understand the TS characteristic and put it into the last paragraph of introduction chapter. However, five of six participants who made an argumentative and informative thesis statement had been stated a subject, context and claim regarding their topic of their research paper. It means what they answered during interview section is sync with the data from document analysis.



## **CHAPTER V**

### **CONCLUSION**

This chapter deals with the research conclusion and suggestion. It consists the data analysis and the results of the discussion summary. Then, I present some suggestions that are provided for proposed research and recommend future works connected to the study in the same field of problems in the thesis statement by other researchers.

#### **A. Conclusion**

The study aimed to discover the problems faced by undergraduate students in producing a thesis statement in the thesis and to find out the effective strategies to overcome those problems. The interview data indicated that students in English language education having some problems which can hamper the process of writing. The students realized that they got overwhelmed with some difficulties in producing a thesis statement in the last introduction chapter. The problems were sentences structure and grammatical competence, generating ideas, difficult in making claim, word choice, and lack of prior knowledge in thesis statement. It can be classified that they have two major problems which is lack of writing skill and lack of prior knowledge in producing a thesis statement.



Moreover, they believed that they must be able to solve all the difficulties existed during the process of finishing their introduction chapter of thesis. They thought several strategies to help them in improving their ability to deal with problems such as doing pre writing, reading a lot of reference either journal, books, or other research, and asking friends for opinion or suggestion.

The result of document analysis data also indicated that three students who made an argumentative thesis statement understand well about the structure such as subject, context, and claim. They had placed the statement regarding the format of thesis statement itself. However, two students who made an informative thesis statement did not state the claim clearly because they did not provide the information in details so that the readers lost the idea about the topic.

## **B. Recommendation**

Identifying problems of thesis statement and find out the best strategies will be more helpful for students in producing a critical thesis in order to attract the readers to read more. Therefore, I would like to give some recommendation as follows.

First, for students, they should be able to find out more knowledge about the essential of thesis statement and the implementation in the thesis in order to strengthen the arguments and take a position toward the particular issues being discussed. Thereafter, the students might produce thesis statement

regarding with three characteristic of thesis statement such as subject, context and claim.

Second, for the lectures and the university, I expect that the lectures can create appropriate material regarding thesis statement that included in ELR I and ELR II especially in producing a good and critical thesis statement.

Finally, other researchers can analyze other important aspects in the thesis statement to attract the readers to know more and the result of this study may be used as early information to conduct further researchers.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : B- 646/UN.08/FTK/KP.07.6/01/2020

**TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-17565/UN.08/FTK/KP.07.6/12/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Juli 2019
- MEMUTUSKAN**
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-17565/UN.08/FTK/KP.07.6/12/2019** tanggal 19 Desember 2019
- KEDUA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
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- NIM : **150203090**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Identifying Problems of Undergraduate Students in Producing Thesis Statement in Final Project**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 24 Januari 2020

**An. Rektor**  
Dekan,

  
**Muslim Razali**

**Tembusan**

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



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

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Nomor : B-14741/Un.08/FTK.1/TL.00/10/2019

10 Oktober 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Azzahra Kurniati  
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Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. Cut Nyak Dhien, Lr. Rambutan Villa Buana.

Untuk mengumpulkan data pada:

**UIN Ar-Raniry (Prodi Bahasa Inggris)**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Identifying Problems of Undergraduate Students In Producing Thesis statement in Skripsi.**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

  
fMustafa





SURAT KETERANGAN

Nomor: B-577/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-14741/Un.08/FTK.I/TL.00/10/2019 tertanggal 10 Oktober 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Azzahra Kurniati  
NIM : 150 203 090  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

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

Identifying Problems of Undergraduate Students in Producing Thesis Statement in Skripsi.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2019

Ketua Prodi Pendidikan Bahasa Inggris,

  
T. Zulfikar



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Banda Aceh, 6 December 2019

Azzahra Kurniati