

**AN ANALYSIS OF STUDENTS' PROBLEM IN THESIS WRITING IN
THE INTRODUCTION SECTION**

THESIS

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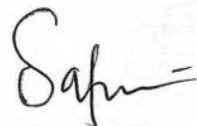
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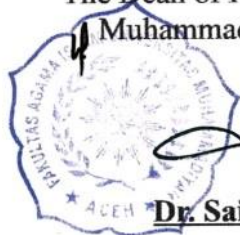
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ABSTRACT

The title of this research is “*An Analysis Students’ Problem in Writing Thesis in the Introduction Section*”. The aims of this research were to find the students’ problems, the cause of problems, and how students solve the problems in writing the thesis in the introduction section. A qualitative method was used in this research. The sample of this research was 10 students in the English Department, Faculty of Islamic Studies, Muhammadiyah Aceh University. In collecting data, the researcher applied two instruments, they were: questionnaires and interviews. The technique used to analyze the data in this research was descriptive analysis. The results showed most of the problems that students faced in writing the thesis in the introduction section were: matching the supporting theories, considering the purpose, lack of paraphrasing, lack of motivation, lack of grammar, considering the content and organization, and considering the topic. The cause of the problem was their English proficiencies were still low. The last result of this research was that students solved their problems by doing a routine consultation and reading lots of sources that related to their thesis.

Key Words: Students’ problem, Thesis writing, Introduction section

CHAPTER 1

INTRODUCTION

A. Introduction

Writing is the one of four basic skills that is important to learn in order to get things done, to convey information and to get information. When you write, it is most often for purpose. According Hashim (2005) on branch of writing, academic writing consists of research papers, theses, assignments and reports. As the terms paper would denote, these documents all serve a particular purpose and is for review of a particular group of readers. More specifically, research articles and theses have as their main purpose.¹

In writing a thesis, most students often face some problems. They have to consider the correct writing, such as grammar as English is not their first language especially for Indonesian learners. Oshima and Hogue (1999) state that academic writing is not easy. Academic writing needs a lot of study and practice in order to develop a learner's writing skill.²

In academic writing, grammar holds an important role to serve information for readers. Nunan (1999) explain that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are

¹ Hashim, A. (2005). *How to Write a Thesis: The Thesis Writing Journey from Start to Finish*. (Kuala Lumpur: University of Malaya Press).

² Oshima, A and Hogue A .(1999). *Introduction To Academic Writing: Second Edition*. (New York : Addison Wesley Longman). p. 3.

combined to produce sentences in the language.³ Although grammar lessons have been given to the students since the beginning of their education, grammatical errors can still be found in most of their writing activities. The errors might seem small, but they may have big influences on the quality of writing.

In thesis writing the introduction section is the first part of the arrangement of a thesis writing. In this part students have to integrate their own thoughts with supporting theories. It is known that students often get difficulties when they are asked to write with their own ideas, especially in English writing. So, the errors are inclined since they have to compose it by writing down their own thoughts and arguments. White and Arndt (1991) state that a second language learner will need quite a long time to create an idea in writing something.⁴

Based on the preliminary, there is some research about student's problems in writing a thesis in the introduction section. Those researchers found that student's lack of academic writing with their own words brought them some difficulties. For instance, grammatical errors, paragraphs are not connected, choice of words and students do not understand about methodology. As Breslin (2011) defined error as the condition of having incorrect or false knowledge.⁵

Based on the explanation above, the researcher is interested in conducting the research entitled "An Analysis of Students' Problem in Thesis Writing in The Introduction Section". This research is to focus students' problems in writing a

³ Nunan, David. (1999). *Second Language Teaching & Learning*. Massachusetts: Heinle&Heinle Publishers. p. 97.

⁴ White, R and Arndt, V. (1991). *Process of Writing*. London : Longman group. Ltd. p. 14.

⁵ Breslin (2011). *Understanding and Using English Grammar*. New York: Pearson Education. p. 221.

thesis in the introduction section at the English department of Muhammadiyah Aceh University.

B. Terminologies

1. Writing

According to White, (1990), writing is the process of expressing the ideas, information, knowledge or experience and understanding the writing to acquire some information to share and learn.⁶ In this research, writing refers to how students write a thesis in the introduction section appropriately by using correct choice of words, sources, grammar, spelling, vocabulary, punctuation and unity among paragraphs.

2. Student's Problem

Problem is a situation that is unsatisfactory and causes difficulties for people.⁷ Students cannot deny the problems that they have to face in writing a thesis. Lack of understanding grammar lessons is one of the problems in thesis writing. Moreover, they have to consider the content and organization in thesis writing.

⁶ White. (1991). *Process of Writing* . London: longman Group, p. 10.

⁷ William Collin (1840). *Collins dictionary: Definition of Problem*. Library Dictionary.

3. Introduction Section

The first part that will explain the whole thesis is the introduction section. Day RA (2000) states that “a bad beginning makes a bad ending”.⁸ Introduction section is important because it can reveal the conclusion.

C. Research Questions

Based on the explanation above, the research question of this study can be formulated as follows:

1. What problems are faced by students in writing a thesis in the introduction section?
2. What are the causes of problems?
3. How do they solve their problems in writing a thesis in the introduction section?

D. Aims of Research

Based on this research questions, the formulation of aims of the research are:

1. To find out the problems faced by students in writing a thesis in the introduction section.
2. To find out the cause of problems in writing a thesis in the introduction section.
3. To find out on how they solve the problems are faced in writing the thesis in the introduction section.

⁸ Day RA. (2000). *How to write and Publish a Scientific Paper*. Altay Gulay Askar, p. 4.

E. Significance of Study

It is expected this study will provides benefits for:

1. Students

The final result of this research hopefully will help students to write a thesis as it is one of the requirements to obtain the bachelor's degree in English Study Program.

2. Lecturer

The result in this research can be used to help the lecturers to understand the problems faced by the students, so they can provide more meaningful feedback to their students and can provide students with better methods and media for use in writing the thesis.

F. Research Methodology

1. Research Design

In this research, the writer uses qualitative research. As explained by Ashley Crossman, "Is a type of social science research that collects and works with non- numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places".⁹ This method used by the writer due qualitative method matches with the research which can be distributed analytically.

⁹ Ashley Crossman (2019)- an overview of qualitative research methods (Journal) p. 26.

2. Technique of Data Collection

To obtain the data needed, the writer uses several research instruments, those are questionnaire and interview.

a. Questionnaire

In this research, the researcher gives questionnaires to the students. It is a data collection technique by sublimitting or submitting a list of questions to fill out for themselves by responders.¹⁰ Questions are about what problems the students faced in writing a thesis in the introduction section. There are 10 questions to answer in order to reach the results.

b. Interview

Interview is a conversation where questions are asked to acquire information.¹¹ The researcher will ask several questions to the students about the cause of problems and how students deal with the problems that are faced in writing the thesis in the introduction section.

c. Data Analysis

Data analysis is the process of data arrangement and data organization.¹² The technique of data analysis that is used in this research is

¹⁰ Fraley, R.C., Waller, N. G., & Brennan, K. A. (2000). An item-response theory analysis of self-report measures of adult attachment. *Journal of Personality and Social Psychology*, 78, p. 350-365.

¹¹ Boyce, C. & Neale, P. (2006) *Conducting in-depth interviews: A guide for Designing and Conducting in- Depth interviews*, Pathfinder International Tool series, p. 1.

¹² Moleong Lexy. (2007). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya

descriptive analysis, the gathered data of questionnaire and interview is analyzed and concluded regarding students' problems in writing thesis in the introduction section.

G. Population and Sample

According to Arikunto: "population is a generalization area consisting of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and then drawn conclusions".¹³ Sample is selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.¹⁴

The population of this research is all eighth semester from the English Department of Muhammadiyah Aceh University. So, the sample of this research are ten students of the English Department of Muhammadiyah Aceh University.

¹³ Arikunto. (2009), *dasar dasar evaluasi pendidikan*, (Jakarta: PT Bumi Aksara,) p. 32.

¹⁴ William M.K. Trochim.(2020). *Changes and additions by conjoint*. Iy. Sydney, Australia.

CHAPTER 2

LITERATURE REVIEW

A. Definition of Writing

Many linguistic experts have explained their theories about writing. The theories are closely similar from one to another. One of the theories comes from Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg. They stated that Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note taking, identifying a central idea, outlining, drafting and editing.¹

Meanwhile Gordon Rohman stated that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.² Another theory has been explained by the expert H. Douglas Brown, That written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.³

Therefore, it can be concluded that writing is a visual form of communication, either printed in hard copy or in electronic form. It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

¹ Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg., (2004). *Teaching Speaking, Listening and Writing*, (Chicago: International Academy of Education & International Bureau of Education). p. 15.

² Christina Russel McDonald et.al. (2002). *Teaching Writing*, (USA: Southern Illinois University Press). p. 7.

³ H. Douglas Brown. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Pearson Education Company), second edition. p. 335.

1. Types of writing

According Callella, there are five main types of writing: descriptive, persuasive, narrative, expository, and creative.⁴

a. Descriptive

Descriptive writing is commonly found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, he/she paints a picture in words of person, place, or thing for their audience.

b. Persuasive

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinion and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position.

c. Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.

⁴ Callella, T. (2001). *Making your word wall more interactive.* (Huntington Woods, MI: Creative Writing Press, Inc). p. 5.

d. Expository

Expository writing is one of the common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence.

e. Creative

Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing.

2. Writing Process

Writing is a never one step action. Writing as one of productive skills needs a process. Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before a final draft.⁵

There are four processes of writing

a. Planning

⁵ Jeremy Harmer. (2001). *How To Teach Writing*. (England: Pearson Education Limited), p. 4.

According Diana Hacker planning is to take what it has brainstormed and begin to organize it.⁶ At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece.

b. Drafting

Drafting involves the actual writing of your paper. During this stage, you will expand upon categories in your outline, putting thoughts into sentences and paragraphs.⁷ As you write the first draft of your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

- 1) Begin with a topic sentence that states the main ideas, including several sentences that support the main idea.
- 2) The topic does not include information that does not directly support the main idea.
- 3) Arrange the sentences so that the other ideas make sense.

⁶ Diana Hacker. (1991). *The Bedford Handbook*. (United States: Paperback, Hardcover). p. 24.

⁷ Ibid., p. 25.

- 4) Use signal words to help the reader understand how the ideas in your paragraph are connected.⁸

c. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft called editing. The writer edits their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure , and accuracy of supportive textual material such as quotations, examples and the like. There are steps to revise in order to reach a perfect paragraph, add new ideas to support the topic, cross out sentences that do not support the topic, change the order of the sentences, and use the checklist to revise the paragraph.⁹

d. Final Version

Once the writer has revised and edited the draft and made the changes that are considered being necessary, he has produced the final version.

3. Academic Writing

⁸ Karen Blanchard and Christine Root. (2003). *Ready to write*. (New York: Pearson Education Inc.). p. 41.

⁹ Ibid., p. 44.

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is a kind of story. It is also different from personal writing, which includes writing letters or e-mails to your friend and family. Creative writing and personal writing are informal, so we may use slang, abbreviations, and incomplete sentences.¹⁰ However academic writing is formal, so we should not use slang or contractions. Also, we should take care to write complete sentences and to organize them in a certain way.

Academic writing often features a prose register that is conventionally by evidence that the writer has been persistent, open-minded, and discipline in study that prioritizes reason over emotion or sensual perception and that imagines a reader who is coolly rational, reading for information, and intending formulate a reasoned response.¹¹ On top of the complexity of the vocabulary of academic English they have to learn a series of conventions in style, referencing and organization.¹²

4. Paragraph

Paragraph is a basic unit or organization in writing in which a group of related sentences develops one main idea. The number of sentences is not important. However, the paragraph should be long enough to develop the main

¹⁰ Alice Oshima & Ann Hogue. (2007). *Introduction to Academic Writing*. (New York: Pearson Education Inc.). p. 3.

¹¹ Chris Thaiss and Terry Myers Zawacki. (2006). *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*. (Portsmouth: Boynton/Cook). p. 5.

¹² Stephen Bailey. (2011). *A Handbook For International Students, Third Edition*. (New York: Taylor & Francis e-Library). p. 4.

idea clearly. A paragraph literally has three major structural parts: a topic sentence, supporting sentences, and concluding sentences.¹³

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of the paragraph, It should be related to the unit of organization, the parallelism, and others.

Harmer states that there are two characteristics of an effective paragraph. Those are coherence and cohesion.¹⁴

a. Coherence

Coherence means that the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. Coherence can be gained by applying logical order and transition signals. When a text is coherence, the reader can understand at least two things:

1) The writer's purpose

A coherence text can make the reader understand what the writer's purposes are. It is for giving information, expressing ideas, or entertaining the reader.

2) The writer's line of thought

The reader should be able to follow the story and should not get confused with the characters of the story, setting, time, and others. In a recount text, the reader should know what is being narrated, who is the

¹³ Alice Oshima & Ann Hogue, (1996). *Writing Academic English*. (New York: Addison Wesley Publishing Company). p. 3.

¹⁴ Jeremy Harmer. (2001). *The Practice of English Language Teaching*. (England: Pearson Education Limited), third edition,. p. 38.

character, and can distinguish between the complication and resolution.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. The method of connecting sentences to each other is called cohesive devices. Five important of cohesive devices are lexical cohesion (can be achieved by using lexical set chain and repetitions of word), grammatical cohesion (can be achieved by using pronoun and possessive reference and article reference), tenses, linkers, and substitutions.

Alice and Ann add unity as a requirement of an effective paragraph. They state; “Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss a new sentence of idea, they must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea”.¹⁵

B. Thesis Writing

A thesis is a written record of the work that has been undertaken by a candidate. It constitutes objective evidence of the author’s knowledge and capabilities in the field of interest and is therefore a fair means to gauge them.

¹⁵ Alice Hoshima and Ann Hogue, *op.cit.*, p. 17.

Although thesis writing may be viewed as an unpleasant obligation on the road to a degree, the discipline it induces may have lifelong benefits.¹⁶

1. Part of thesis

William Bennett states that, there are five major parts of the thesis: the introduction, review of related literature, design methodology, findings, and conclusion.¹⁷

a. The Introduction

The introduction is not a narrative. It is only a heading under which the following six narrative sections appear.

b. Review of Related Literature

This section outlines what you learned from previous contributors to the field. It brings the researcher and the reader up to date on what others did relevant to the topic.

c. Design and Methodology

This is not a narrative, but heading under which the section subjects, instrumentation/data collection, and data treatment procedures appear. This is a method section that is to provide sufficient detail about your experiment to enable readers to evaluate its appropriateness or to replicate the research that desired.

¹⁶ R. Chandrasekhar. (2006). *How to Write a Thesis: A Working Guide*. (Australia: The University of Western). p. 1.

¹⁷ William Bennett. (2010). *Guide for Thesis and projects, 2nd Ed.* (College of Education Masters Committee). p. 2.

This section helps readers to determine the validity of the research. The data collected actually can be used to answer the question being asked.

d. Findings

This is an important thesis section, with narrative and other material attached. It includes what researchers actual findings, as well as sections on conclusion, and recommendations for further research. Report and discuss the results here. Use charts, tables, and graphs when appropriate, but include a narrative that describes what you consider the most relevant information.

e. Conclusion

Limit this section to a discussion of summarized data that were presented earlier in the thesis. Do not present new information. Use the conclusion to articulate the research main points with clarity: to reiterate, summarize, and perhaps re-sequence the findings, and start winding down the thesis narrative.

2. How to Write a Good Thesis

According Robin Jeffrey, explains that there are three steps on how to write a good thesis. They are: have a goal, manage the order, and glue the issues.¹⁸

a. Have a goal

¹⁸ Robin Jeffrey. (2016). *About Writing: A Guide*. (Open Oregon Educational Resources). p. 16.

The student has to define a goal (a thesis) upon embarking to write a thesis. The goal can change a bit during the work, but all the time it should direct the narration. Every considered issue should be related to the goal. The selection of the issues to be described, in what detail and from which angle they are to be approached, should be directed by the defined goal.

b. Manage the order

Every chapter contains a sequence of paragraphs, while every paragraph describes an issue. The author can name the issues and list them. Next, the logical consistency of the list can be analyzed. Is there any missing issue? Are they all needed? Is there any redundancy? Is their order logical? After managing the list, the author can easily make up the corresponding paragraphs.

c. Glue the issues

The first sentence of a paragraph should fit the narration of the previous one in terms of sense and style. The author should bear that issue in mind before writing the first sentence of each paragraph and every time a ready chapter has been read.

Rosemary Viete concluded a thesis that theses come in various sizes and shapes. The components of many theses are similar although their functions and requirements may differ according to the degree that they are presented for. Note that not all theses must contain all components. Consult with your supervisor and the regulations governing your degree to identify which components you need.¹⁹

¹⁹ Rosemary Viete. (2007). *Academic writing*. (Australia: Monash University). p. 40.

C. Introduction Section

The Introduction section explains the rationale for undertaking the study and clearly describes the main purpose of conducting it. It should be focused, succinct and crisp. Providing an extensive and detailed literature review, not stating the hypothesis of the objectives with clarity and not providing focused information are some of the common mistakes that the authors should steer clear of.²⁰

Introduction section generally consists of four components. The first part provides background information, the second part justifies the need to explore the area that is not known while the third component states the hypothesis or describes the purpose and objectives of the study and the last part is the conclusion.²¹

1. Background Information

This component informs the reader about the topic that is being investigated or discussed. It consists of information about what is known about the issue and provides a gist of work already carried out and reported in the literature. This can be done by providing the salient findings and conclusions of the previously published research. Then the author describes the unexplored areas, unanswered questions and unresolved issues of the topic. This is generally stated

²⁰ Bavdekar SB, Save S. (2015). *Choosing the Right Journal for a Research Paper*. (J Assoc Physicians: India). p. 56.

²¹ PehWCG, Ng KH. (2008). *Writing the Introduction*. (Singapore: Med J). p. 49.

by referring to the paucity of literature on the issue, by providing information about conflicting research findings from various studies, limitations of the previously conducted research or by mentioning the differences of opinions among experts in the field.

2. Description of the Rationale of the Study

After having described the current situation of what is known and what is not known, the authors then proceed to convince the reader why it is important to find solutions to the unanswered questions and issues. The importance of filling these knowledge gaps is usually justified on the basis of the possibility of determining a mechanism that could open the doors for all interventions. This component of the introduction attempts to convince the reader that it was important to conduct the study that is being described.

3. Stating Hypothesis and Purpose

After having convinced the reader about the need to undertake the study, the authors then state the hypothesis or the purpose or objectives of the study. This enables the reader to know about the exact nature of the research question that is being asked and which questions answers to expect by the time.

4. Conclusion

The earlier paragraph should lead logically to specific objectives of the study. Note that this part of the introduction gives specific details. For instance, the first part of the introduction section may mention the importance whereas the concluding part will specify what methods of control were used and how they were evaluated. At the same time, avoid too much detail because those belong to the materials and methods section of paper.

D. Problems in Thesis Writing

In thesis writing, most students usually find themselves blank when they write a thesis. The condition of students to lose their focus in writing a good thesis is categorized in one of personality factors. If students have less admission of the rules in thesis writing in their department or university rules, it is identified as one of the sociocultural factors students find in their way to have to affect their thesis writing. Moreover, lack of grammar use in students' writing ability could be one of the linguistic factors to postpone their thesis writing.

Murray states that internal and external factors were very influential in writing a thesis. The internal factor is related to the knowledge of students and the external factor is the environment. Internal factors are problems that come from inside of students. It is about knowledge of the students, such as lack of knowledge about the substance of writing the thesis, problem in deciding the title of thesis, problem in deciding methodology, difficulties in finding appropriate theories, problem in finding literature, self-confidence and motivation (psychological of the students). Then, external factors are the problems that come

from outside of students including parents, the conditions of college's environment that support students in writing their thesis.²² Furthermore, Brown explains that personality factors have a big role for students in writing their thesis. Brown explains as follows:²³

1. Personality Factor

Brown believes that the personality factors of students can be identified from the affective factors of the students. For instance, self-esteem, inhibition, risk taking, anxiety, empathy, extroversion, and motivation.

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of students, and self-efficacy-belief in students' own capabilities to successfully perform that activity. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. Students with low self-efficacy might also attribute failure to an initial lack of ability. Both of the latter attributions can create a self-fulfilling sense of failure at the outset.

²² Murray, Rowena. (2006). *How to Write a Thesis*. (London: Open University press.). p. 6.

²³ Brown, H. D. (2003). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman). p. 23.

Inhibition gradually it learns to identify a self that is distinct from others. The growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify themselves with. Risk Taking; learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Anxiety plays an effective role in a second language. Despite this, we all know what anxiety is. It is still not easy to define in a simple sentence. Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

Empathy implies more possibility of detachment. An awareness of one's own feelings and identification with another person. Extroversion is potentially an important factor in the acquisition of a second language. Extroversion is the extent to which a person has a deep seated need to receive ego enhancement, self-esteem, and sense of wholeness from other people as opposed to receiving that affirmation. Motivation the degree to which learners are intrinsically and extrinsically motivated to succeed in a task. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self.

2. Sociocultural Factors

Culture is a way of life. It is the context within which we exist, think, feel and relate to others. Browns claims that culture is strongly important in the learning of a second language. Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence.

3. Linguistic Factors

This factor will first consider the contrast between native and target language and the effect of the first language on a second. This also captures the transfer of vocabulary and grammatical rules from the native language. Furthermore, there are several common problems that students often face in thesis writing. Such as: thesis statement, literature review, finding such relevant data to back up the research, time management and especially grammar.²⁴

a. Grammar

The issue of grammar errors is unavoidable for students, especially in writing a thesis. This problem happened because the students' understanding in using correct grammar is limited. Swales and Freak states that the grammatical problem is a complicated one since many instructors do not appreciate how difficult it is to master some aspects of English such as articles (a, an, and the), verb tenses, subject verb agreements and prepositions.²⁵

b. Thesis Statement

Finding the suitable statement for the thesis is the most crucial and the toughest job to do. A thesis paper should be original and have the potential to

²⁴ Aho. (2019). *What are the Common Problems for Writing a Thesis*. (Academic Help Online). p. 1.

²⁵ Swales, JM and Christine B. Freak (2012). *Academic Writing for Graduate Students*. (MI: University of Michigan Press). p. 8.

generate debate and discussion. Therefore, it is very important to offer a statement that is unique and debatable.

c. Literature Review

This is the section where students need to showcase their analytical skills and provide evidence in support of or against their research subject.

d. Finding Relevant Data to Back Up the Research

This is another problem that could result in student research being rejected. After reaching the methodology section, it could sometimes be disheartening to realize that students do not have the relevant data to back up their arguments.

e. Time Management

Although universities provide ample time to complete a thesis, students often fail to plan it out judiciously.

Moreover, there is always a way to solve the problem that has been explained above. Thesis writing needs a lot of patience, dedication, planning, and thought. Students need to keep in mind a few basics of the important points that will be discussed. With the proper guidance of supervisors, and knowledge of thesis writing, students can write a good thesis.

Before students can attempt a problem, students must understand it. The importance of understanding processes has been well illustrated. Hayes and

Simon explored the impact that understanding can have on problem solving. So, students need to understand the organization of the thesis in order to solve the problem.²⁶

Blaxter states that in order to write a good thesis students need to identify the critical points in writing the thesis. The learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field because the experts have already done it themselves. Finally learners need to proceed with their thesis writing briefly.²⁷

From the explanation above it can be concluded that in order to solve problems in writing a thesis students need to make a good preparation. Follow the guidance from the supervisor, read a lot about related sources, comprehend what the thesis is, and always keep a good health, both physically and mentally.

²⁶ Hayes J. R., & Simon, H. A. (1977). *Psychological Differences Among Problem Isomorphs*. (Hillsdale, NJ: Erlbaum). p. 28.

²⁷ Blaxter, Loraine, Christina Hughes and Malcolm Tight. (1998). *The Academic Career Handbook*. (Buckingham: Open University Press). p. 12.

CHAPTER 3

RESULTS OF RESEARCH

A. The Description of University

The researcher is studying at Muhammadiyah Aceh University and taking an English Major in the Faculty of Islamic Studies. Muhammadiyah University was established in 1987, Muhammadiyah Aceh University is a private higher education institution located in the medium city of Banda Aceh. Currently accredited and recognized by the Ministry of Research and Technology National Research and Innovation Agency of Republic Indonesia. Furthermore, Faculty of Islamic Studies is one of the faculties that is officially accredited in Muhammadiyah Aceh University. The Faculty of Islamic Studies has five departments to pursue, it focuses on creating new teachers with high quality in order to contribute to the country in the near future.

B. Data Collection

This research applied a qualitative method. In this research, the researcher used two techniques to obtain the data: questionnaire and interview. Good data collection requires a clear process to ensure that data you collect is clean, consistent, and reliable.¹

C. The Results of Data

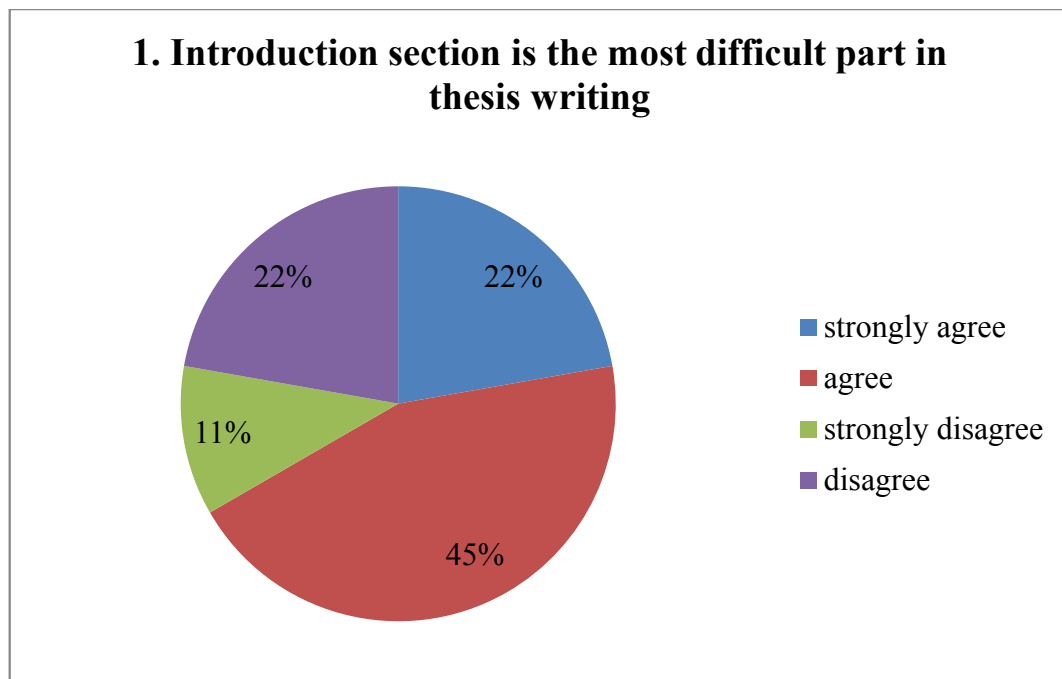
¹ Dimagi Boat (2020). *Accessed Data Collection*. Journal. p. 12.

Method of data analysis was used to analyze the validity and reliability of the questionnaire and interview. The data analysis in this research is using descriptive analysis.

1. Results of Questionnaire

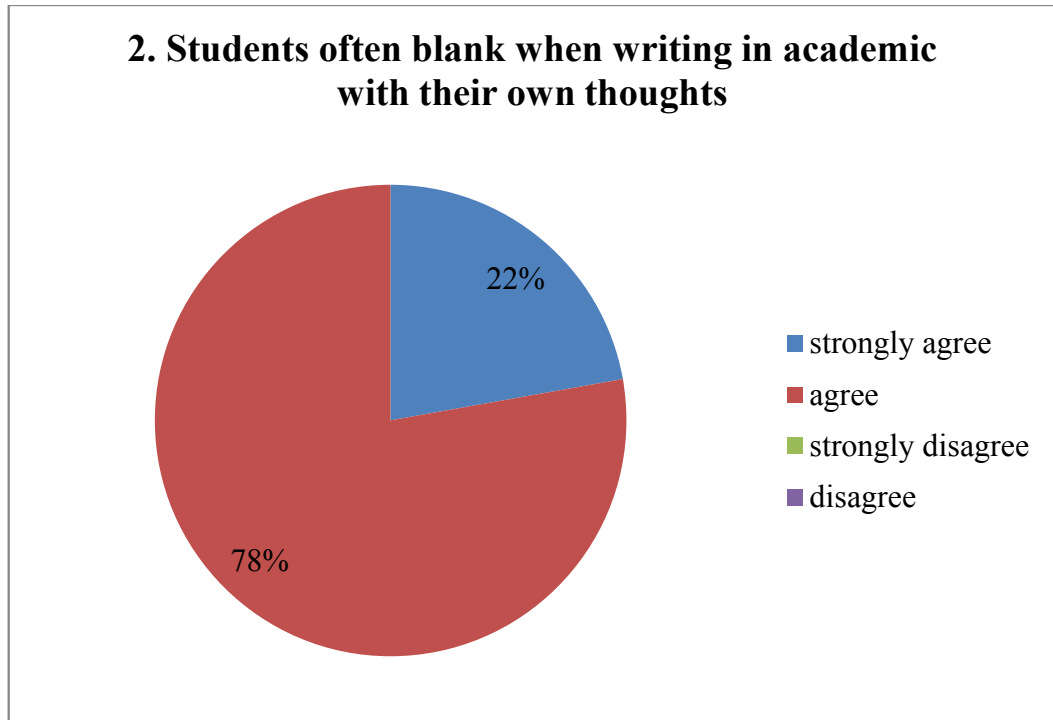
The result of this research was found that the students' problems in writing the thesis in the introduction section were related to ten charts below.

Chart 1:



Based on the chart above, it shows that 22% students strongly agreed and 45% students agreed that the introduction section is the most difficult part in thesis writing. So, the researcher concluded that students are agreed about the introduction section is the most difficult part in thesis writing due it has 67 percentage of agreements from students.

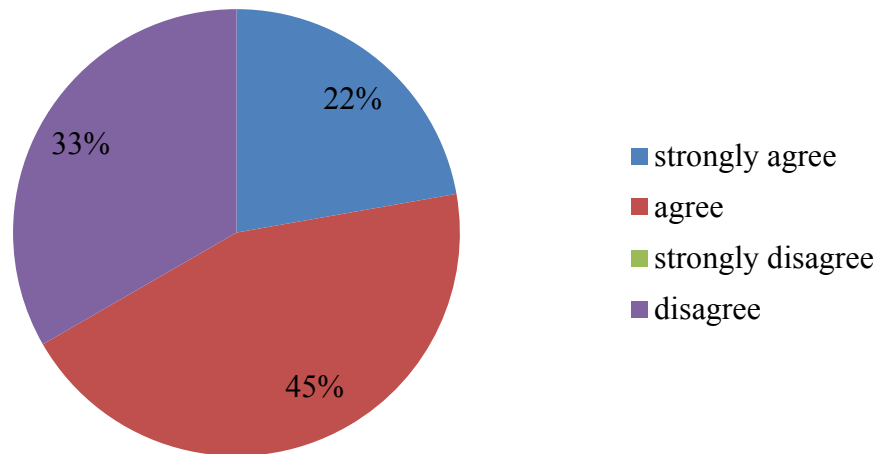
Chart 2:



Based on the chart above, it displays that 22% students strongly agreed and 78% students agreed that students are often blank when writing in academics with their own thoughts. Thus, it can sum up that students agreed about the statement above due it has 100% percentage of students' agreements.

Chart 3:

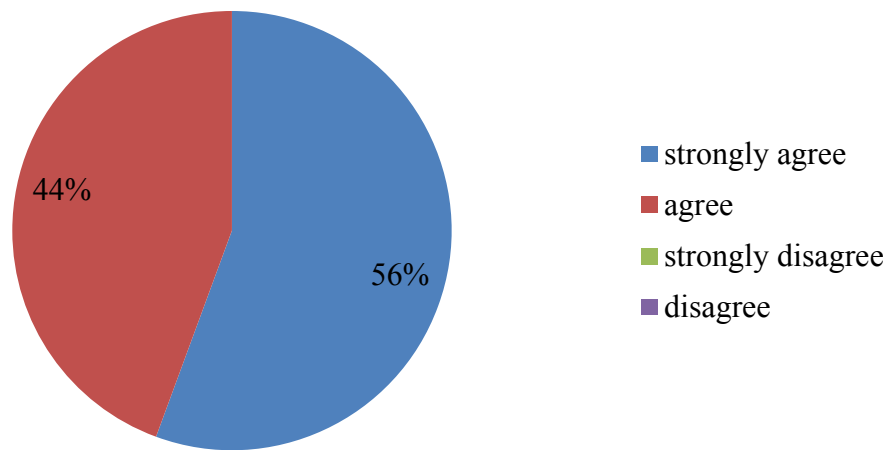
3. That is hard to matching supporting theories in writing introduction section



Based on the chart above, it explains that 22% students strongly agreed and 45% students agreed that it is hard to match supporting theories in the writing introduction section. Based on the data above, it can be concluded that students agreed that it is hard to match the supporting theories in the writing introduction section because the statement has 77 percentage of students' agreements.

Chart 4:

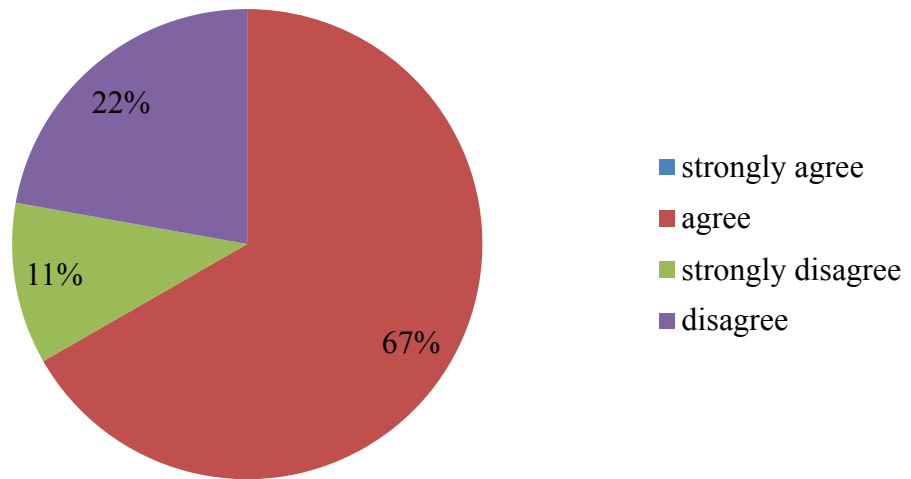
4. Lack of understanding grammar is one of the problems in writing introduction section appropriately



Based on the chart above, 56% students strongly agreed and 44% students agreed that lack of understanding in grammar was one of the problems in writing the introduction section appropriately. The researcher concluded that 100% of students agreed that a lack of understanding grammar is the one of the problems that students faced in writing a thesis in the introduction section.

Chart 5:

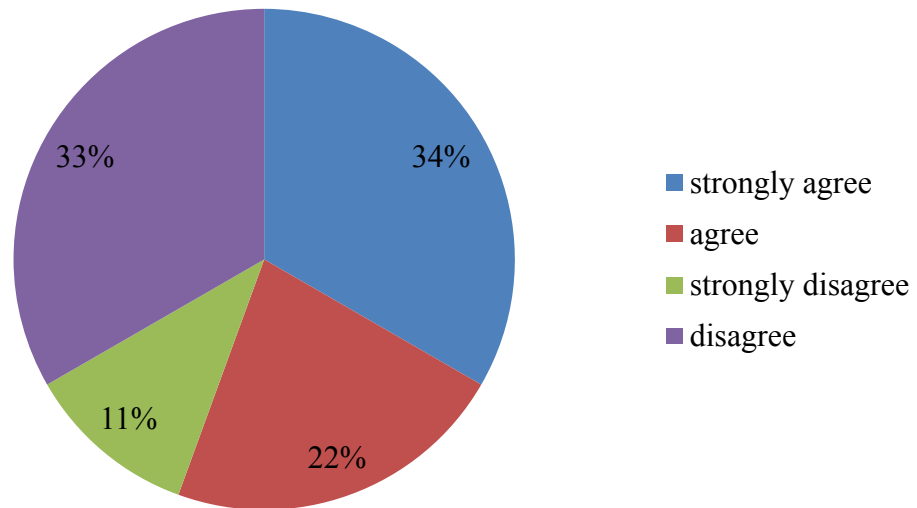
5. Students difficult in considering the content and organization in introduction section



Based on the chart above, it provides that 67% of students agreed that students are difficult in considering the content and organization in the introduction section. So, it can be concluded that most students agreed about the provided statements above due it has 67 percentages of students' agreements.

Chart 6:

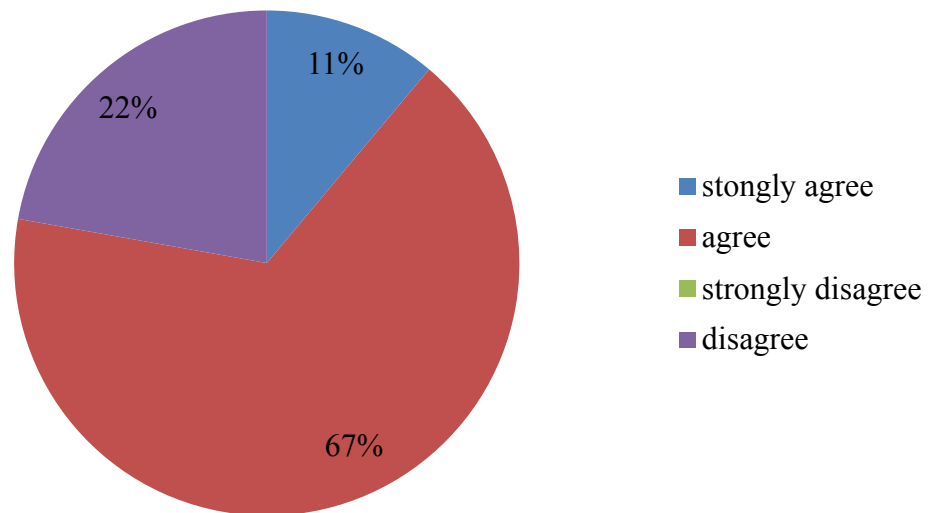
6. Academic writing is difficult for students



Based on the chart above, it explains that 34% students strongly agreed and 22% students agreed that academic writing was difficult for them. According to the explanation above, the researcher concluded that most students agreed that academic writing is difficult for students, thus becoming one of the problems in writing thesis in the introduction section due it has 56% percentage.

Chart 7:

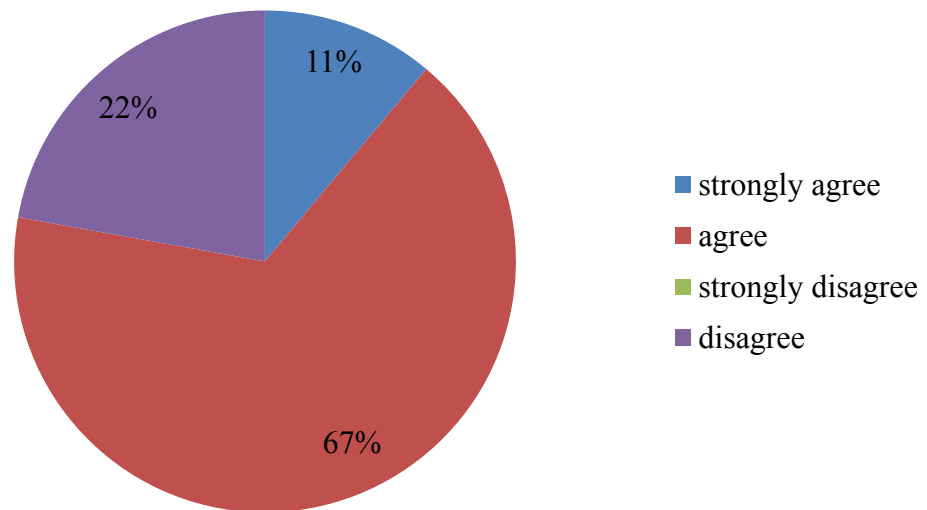
7. Connecting each paragraph is one of the problems for students in writing thesis in introduction section



Based on the chart above, it is informed that 11% students strongly agreed and 67% students agreed that connecting each paragraph is one of the problems for students in writing the thesis in the introduction section. So, it can be summed up that connecting each paragraph is one of the problems in the writing introduction section because this statement has 78% of students' agreements.

Chart 8:

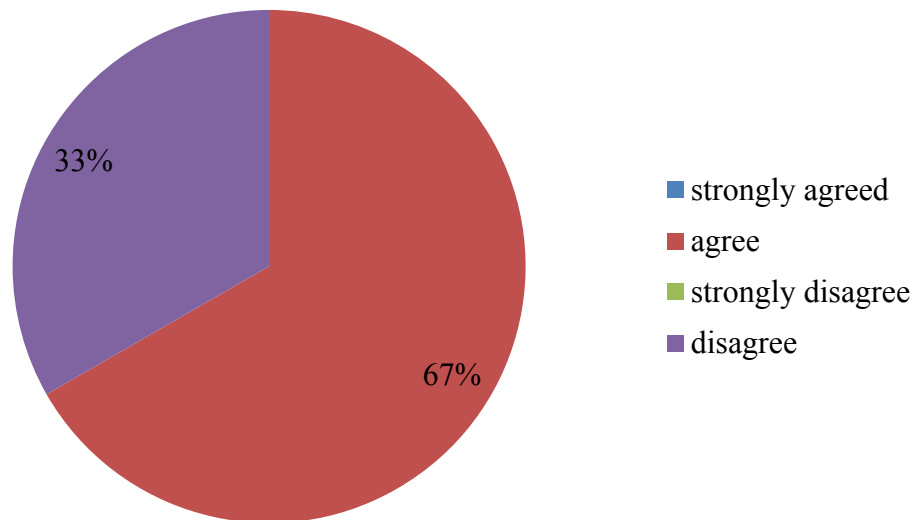
8. Writing in English is one of the problems due English is the second language for students in the University of Muhammadiyah Aceh



Based on the chart, it shows that 11% students strongly agreed and 67% students agreed that writing in English is one of the problems due English is the second language for students in Muhammadiyah University. From the explanation above, it can be concluded that 77% students agreed about the statement above.

Chart 9:

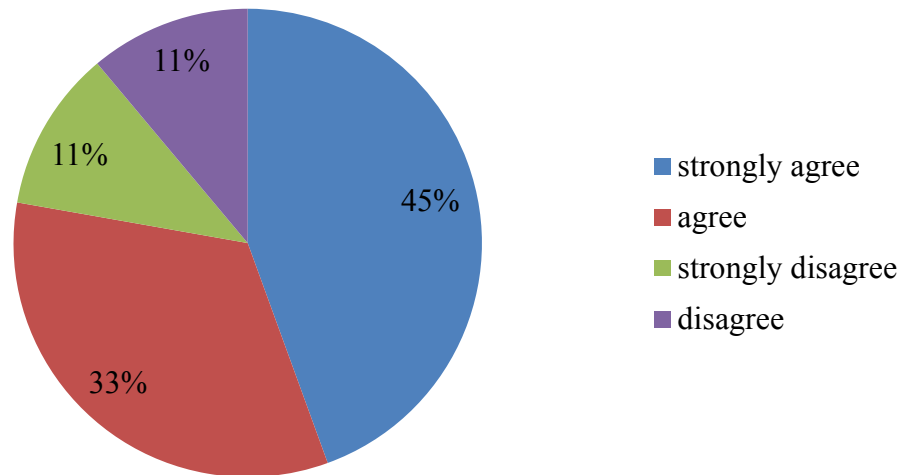
9. Students difficult in considering the purpose of the introduction section



Based on the chart above, it provides information that 67% of students agreed that students have difficulty in considering the purpose of the introduction section. Therefore, the researcher concluded that most students agreed that they are difficult in considering the purpose of the introduction section due it has 67 percentages of students' agreements.

Chart 10:

10. Lack of paraphrasing become the most problem for students in writing introduction section



Based on the last chart above, it is reported that 45% students strongly agreed and 33% students agreed that lack of paraphrasing became the biggest problem for students in the writing introduction section. Thus, the researcher concluded that the majority of students agreed that the most problem in the writing introduction section is lack of paraphrasing due this last statement has 78 percentage of agreements.

According to the results above, the problems that students faced in writing the thesis in the introduction section related to ten statements above. These results were proven after the researcher proposed the questionnaire to ten students from English department in Muhammadiyah Aceh University.

2. Results of Interview

The result of the interview was obtained by asking four questions to students from the English Department of Muhammadiyah Aceh University. The question was made by considering the fundamental problem that students often faced in writing their thesis. The first question was asking students if they have a problem in writing a thesis, second question was what kind of problem that students faced in writing thesis, third question was the causes of the problem, and the last how do they solve the problem, did they read again about how to write a thesis or else.

From the first question, the researcher found that the majority answer from students that they faced lots of problems in writing a thesis. Second question, the researcher found the majority answer from students was lack of writing properly, hard to match the supporting theories, difficult to decide the research topic, difficult to write with their own ideas, lack of paraphrasing, motivation, and time management.

For the causes of problems, the researcher is likely to conclude students' answer that lack of understanding English proficiencies and time management were the most dominant answers that researchers gained from students. Furthermore, from the last question, most students answered that they solved their problem by having a routine consultation with their supervisor and reading lots of previous thesis that related to their thesis.

D. Discussion

From the data above, the students feel difficulty in writing a thesis in the introduction section, especially in the variables of their English proficiencies. In the variables of their English proficiency, they found the difficulties because their ability in English is still low and limited so that they could not write a thesis well. It also caused them not to understand what the theory presents, while they must read many sources to support their thesis writing. This phenomenon could be happening because English is different from Bahasa Indonesia, they may find difficulties in the form of understanding the language, arrange good writing. According to Sajid, the majority in academic writing students are constrained with the requisite English language capability e.g. deficiencies in use of tenses, ambiguous or loose sentence construction, unparalleled sentence construction, flaws in the surface and deep structure sentences, poor vocabulary and expression (style of language), lack of transforming or rephrasing texts for synthesizing of the information as a member of a discourse community to reproduce a research work, errors in the use of pronouns, articles, punctuations, etc.²

Another difficulty is the students also find difficulties to paraphrase the sentences in the theory, so they only copy-paste the theory without giving their sentences. That is why many of the students' thesis sometimes said plagiarism writing. However, plagiarism is forbidden in academic areas. According to Dung, there are some causes that paraphrasing is difficult, namely: mistakes in changing

² Sajid, M., & Siddiqui, J. A. (2015). *Lack of academic writing skills in English language at higher education level in Pakistan: Causes, effects and remedies*. International Journal of Language and Linguistics, 2(4), p. 174.

words, mistakes in changing word order, mistakes in changing grammar or structure, and mistakes in changing order of ideas.³

The results above are supported by the data from the interview because they had difficulties for many reasons. For instance, motivation, deciding the research topic and time management. In the variable of time management, the students like to postpone their writing thesis. This phenomenon could be happening because when they find that their writing is criticized by the supervisor, they feel stuck and find it difficult to develop their ideas to revise the thesis correctly. As the researcher experiences, the researcher also finds the difficulties to revise the correction of the thesis when the supervisor said it is still wrong. The researcher also sees that other students feel the same. According to Mack, one of the effects of poor time management is a scramble to finish tasks at the last minute. Eventually, the students will miss a deadline.⁴ Based on this explanation, it can cause the students to miss their deadlines to finish their thesis writing.

Related to the difficulties dealing with students' motivation, most students feel that they have no strong desire to finish it. This type of motivation should be put in the first position to write a thesis because if someone has a strong desire, another factor can be solved. It is intrinsic motivation, if the students do not have this well, they will stick to start their thesis writing. According to Harmer, motivation is some kind of internal drive that pushes someone to do something to

³ Dung, Tra TM. (2010). *An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing*. (Da Nang: Da Nang University). p. 23.

⁴ Mack, Stan. (2017). *The Effect of Having Poor Time Management Skills*. (From Living Strong.com).

achieve something.⁵ Also, Brown states that there is a process, motivation was an important aspect where it decides students to get success in second language learning. The students who do not have a lot of motivation will have difficulty in learning English.

Motivation is the reason that you want to do something. Furthermore, Brown explained that motivation is the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It clearly means that those who are motivated will have the opportunity to become successful.⁶ In short, it could be defined that motivation was very necessary for doing anything.

Related to difficulties in deciding research topics, they feel difficult because their topic is hard to finish. Sometimes it happens because the students did not read the related article enough that can make them easier for them to find a topic of research that they can do. The phenomenon that the researcher sees that the students propose their topic without reading related article first so that when their topic is accepted, they got confused to do that. According to Jamison, a major problem that students run into when writing research papers is not reading enough about their topic. In fact, an issue has many different views. It will be different between them.⁷ If a researcher listens or reads about each aspect, he will be aware of what is coming ahead. Actually, it will help the researcher in writing a qualified paper.

⁵ Harmer, Jeremy. (1998). *The Practice English Language Teaching*. (New York: Edinburg gate), p. 51.

⁶ Brown, H. D. (2000). *Principles of Language Learning and Teaching (4th Edition)*. (San Francisco: Pearson Longman), p. 160.

⁷ Jamison, Elizabeth. (2017). *What Problems Take Place When Choosing Research Topics & Research Questions*. (Heart Seattle Media, LLC).

The last is related to how students solve their problems. Most students in the writing thesis period solved their problem by doing a routine consultation to the supervisor and reading lots of previous thesis that related with their thesis. This method still makes students confused in solving their problems but there is no other significant method rather than to read the previous thesis. This phenomenon could happen because of their lack of knowledge in understanding English proficiencies and lack of understanding on how to write a thesis. Such as writing the first part of a thesis, there are lots of components to understand. The students have to realize that English is a foreign language. So, they need to focus on learning English properly in order to solve these kinds of problems.

CHAPTER 4

CONCLUSION AND SUGGESTION

A. Conclusion

Looking back and digesting the results of this research, it has been showed that the students' problem in writing thesis in the introduction section in the following conclusion:

1. Orderly, The students' problems in writing thesis in the introduction section are: related to difficulties of students in matching supporting theories; related to difficulties of students in considering the purpose of the introduction section; related to difficulties of students' English proficiencies; related to difficulties of students' understanding of paraphrasing; related to difficulties of students' motivation; related to difficulties of students in understanding grammar, related to difficulties of students in lack of understanding how to write a thesis; related to difficulties of students in considering the content and organizing in the introduction section; and the last related to difficulties of students in considering the topic.
2. The most students' problem that they faced in their writing thesis in the introduction section is in the variables of their English proficiencies. Therefore, the cause of the problem in this research is their ability in English proficiency is still low.

3. Students solved their problems in writing the thesis in the introduction section by doing a routine consultation and reading lots of sources that related to their thesis.

B. Suggestion

Considering the findings that had been described in the previous chapter, the researcher would like to suggest the following parties. Firstly, it is addressed to the students. They should minimize their difficulties and find the solution in the way of:

1. Improve their English, or at least have adequate English before writing a thesis.
2. Make a good preparation
3. Learn a lot about how to write a thesis
4. Should manage their time wisely in doing their thesis
5. Read more relevant sources that can support their research.
6. Give more attention to avoid plagiarism

Finally, it is addressed to future researchers. They are suggested to do similar research and add more data with adding research instruments, such as interview guides appropriately.

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