CHAPTER IV

FINDINGS AND DISCUSSION

This study explores the challenges and strategies experienced by Indonesian doctoral candidates as they write theses. Three perspectives are used to analyze these issues: their status as second language learners, their involvement in extracurricular activities, and their role as postgraduate scholars. Choosing a topic, recognizing problems, consulting mentor texts, obtaining information, drafting, and finally defending the thesis in the final exam are the usual steps in the process. It can be quite difficult to juggle the responsibilities of postgraduate work, language learning, and studies. The study's objectives are to recognize these difficulties, investigate the tactics used, and comprehend the reasoning behind their choice. This research is specifically referred by the research questions listed below:

1. What are the primary challenges faced by Indonesian postgraduate students during the thesis writing process?
2. What strategies do Indonesian postgraduate students employ to overcome the challenges they face in writing thesis?

4.1. Informants' Demography

Participant profiles from a series of case study interviews with three informants are presented in this chapter. The emergent themes are described after the participant profiles. After the interview transcripts were carefully scrutinized and reduced to meaning units set by the study questions, the profiles of each informant became clear. A few respondents shared a success story that reflected their postgraduate pupils. The informants' contact information will be hidden using an anonymous source due to ethical concerns. The following is a description of each participant:

Table 1 Profile of Informants

Anonymous	Age	Bachelor degree to postgraduate	Length of Study in magister program	Occupation

UN	26	2015-2019 English Education	7 ½ semester	1.Teacher of elementary student (SDN Sibolangit) 2.English Tutor of Kukang School 3.Secretary of BUMDES
PSN	26	2015-2019 English Education	7 ½ semester	Full hour of Staff in F&B cafe
ZW	30	2014-2018	4 ½ semester	1.English Freelance Tutor 2.Tutor of *Bimbel Ahsanta* 3.Advisor of Dormitory's Students

The table presents profiles of three informants who participated in the study. Each informant is identified with an anonymous code for confidentiality purposes. The first informant, coded as "UN," is 26 years old and completed their bachelor's to postgraduate transition in English Education from 2015 to 2019, spanning 7 ½ semesters. They concurrently hold multiple roles, including being a teacher for elementary students at SDN Sibolangit, an English tutor at Kukang School, and a secretary at BUMDES.

The second informant, coded as "PSN," shares similar demographics with UN, also aged 26 and pursuing English Education from 2015 to 2019 over 7 ½ semesters. They are employed full-time as a staff member in an F&B cafe. The third informant, coded as "ZW," is 30 years old and completed their study from 2014 to 2018, spanning 4 ½ semesters. Their occupations include working as an English freelance tutor, a tutor at Bimbel Ahsanta, and an advisor for dormitory students. These diverse profiles provide insights into the challenges and strategies encountered by individuals navigating postgraduate studies alongside other professional and academic responsibilities.

Table 2 Experience of Academic Writing

Anonymous	Number Of Publication	SINTA Rating	Year Of Publishing	Undergraduate Thesis Methodology
UN	1	journal sinta sinta 3	2023	quantitative
PSN	2	journal sinta 3 & 5	2022 & 2023	quantitative
ZW	1	journal sinta 3	2022	qualitative

The table presents a summary of academic writing experiences for three individuals identified by initials. The first, identified as UN, has one publication in a SINTA-rated journal with a rating of 3, published in 2023. Their undergraduate thesis employed a quantitative methodology and was completed on time. The second individual, PSN, has two publications, one each in SINTA-rated journals with ratings of 3 and 5, published in 2022 and 2023 respectively. Like UN, their undergraduate thesis also utilized a quantitative methodology and was finished punctually. Lastly, ZW has one publication in a SINTA-rated journal with a rating of 3, published in 2022. In contrast to the others, ZW's undergraduate thesis employed a qualitative methodology but was also completed on time. This table provides a snapshot of their academic writing experiences, including publication numbers, SINTA ratings, publication years, undergraduate thesis methodologies, and adherence to deadlines.

Table 2 indicated that there is a direct correlation between the students' writing styles and their experience with academic writing. It also revealed that the students' writing styles have an impact on the thesis writing process. As an illustration, suppose a student has prior experience with qualitative methods and is required to follow their supervisor's instructions to employ a mixed-method approach, which they find challenging. Postgraduate students confront many difficulties, this being one of them.

Table 3 Informants' English Level

Anonymous	writing skill	English test
UN	experienced in writing papers during lecture	toefl 5 times, higher score 570
PSN	experienced in writing papers during lecture	higher score 570
ZW	experienced in writing papers during lecture	toefl ITP 467, IBT 40, and Toefl Prediction 530

The table presents the English proficiency levels of three informants, denoted by initials. UN demonstrates experience in paper writing during lectures, having taken the TOEFL exam five times and achieving a higher score of 570. Their identified problem area lies in paraphrasing. Similarly, PSN, also experienced in writing papers during lectures, obtained a TOEFL score of 570, and their difficulty primarily stems from paraphrasing, influenced by their native language. On the other hand, ZW, who is also adept at writing papers during lectures, has taken multiple TOEFL exams, scoring 467 in ITP, 40 in IBT, and predicting a score of 530. ZW's challenges include paraphrasing, typical of second language learners, and issues related to grammar. This table provides insights into the English proficiency levels of the informants, including their testing history and specific linguistic challenges.

It is clear from Table 3 above that each student performed rather well on the English test, as evidenced by their scores on the TOEFL. Their thesis writing, on the other hand, seems to be moving very slowly and is impeded. After some research, it becomes clear that these students' struggles with writing theses are caused by a variety of variables. They are seen from both internal and exterior perspectives. Point 4.2 has the attached detailed findings.

4.2 The challenges faced by Indonesian postgraduate students during the thesis writing process

Based on the result of data analyzed, all the informants faced a variety of problems during the thesis writing process, which can be divided into two categories: intrinsic and extrinsic. Intrinsic obstacles include personal issues such as a lack of motivation, self-doubt, and procrastination, which are frequently caused by the pressure to conduct unique research. The researcher divided the intrinsic into two subcategories, they are: **linguistics and writing knowledge** (Rhetorical differences L1and L2, Slow Speed in Writing, Grammar, inconsistence of Writing structure and idea organization, Paraphrasing difficulty, complex citation and Referencing from books or articles). Time management, , Lack of Motivation and Health Problem).

On the other side are extrinsic problems include limited resources, insufficient supervision, and time limits owing to other academic or professional obligations. These problems delay development and contribute to the tension and worry that the informants frequently endure during their thesis writing journey. The researcher found one category for the challenges; it is **social issue** (supervisor and financial issue).

4.2.1 Intrinsic Challenges

The first category is intrinsic challenges which are ones that exist inside the postgraduate student themselves. These could include concerns like a lack of self-control, motivation, or confidence in their talents. Procrastination, self-doubt, and perfectionism are common roadblocks to thesis completion. Furthermore, sentiments of imposter syndrome, in which students doubt their own expertise and dread being exposed as fraudsters, can have a substantial impact on their capacity to proceed with their research. To overcome these fundamental hurdles, many postgraduate students must engage in reflection and, in certain cases, personal growth.

According to Lewthwaite and Fisher (2004), intrinsic challenges refer to the personal difficulties that students encounter, which stem from their individual knowledge and understanding. These challenges include issues like language barriers and difficulties in English writing, where students may struggle with grasping the intended meaning or effectively expressing their thoughts in a second language. Such intrinsic challenges are deeply rooted in the students' internal capabilities and experiences, making them significant obstacles in their academic and communicative performance.

4.2.1.1 Linguistics and writing knowledge

4.2.1.1.1 Rhetorical differences L1and L2

Based on the interview analysis, the rhetorical distinctions between L1 (first language) and L2 (second language) writing are mostly due to cultural standards, linguistic structures, and rhetorical conventions. L1 authors often have a natural awareness of their home language's rhetorical patterns and cultural expectations, which allows them to navigate and utilize suitable rhetorical methods. In contrast, L2 authors may fail to understand the complexities of their adopted language's rhetorical patterns, resulting in writing that lacks consistency, clarity, or cultural significance. In addition, L2 writers may transfer rhetorical tendencies from their L1, resulting in interference or deviations from the target language's rhetorical standards. Overcoming these disparities frequently necessitates specific teaching, practice, and exposure to actual L2 texts in order to build skill in using acceptable rhetorical tactics. This statement related to the FGD's excerpt below:

> *"And some of the participants are not proficient in using Indonesian language, so they use Mandailing language. So, it's like they're not very fluent."*
>
> *(PSN/excerpt 1/FGD/ linguistics and writing knowledge/rethorical differences L1 and L2)*

Excerpt 1 highlights a situation where some participants in a discussion or meeting lack proficiency in the Indonesian language, leading them to resort to using *Mandailing* language instead. This switch indicates a potential discomfort or inadequacy in expressing themselves effectively in Indonesian. As a result, their communication might be less smooth or fluent compared to those who are proficient in Indonesian. This linguistic diversity within the group may pose challenges in effective communication and understanding, potentially impacting the dynamics and outcomes of the discussion or meeting. The researcher also found the same statement from interview:

"In that, perceptions, then the paraphrase, it's quite mind-boggling, then analyzing the data, that's very, very remarkable. And it's problem for me as second language learner"

(ZW, excerpt 2/ interview/ linguistics and writing knowledge/ rethorical differences L1 and L2)

Excerpt 2 suggested a process of engaging with various perceptions, paraphrasing them, and then delving into data analysis, which is described as remarkable. However, the speaker also acknowledges that this process poses a challenge for them as a second language learner. This indicates that while they recognize the value and complexity of the tasks involved, they also face difficulties due to their status as a learner of the language in which these tasks are being conducted. This recognition highlights the additional cognitive load and potential obstacles faced by second language learners in comprehending and participating in such activities effectively. This reality supported by the data of documentation:

Figure 3. ZW/documentation 1 linguistics and writing knowledge/ rethorical differences L1 and L2)

The figure 3 contains data on revisions by supervisors recommending the selection of appropriate words and sentences to achieve the intended purpose and objectives. Often, supervisors do not understand the intentions of their students due to their limited language proficiency, undeveloped communication skills, and lack of critical thinking. This is the challenge encountered during guidance sessions and the endless revision process.

4.2.1.1.2 Slow Speed in Writing

The second subcategory is slow speed in writing which refers to the reduced pace at which individuals are able to produce written content. This phenomenon can arise due to various factors, such as lack of fluency in the language being written, insufficient knowledge of the topic, or difficulties in organizing thoughts coherently. Additionally, distractions, perfectionism, or anxiety can also contribute to a decrease in writing speed. Slow writing speed may impede productivity and efficiency, leading to frustration and stress for the writer. Developing strategies to overcome these barriers, such as improving typing skills, enhancing language proficiency, or breaking tasks into smaller, manageable chunks can help individuals overcome slow writing speed and enhance their overall writing process. There data that shown this reality as PSN said in her interview:

> *Yes, I like writing. Because writing is an activity that really drains my mind, in my opinion. And you know, in hour I could write just one or two paragraphs if directly into English. Really embarrassed haha*
>
> *PSN/excerpt 3/Interview/ linguistics and writing knowledge/slow speed in writing)*

Excerpt 3 reflected the speaker's fondness for writing despite acknowledging its mentally taxing nature. The individual expresses that writing is an activity that deeply engages their mind, indicating a passion or enjoyment for the process despite its challenges. However, they also admit to feeling embarrassed by their perceived slow pace in writing, noting that they can only produce one or two paragraphs within an hour when writing directly in English. This admission suggests a sense of self-awareness regarding their writing speed and proficiency in a second language, perhaps highlighting a desire for improvement while still valuing the creative outlet that writing provides. This phenomenon has the same point with UN in her FGD:

I have challenges in language, of course. Because when writing, you know, skills are really poured out and really, this is in terms of grammar. And for example, there was this one time, the supervisor said, "You're in your Master's degree and it's like this. Do you want to try finding? What is it? What's it called? Proofreading. Try finding a good proofreader to check your writing. Yeah, like that. And when I wrote one paragraph I feel like I was superior. In fact that I just a little piece of another expert author.

UN/excerpt 4/FGD / linguistics and writing knowledge/slow speed in writing)

Excerpt 4 illustrates the speaker's recognition of their language issues, notably in grammar, which they consider to be an important component of writing. They describe a situation in which their supervisor, probably realizing these difficulties, advised hiring a proofreader for their Master's degree-level writing. This tip emphasizes the need of seeking external assistance to improve their writing skills. The speaker's comment of feeling superior after finishing a paragraph contrasts with the understanding that they may still have a lot to learn, emphasizing the humbling aspect of the writing process and their desire to reach the level of proficiency demonstrated by experienced writers. As the data of documentation shown this reality:
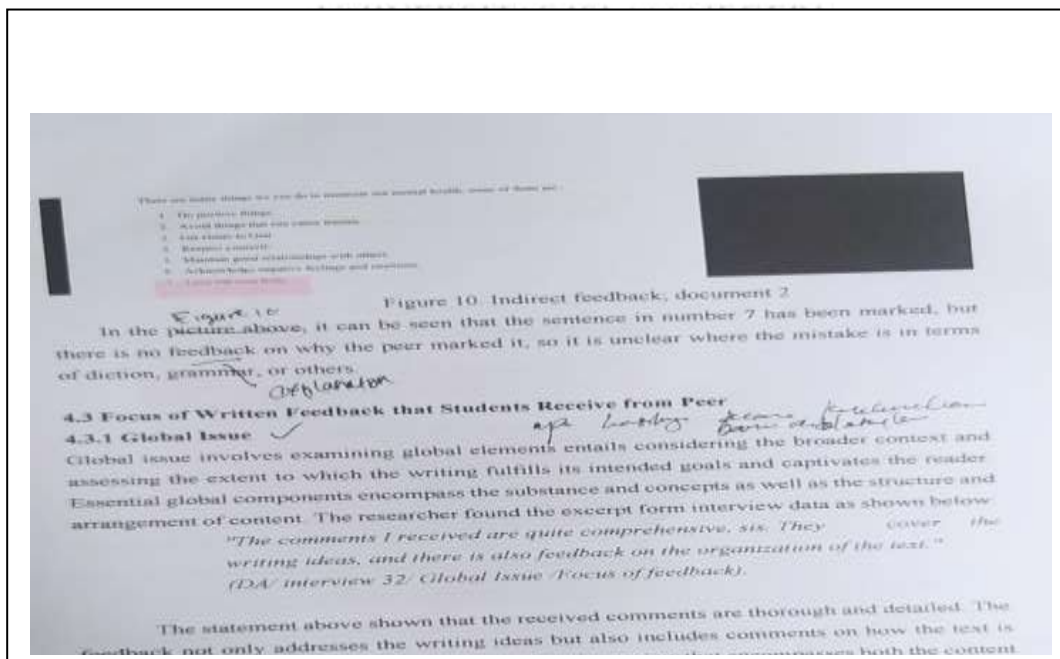

Figure 4. UN/documentation 2/ linguistics and writing knowledge/Slow speed in writing

Figure 6 above shows that the supervised student (UN) overlooked a part. They did not include a sentence or an introduction sentence in subcategory 4.3, and their analytical results were not properly stated. The data breakdown above shows that the student is rushed and has left out key components of their findings. This is a challenge because each kid is inconsistent and has not yet honed their rapid writing.

4.2.1.1.3 Grammar mistake

The other linguistics problem is grammatical error; it often presents itself as a significant challenge in writing a thesis. Despite possessing a strong command of the subject matter, many individuals struggle with ensuring their writing adheres to grammatical conventions. The complexity of academic writing, coupled with the pressure to convey ideas accurately, intensifies the importance of proper grammar. Additionally, for non-native English speakers, navigating the nuances of grammar adds another layer of difficulty, potentially hindering the clarity and effectiveness of their scholarly work. As a result, meticulous attention to grammar and continuous improvement in language proficiency are essential for producing a polished and credible thesis. PSN said in her interview:

Because we also write, we must avoid plagiarism. Surely, as Indonesians, our native language is Indonesian, so we know we have grammar errors.

PSN/excerpt 5/Interview/ linguistics and writing knowledge/Grammar)

Excerpt 5 emphasizes the need of preventing plagiarism while also raising awareness of grammar faults among Indonesian writers, whose native language is Indonesian. It indicates an understanding of the importance of creativity in writing, as well as an acceptance of typical grammatical errors among writers. The phrase conveys a dedication to maintaining literary integrity while also acknowledging the continual process of language refinement and progress. The same vein also stated by ZW in her FGD:

Even graduate students studying English face language restrictions, particularly grammar. Furthermore, when writing, we must evaluate whether the sentence structure is correct, the grammar is good, the content is appropriate, and the diction choice is appropriate, as informal and formal writing styles differ.

ZW/excerpt 6/FGD/ linguistics and writing knowledge/Grammar)

Excerpt 6 showed the difficulties encountered by graduate students studying in English, highlighting the limitations imposed by grammar. It emphasizes the rigorous review necessary during the writing process, which includes factors such as sentence construction, grammar accuracy, subject relevancy, and diction appropriateness. Notably, it recognizes the boundary between casual and formal writing styles, implying the importance of a sophisticated grasp and application of linguistic standards. Graduate students must navigate these challenges with high skill and attention to detail in order to generate high-quality academic work. The documentation data also related with this situation:
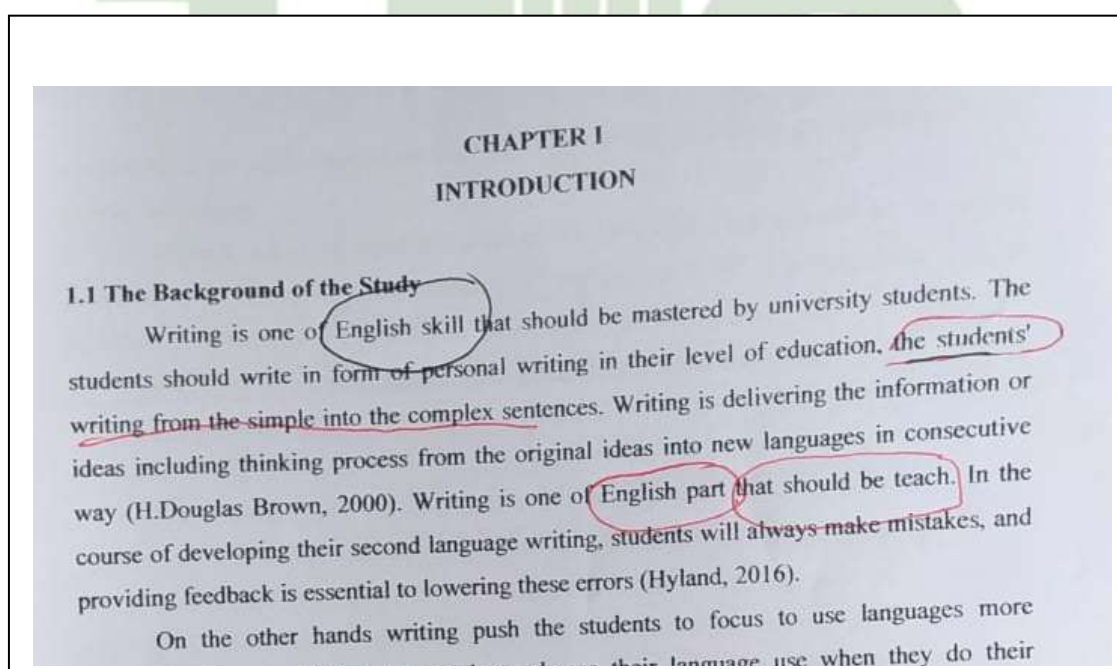
Figure 5. PSN/documentation 3/ linguistics and writing knowledge/Grammar

The supervisor has fixed or revised the circled words in the picture above, showing a grammar error in the clause "that should be teach," which should be corrected to "that should be taught." In this scenario, even postgraduate students specializing in English are not immune to writing and grammar faults, which frequently cause their supervisors to misinterpret the essence of their assigned writing.

4.2.1.1.4 Inconsistent Writing structure and idea organization

When the informants in process of writing a thesis, they were dealing with the structure and organizing of ideas can be a daunting task. Crafting a consistent and logical framework necessitates rigorous planning, since each component must flow smoothly into the next while being clear and relevant. Balancing the depth of analysis with conciseness poses an additional challenge, necessitating expert navigation across a vast sea of research information. Furthermore, ensuring that the overall argument remains consistent throughout the paper necessitates ongoing editing and refinement. Thus, mastering the discipline of structuring and organizing ideas is a key task for any thesis writer, requiring both creativity and precision in equal proportion. This situation is related with interview excerpt below:

> *The thing is, it's really disturbing, completely wrong. There's also an issue with the writing structure. For instance, if we make mistakes, we tend to follow along those mistakes. Then, the arrangement, that's what Mrs. RF is most upset about, for instance in chapter one. This is paragraph A, paragraph C should connect. One, two, three should connect. That's what makes her most upset. Then, the language challenge and the idea structure, you know, the main ideas are related, they should be connected; the main idea of paragraph 1 should connect with paragraph 2, paragraph 3. So it's not fragmented in chapter 1, I was supervised quite a long time by my first supervisor because the idea structure was really looked at there, so it's about the organization of ideas. My writing was really messy, so it took a long time there, it had to connect from one paragraph part to another paragraph part.*
>
> *(ZW/excerpt 7/Interview/ linguistics and writing knowledge/Writing structure and idea organization)*

Excerpt 7 highlighted frustrations regarding writing errors and structural issues, particularly emphasized by Mrs. RF, presumably a supervisor, who emphasizes the importance of coherence in the text. The need for paragraphs to connect seamlessly and for main ideas to flow coherently throughout the chapter underscores the significance of organizational clarity. The speaker acknowledges the challenges posed by language and idea structure, noting their prolonged supervision and the effort required to refine their writing to ensure smooth transitions between paragraphs. Overall, the excerpt underscores the critical role of clear organization in conveying ideas effectively within academic writing. Another statement also stated by UN in her interview:

So there you go. It turns out that writing is difficult. After we've engaged in some creative thought, correct? Our thoughts are creative, but this does not imply that they are articulated artistically. So we have to repeat the process several times, making it much more innovative and complex.
(UN/excerpt 8/FGD/ linguistics and writing knowledge/Writing structure and idea Organization)

Excerpt 8 emphasizes the difficulty of converting original ideas into well-articulated literature. It implies that, while our original thoughts may be unique and innovative, articulating them in writing takes more effort. To effectively communicate ideas, artistic articulation requires polishing and revising them several times. This iterative process entails increasing both the inventiveness and intricacy of the writing, ensuring that the end product reflects the richness of the original ideas. Thus, the process of writing is portrayed as a difficult task that necessitates patience, perseverance, and a dedication to perfecting one's artistic expression. This situation has the same vein with the documentation data:

Figure 6. ZW/documentation 4/ linguistics and writing knowledge/writing structure and idea organization

In data documentation 8, the supervisor comments on the writing concepts and paragraph arrangement. In the second paragraph, the supervisor advises that the norms of journal writing be discussed first, followed by the challenges. Finally, at the end of the paragraph, the supervisor proposes that the text be included in the literature review section. The writing concepts and paragraph structure are still disorganized and do not flow nicely together. This presents a hurdle in writing the thesis.

4.2.1.1.5 Paraphrasing difficulty

The fifth linguistics problem is paraphrasing; it is a crucial issue in thesis writing due to its multidimensional nature. Effective paraphrase is more than just replacing words with synonyms; it also includes thoroughly analyzing the original text, rephrasing it in a clear and logical manner, and ensuring that the original meaning and intent are preserved. To grasp complicated concepts and accurately portray them in one's own words, this effort necessitates both linguistic expertise and critical thinking skills. Furthermore, the need to avoid plagiarism adds another layer of intricacy, necessitating rigorous attention to detail and strict adherence to citation rules. For non-native English speakers, such as many Indonesian scholars, dealing with the complexities of grammar and syntax hinders the task. Thus, paraphrasing appears as a severe obstacle in thesis writing, needing a combination of language agility, intellectual acumen, and scholarly integrity to master successfully. The researcher found the statement from interview:

> *"It's not just about randomly picking journals or articles. That's the second point. Then, paraphrasing, rewriting ideas from other researchers, and generating new ideas in our writing is also a challenge. That's the same with time and writing; those are the challenges. Because when we write, we must avoid plagiarism. As Indonesians, our native language is Indonesian, so we know we make grammatical errors. That's the difficulty with paraphrasing. That's what it's like with international journals."*

> *(UN/excerpt 9/Interview/ linguistics and writing knowledge/Paraphrasing)*

Excerpt 9 highlighted the multiple obstacles that academic writers experience, particularly when preparing their thesis. It emphasizes the complexities of selecting and synthesizing information from multiple sources, as well as the importance of careful paraphrasing and the production of creative ideas. Furthermore, it recognizes the time restrictions inherent in the writing process, as well as the importance of avoiding plagiarism, which

necessitates a full awareness of citation standards. The remark of being Indonesian emphasizes the added challenge of dealing with grammatical peculiarities in a non-native language, adding another level of difficulty to the undertaking. Overall, the extract captures the complex balancing act required in academic writing, where negotiating linguistic, intellectual, and temporal problems is critical to scholarly integrity and success. The same vein also stated by PSN:

> *"If I had more time, I would do proofreading or prepress. We consider our writing to be the universe. Ah, cool, awesome. If, for example, someone reads our writing, it may not be clear what we are looking for. There are too many every time. There must be several problems."*

> *(PSN/excerpt 10/FGD/ linguistics and writing knowledge/paraphrasing)*

Excerpt 10 expressed a sense of idealism and self-awareness, interwoven with the difficulties of writing. It implies a desire for extra time to fine-tune the work through proofreading and prepress, suggesting recognition of the necessity of precise editing. The metaphor of writing as the universe imparts a sense of grandeur and significance to the work. However, reflecting on potential clarity concerns after others have read the writing demonstrates a realization of the disparity between personal perspective and audience reaction. The phrase "too many every time" indicates that the work contains a large number of possible issues or complexities. Overall, the extract captures a mix of ambition, self-reflection, and the practical limitations of the writing process. This statement is consistent with the data from the previous comments:

Figure 7. PSN/documentation 5/ linguistics and writing knowledge/Paraphrasing
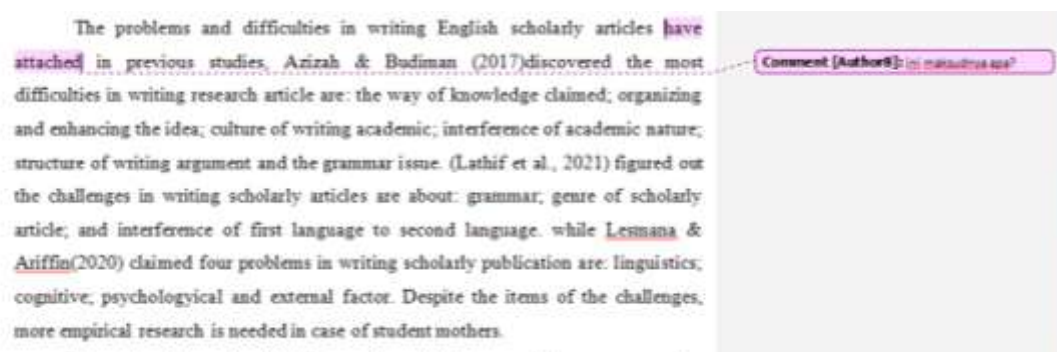
Figure 7 depicts documentation data and comments from students who had concerns regarding the clarity and consistency of the paragraph paraphrase delivered during the guidance session. According to the comments, the paraphrase is unclear and does not connect with the paragraph's content, which contributes to student confusion. As a result, paraphrasing has

emerged as one of the most difficult difficulties in academic writing, along with thesis production.

4.2.1.1.6 Complex Referencing from Articles or Books

The sixth problem is referencing or citation from many text mentor, all the informants agree it is a key issue in thesis writing because of its complex standards and traditions. Maintaining accurate and consistent citation of sources necessitates rigorous attention to detail as well as a thorough mastery of numerous citation styles such as APA, MLA, and Chicago. Researchers must explore a diverse range of materials, including academic journals, books, and online resources, while adhering to precise formatting rules for each kind. Furthermore, the necessity to appropriately identify ideas and material to their original authors while avoiding plagiarism adds a further layer of complexity. This necessitates not just learning the technical parts of referencing, but also developing a strong regard for intellectual honesty and scholarly integrity. The detailed nature of referencing might be time-consuming and scary, but it is critical for maintaining academic standards and assuring the integrity of the thesis.

> *"Because we really have to find appropriate references. References that are truly good. It can't be from random journals or sloppy writings. That's the second point. Then, paraphrasing, rewriting ideas from other researchers, and generating new ideas in our writing is also a challenge. That's the same with time and writing; those are the challenges."*
>
> *(UN/excerpt 11/Interview/ linguistics and writing knowledge/Referencing)*

Excerpt 11 exemplifies the stringent requirements of academic writing, highlighting the crucial need of obtaining high-quality references while avoiding random or inferior sources. The importance of locating credible references emphasizes the scholarly integrity required in research undertakings, emphasizing the need for thorough vetting and discernment while picking sources. It also recognizes the varied issue of synthesizing prior material by paraphrasing and inserting creative thoughts into one's work. By comparing these activities to time restrictions and the whole writing process, the extract highlights the delicate balance between scholarly rigor and creative expression that is inherent in thesis writing. Thos statement also stated by ZW in her interview:

The penalties are subsequently determined. We really need to read many references. But. The eyes becoming worse. Yes, because I am constantly sitting in front of my laptop. Reading and reviewing journal references and mentor literature also requires a significant amount of effort and thought.
(ZW/excerpt 12/Interview/ linguistics and writing knowledge/Referencing)

Excerpt 12 emphasized the importance of the task at hand, implying that fines or repercussions are determined based on subsequent acts. It emphasizes the importance of working with a large number of references, meaning a thorough and complete research procedure. However, it emphasizes the toll this attempt has on one's physical well-being, notably eyesight, which is most likely caused by continuous exposure to displays when working on a laptop. The contrast between the need to read widely and the negative effects on health gives a vivid picture of the sacrifices that are frequently made in the quest of academic excellence. Furthermore, it recognizes the significant mental and emotional effort required for examining and analyzing scholarly literature, implying the exhausting character of the academic experience. Thus, the excerpt sheds light on the delicate balance between scientific rigor and personal well-being in the quest of knowledge and academic success.

4.2.1.1.7 Bad Time Management

The researcher found that time management is a difficult task in thesis preparation as stated by informants, providing complex obstacles amidst the rigorous research, writing, and editing procedures. Balancing several obligations with the thesis requires precise preparation, prioritization, and focused execution. Researchers frequently struggle to allocate enough time for each step of the thesis while meeting deadlines, dealing with unforeseen setbacks, and sustaining momentum in the face of competing demands. Effective time management requires not only arranging work, but also increasing productivity, staying focused, and avoiding procrastinating. Furthermore, the iterative nature of thesis writing involves flexibility and adaptability in responding to changing priorities and refining work under time restrictions. Thus, mastering time management becomes an essential ability for navigating the difficulties of thesis writing and achieving academic success. Here the statement that stated about this situation:

For the writing, yes, so the first one is Time management, right? Because preparing time to work on it is difficult.

(PSN/excerpt 13/FGD/ Dealing with insecurities/time management)

Excerpt 13 emphasized the importance of time management as the primary issue in the writing process. It recognizes the challenge in efficiently allocating and arranging time to complete the work at hand, which is writing the thesis. The excerpt emphasizes the difficulty of preparing and devoting adequate time to thesis work, emphasizing the need of time management in ensuring development and production. It means that without adequate time management tactics, the writing process can become disjointed, burdensome, and prone to delays, thereby impeding academic achievement. Thus, the extract emphasizes the importance of developing time management skills in order to successfully navigate the difficulties of thesis writing. The same problem also faced by UN:

> *I don't have time for focusing on it now that I'm working, especially since I work in the countryside. Meeting the supervisor there is challenging. Setting aside time to write is difficult. Gathering the intention is challenging.*
> *(UN/excerpt 14/Interview/ Dealing with insecurities/time management)*

Excerpt 14 indicated the many challenges that individuals encounter while juggling thesis writing and job, particularly in rural areas. The author highlights time and logistical restraints, emphasizing the difficulties of devoting focused attention to the thesis in the midst of professional duties, which is aggravated by their workplace's remote location. The problem of meeting with the supervisor adds another layer of complexity, potentially impeding communication and advice required for thesis progress. Furthermore, the difficulty to set aside time for writing and generate the enthusiasm to complete the task highlights the various challenges that come with juggling work and academics. Overall, the extract effectively conveys the intricacies and challenges of balancing thesis writing with professional commitments in rural areas. The same thing is also experienced by ZW.

> *I can still work and write my thesis, but I'm having trouble evaluating the data. It is extremely time-consuming and mentally draining.*
> *(ZW/excerpt 15/Interview/ Dealing with insecurities/time management)*

Excerpt 15 conveys the author's ability to concurrently handle their professional responsibilities and thesis writing, despite encountering difficulties specifically in data evaluation. While they can effectively balance work and thesis commitments, the challenges arise when it comes to analyzing the data. The author emphasizes that this task demands a significant investment of time and mental energy, underscoring the exhaustive nature of data evaluation. This struggle suggests the intricate process involved in scrutinizing and interpreting

data sets, which requires meticulous attention to detail and critical thinking skills. Overall, the excerpt depicts the author's perseverance in managing multiple tasks while acknowledging the arduous nature of data analysis within the thesis-writing process.

4.2.1.1.8 Lack of Motivation

Lack of motivation becomes a big difficulty in thesis writing, resulting in a constant effort to sustain excitement and drive throughout the lengthy and rigorous process. Individuals who lack a strong sense of purpose or love for their study topic may struggle to maintain the momentum required to make significant progress. This lack of motivation can result in procrastination, apathy, and a sense of being overwhelmed by the size of the task. Overcoming this difficulty necessitates self-reflection, goal planning, and finding new ways to rekindle one's passion and commitment to the research. Furthermore, obtaining assistance from mentors, peers, and academic resources can help alleviate feelings of loneliness and rekindle drive while navigating the complexity of thesis writing. This phenomenon stated by PSN in the excerpt below:

> *Yes, it is true that there is a lack of motivation and such, and it appears that the element extends to the supervisor as well, correct? And both are indifferent, I am becoming apathetic, and I'm tired of working on it. Then I feel like there's no need to keep going, so we're basically doing it alone, and motivation disappears.*

(PSN/excerpt 18/FGD/ Dealing with insecurities/Lack of Motivation)

Excerpt 18 illustrated a widespread sense of demotivation and disappointment in the setting of thesis writing, which is due in part to the supervisor's apparent apathy. The author recounts being dismayed by their supervisor's lack of support or encouragement, which exacerbates their own sentiments of apathy and fatigue with the task at hand. The author and supervisor's mutual apathy fosters a sense of isolation and self-reliance, further undermining the author's motivation to continue. Finally, the lack of external motivation and support causes the author to feel burdened and disengaged, leading them to question the value of their efforts and reducing their enthusiasm for completing the thesis.

Unlike the other two informants, ZW and UN, who are constantly motivated by themselves, there are additional hurdles to consider. For UN and ZW, motivation is always firmly ingrained in them since they believe that completing this thesis is the pinnacle of their postgraduate degree, and it is a responsibility and trust that must be met.

> *To alleviate this stress, I motivate myself by stating that everything must be completed by the deadline. Only the phrase "deadline" really gets my attention, hehe.*
> *(UN/excerpt 19/Interview/ Dealing with insecurities/Lack of motivation)*

Excerpt 19 exposed that by committing to finishing things before the deadline, the author establishes a sense of urgency and accountability, which helps to reduce stress and keep focus. The use of the word "deadline" is a watershed moment of realization and inspiration for the author, emphasizing the importance of time limitations in increasing production. Furthermore, the usage of humor with "hehe" provides a cheerful tone, implying a positive approach to overcome obstacles. Overall, the extract demonstrates the author's proactive attitude to stress management and remaining motivated in the face of academic constraints.

4.2.1.1.9 Health Problem

PSN, UN and ZW agree that health issues are a substantial obstacle in thesis writing, providing constraints that go beyond academic limits. The physical and mental toll of extensive research and writing can exacerbate current health problems or create new ones, ranging from stress-related disorders to chronic conditions. Furthermore, the sedentary nature of thesis preparation, combined with long periods of screen time, can lead to musculoskeletal issues and eye strain. Furthermore, the pressure to fulfill deadlines and deliver high-quality work may cause sleep disruptions and increased worry, jeopardizing overall well-being. Addressing health concerns is critical for maintaining productivity and striking a balance between academic goals and personal wellness during the thesis-writing process. As stated in FGD excerpt of ZW:

> *But my body can't deal with it, especially at night. So it does not feel pleasant; rather, it feels sick. However, the most comfortable way to do it is at night.*
> *(ZW/excerpt 20/FGD/ Dealing with insecurities/Health problem)*

Excerpt 20 clearly reflected the physical challenges the author suffers when working on their thesis, particularly at night. Despite acknowledging that working at night is the most convenient alternative, the author's body struggles to meet the expectations, resulting in discomfort and disease. The disparity between the ideal timing for thesis writing and the body's limitations highlights the intricate relationship between productivity and personal well-being.

This demonstrates the delicate balance required to negotiate thesis writing while prioritizing physical health, underlining the significance of self-care in the academic path. UN also encountered the same situation in her interview:

> *My work hours in this Master's degree are from dawn to evening, sometimes late at night, because we are already working. There is no longer time for thesis writing. On weekends, I'm already feverish and feeling ill.*

> *(UN/excerpt 21/Interview/ Dealing with insecurities/health problem)*

Excerpt 21 described the author's hard Master's program schedule, which includes work commitments from early morning to late at night due to their employment situation. As a result, they find themselves with no time to devote to thesis writing throughout the workweek. Even on weekends, when they should have more time to work on their thesis, they are unable to focus due to illness, potentially as a result of their heavy workload and stress. This demonstrates the tremendous challenge of juggling academic and professional commitments while maintaining personal well-being during postgraduate studies. The researcher found two points in this social issue: supervisor and financial issue.

4.2.2 Extrinsic Challenges

The researcher found another side of challenges is form the extrinsic obstacles in thesis writing refer to external circumstances that limit progress and completion of academic work. These may include restricted access to resources such as research materials or facilities, insufficient supervision or advice from mentors, and logistical restrictions such as time and budgetary constraints. Furthermore, extraneous constraints from job or personal responsibilities may interfere with concentrated thesis-writing time, complicating the process. Overcoming extrinsic hurdles necessitates resourcefulness, excellent time management, and open communication with supervisors in order to reduce obstacles and ensure progress toward completion.

Extrinsic challenges, as described by Lewthwaite and Fisher (2004), are external or environmental factors that can hinder the writing process. These challenges include insufficient resources, where students may lack access to necessary materials or support, thereby affecting their ability to conduct research and write effectively. Additionally, poor time management can lead to procrastination and rushed work, further impeding the quality of writing. Financial instability can create stress and distract students from their academic tasks, while health

conditions can reduce their ability to focus and maintain a consistent writing schedule. Together, these extrinsic factors create significant obstacles that can compromise the overall writing process and academic performance.

4.2.2.1 Pressure of Social Issue

The researcher concluded that there is pressure from social difficulties since informants' ability to prepare their theses is influenced by external factors such as supervisors and job-related concerns that affect their money. Social issues in thesis writing refer to the incorporation of societal concerns, viewpoints, and impacts into the research process and results. These may involve addressing societal inequities, injustices, or disparities, investigating the intersectionality of various social identities, or researching the effects of policies or interventions on marginalized communities. Incorporating social concerns into thesis writing necessitates a critical examination of societal structures and conventions, as well as a dedication to social justice and equality. Furthermore, it requires collaboration with a wide range of stakeholders, including community members, lawmakers, and advocacy groups, to ensure that research findings promote good social change and solve current societal concerns.

4.2.2.1.1 Detail and strict supervisor

The data cited from interviews, Focus Group Discussions (FGDs), and documentation present results that... Detail-oriented and severe supervisors can provide considerable problems in thesis writing, as their meticulousness frequently results in lengthy review processes and stringent requirements. These supervisors thoroughly review every area of the thesis, from research methods to writing style, leaving minimal space for oversight or error. While their thoroughness can result in a higher-quality final work, it also increases the time required to complete the thesis, since modifications and adjustments can be frequent and time consuming. Furthermore, the rigorous expectations set by these supervisors might put students under strain and cause anxiety because they must fulfill high criteria in order to be approved. Navigating the direction and comments provided by detail-oriented and demanding supervisors needs patience, resilience, and a dedication to academic success. This phenomenon faced by UN as stated in her interview below:

So I am stressed since my supervisor is a Professor with a PhD, and he expects everything to be perfect. Thus, I need 6 months to obtain approval from one supervisor, and this is only for the proposal itself. It still has one supervisor. It takes a full month just to receive approval, and the actual construction takes six months. When the second supervisor spends three months, it takes around nine months to receive approval from both supervisors.

(UN/excerpt 22/Interview/ Dealing with insecurities/Detail and strict supervisor)

This section describes UD's stress as a result of her supervisor's rigorous requirements, who possesses the prestigious title of Professor with a PhD. The meticulousness requested by this supervisor results in a lengthy schedule for receiving approval, with a stunning six-month period required for only the proposal. Despite these great efforts, the approval procedure still only involves one supervisor. The meticulousness requested by this supervisor results in a lengthy schedule for receiving approval, with a stunning six-month period required for only the proposal.

Despite these great efforts, the approval procedure still only involves one supervisor. Furthermore, even after satisfying this criteria, the approval process takes another month, followed by six months of construction. The addition of a second supervisor increases the timeline by three months, for a total of nine months to receive clearance from both supervisors. This narrative emphasizes the significant time commitment and stress caused by Ulfa's supervisors' strict academic requirements, demonstrating the difficulties inherent in navigating the thesis acceptance process. ZW also stated the same reality in her FGD:

My experience with proposal guidance took a long time because my first supervisor was highly comprehensive and excellent in writing, and my second supervisor was similarly careful. As a result, the advice for my proposal took around five months.
(ZW/excerpt 23/FGD/ Dealing with insecurities/Detail and strict supervisor)

Excerpt 23, ZW described her extensive experience with proposal guidance, attributing it to the careful nature of both her first and second supervisors. ZW portrayed the first supervisor as extremely thorough and competent at writing, implying a rigorous approach to reviewing and delivering criticism. Similarly, the second supervisor is described as equally meticulous, implying a continuous level of thoroughness throughout the guiding process. As a result of both supervisors' attention to detail, the author claims that it took around five months to obtain

feedback on her proposal, underscoring the significant time investment required for rigorous evaluation and revision during the thesis-writing process. The researcher also found the documentation data during informant's supervision as shown below:

Figure 8. ZW/documentation 6/ Social Issue/supervisor/detail and strict supervisor

Figure 8 shows that the supervisor gives recommendations and adjustments such as cleaning up sentences, adding about 100-200 words per paragraph, and picking the correct terms by replacing the phrase "assume" with a more legitimate word. It is clear that the supervisor is quite specific about the student's writing, and if the student does not modify according to what the supervisor requests, the revision will continue until the student genuinely understands what they wrote.

4.2.2.1.2 Hard work to resolve the financial issue

Importantly, all three interviewees completed their studies with nearly 90% of their expenses paid for by themselves, indicating that they were not totally supported by their parents. As a result, they had to schedule time for work and thesis writing. Even the UN and PSN revealed that they purposefully took academic leave to raise revenue for the future payments. Financial constraints can be a big problem when writing a thesis, especially for students who require expensive research materials, specialized software, or trip money for data collecting. Limited financial resources can hamper access to important resources and the ability to conduct complete research, effectively analyze data, or present findings at conferences. Furthermore,

financial constraints may have an impact on the hiring of research assistants or access to academic support services, influencing the overall quality and scope of the thesis. In such cases, students must frequently explore alternate financing sources or work creatively within budgetary constraints to complete the requirements of their thesis study. This statement related with the excerpt of interview as shown below:

> *Thinking about the deadline, it must be completed because there is [something]. So, if not, what is it called? There will be a lot more problems later, especially with these payments and so on. Just on time, it's caught up with other payments, like what's it called, and the prerequisites for the defense session, among other things, are already in place. So it's essentially about money.*
> (ZW/excerpt 24/Interview/ Social Issue/Financial Issue)

Excerpt 24 captured the anxiety and urgency that comes with fulfilling deadlines, especially when it comes to academic or professional duties. The speaker highlights the significance of finishing projects on time to avoid additional problems, such as financial or logistical issues. The term "payments" implies the requirement to fulfill financial commitments related to job fulfillment, which could refer to fees for academic services or other connected charges. Furthermore, the reference to "prerequisites for the defense session" emphasizes the procedural criteria that must be accomplished within a specific time period. Overall, the excerpt emphasizes the importance of time management, financial considerations, and procedural adherence when handling academic or professional duties. This statement also faced by UN in her FGD:

> *The task is mostly concerned with writing time. My work hours in this master's degree are from dawn to evening, sometimes late at night, because we are already working. There is no more time left to write the thesis.*
> (UN/excerpt 25/FGD/ Social Issue/Financial Issue)

Excerpt 25 focused on the most common problem experienced by people seeking a master's degree while working. The speaker explains that the biggest difficulty is finding enough time for thesis writing despite rigorous work schedules. The statement of work hours ranging from dawn to late at night emphasizes their complete dedication to their career, leaving little to no time for supplementary activities such as thesis writing. This instance exemplifies the issue that many working students face, in which the demands of their professional lives interfere with their academic endeavors, needing careful time management and prioritization in order to properly balance competing duties. PSN experienced a similar situation during the interview below:

Okay, time management. I'm deciding between making Thai tea drinks, working in food and beverage, and completing my thesis. it's make me confused and stress
(PSN/excerpt 26/FGD/ Social Issue/Financial Issue)

Excerpt 26 depicted the speaker's battle with time management and the stress that comes with handling several tasks. The speaker is divided between several activities, including preparing Thai tea drinks, working in the food and beverage industry, and finishing their thesis. This quandary underscores the difficulty of juggling personal, professional, and academic obligations, which can lead to confusion and stress. The pressure to excel in each area while managing limited time and resources adds to the speaker's sensation of overwhelm. This extract emphasizes the necessity of excellent time management and prioritization in order to reduce stress and achieve success in numerous areas of life.

4.3 The strategies Indonesian postgraduate students employ to overcome the challenges they face in writing thesis

The informants used a variety of ways to tackle the obstacles of writing their thesis. These tactics frequently include precise preparation and organization, such as setting specific deadlines and breaking down the writing process into manageable pieces. Furthermore, students frequently use time management techniques to schedule dedicated time windows for thesis preparation in between other commitments such as employment or coursework. Seeking assistance and support from supervisors or colleagues, participating in regular feedback sessions, and accessing relevant resources all play important roles in overcoming obstacles. Furthermore, establishing a healthy work-life balance and practicing self-care are critical for staying motivated and managing stress during the thesis writing process. Overall, by adopting these multiple tactics, the informants aimed to successfully handle and overcome the challenges that arise during the thesis writing process.

4.3.1 Time reminder

The first effective way is time reminder, using time reminder is an effective method for dealing with thesis writing issues. Setting alarms, reminders, or using calendar applications can help students manage their time and stay on track with their writing goals. These reminders serve as prompts to set aside time for thesis study amidst other obligations, guaranteeing constant

development. Furthermore, time reminders assist students in breaking down the writing process into small parts, making it easier to complete difficult work and meet deadlines. They also help to sustain momentum and accountability throughout the writing process, minimizing procrastination and guaranteeing consistent progress toward completion. Overall, time reminders play an important role in assisting students with the obstacles of thesis writing by improving time management skills and encouraging a disciplined approach to the process.

4.3.1.2 Drop out Motivation

Following the second strategy is drop out motivation, it is the reason or determination to complete the thesis writing process despite obstacles or hardship. This method entails reminding oneself of the disadvantages of abandoning the endeavor prematurely and the need of persevering until the end. Individuals can find incentive to stick with their thesis by emphasizing the negative consequences of dropping out, such as lost time, effort, and probable academic failures. Furthermore, focusing on the ultimate aim of academic accomplishment and the personal gratification of finishing the thesis can be effective motivators. Individuals that keep a strong sense of determination and resilience can overcome hurdles and persist in their thesis writing journey, eventually accomplishing their academic goals.

> *Self-motivation is the key to overcoming stress. Before dropping out, everything must be finished. Yeah, simply the word "DO."*
> *(UN/excerpt 27/Interview/ strategies in writing thesis/time reminder/drop out reminder)*

Excerpt 27 emphasized the need of self-motivation in overcoming the stress of thesis writing. It emphasizes the importance of personal motivation and persistence in overcoming obstacles and enduring till completion. By emphasizing the repercussions of dropping out prematurely, such as squandered effort and missing chances, the excerpt underlines the importance of remaining determined to see the thesis through to completion. The word "DO" emphasizes the principle of taking action and remaining dedicated in the face of adversity, supporting the notion that unwavering perseverance is required to achieve academic goals. Overall, the extract emphasizes the importance of self-motivation in overcoming stress and effectively finishing the thesis writing process. The same situation also faced by PSN in FGD:

Finally, I give up on the scenario, and because there is a drop-out warning, I become more conscious. I can't fool around any longer, nor can I sit idly by.
(PSN/excerpt 28//FGD/ strategies in writing thesis/time reminder/drop out reminder)

Excerpt 28 depicts a watershed moment of revelation and accountability in the face of the imminent prospect of dropping out. The speaker admits to giving in to the difficulties they face, but the appearance of the drop-out notice serves as a wakeup call. This warning motivates the speaker to become more aware of their circumstances and the implications of inaction. The speaker's attitude shifts as they understand the importance of not delaying and taking their academic responsibilities seriously. Overall, the excerpt emphasizes the transforming power of external constraints, such as the danger of dropping out, in inspiring people to face problems and take more proactive approaches to their academic studies.

4.3.1.3 Payment motivation

The researcher found that the payment motivation is the use of financial incentives or penalties to motivate thesis writers to complete their work. This strategy uses the concept of financial accountability to encourage timely completion of milestones or meeting deadlines. For example, students may devise a payment system in which they reward themselves for meeting specified writing objectives or impose fines on themselves for missing deadlines. Individuals who attach monetary implications to their achievement build a tangible incentive structure that encourages diligence and commitment to their thesis work. This method takes advantage of the psychological principle of loss aversion, in which people are motivated to avoid money losses, resulting in consistent effort and productivity throughout the writing process. This statement also faced by ZW in FGD:

Yes, the motivation is to avoid paying tuition.
(ZW/excerpt 29/FGD/ strategies in writing thesis/time reminder/Payment motivation)

Excerpt 15 emphasized a pragmatic motivation for thesis writing: the desire to avoid the financial burden of tuition costs. Individuals can avoid having to pay additional tuition charges if they complete their thesis on time or escape the consequences of dropping out. This motivation capitalizes on the concrete financial consequences of academic success, emphasizing the practical component of education in which avoiding financial penalties serves as a motivator for effort and commitment. It also reflects the broader financial issues that frequently impact academic decisions, emphasizing the significance of economic responsibility and resource

management in the achievement of educational objectives. The same phenomenon encountered by UN in the excerpt below:

> *Hmm... that's what motivates me to keep working on this, because of financial constraints such as continued tuition, examination fees, and other costs.*
> *(UN/excerpt 30/Interview/ strategies in writing thesis/time reminder/Payment motivation)*

This excerpt demonstrated how important financial pressures are in driving the speaker to persevere in their objectives. The inclusion of continuous expenses such as tuition and examination fees emphasizes the practical implications of their academic endeavors. These financial limits serve as a constant reminder to finish assignments and meet academic milestones in order to avoid incurring additional financial pressure. The speaker's acknowledgement of these financial restrictions emphasizes their commitment to continue working diligently despite the obstacles they confront, emphasizing the inherent link between money considerations and motivation in academic pursuits.

4.3.1.4 Dealing with the Procrastination

PSN, UN and ZW admitted that dealing with procrastination entails employing a variety of tactics to combat the tendency to delay or postpone thesis writing duties. This could include breaking down the writing process into smaller, more manageable activities, creating clear and attainable goals, and establishing deadlines to create a sense of urgency. Furthermore, using tactics like the Pomodoro Technique, which divides work into intervals separated by brief breaks, can help you stay focused and productive. Seeking accountability through peer support or mentorship, as well as engaging in self-reflection to discover underlying causes of procrastination, are also useful techniques. Individuals can lessen the impact of procrastination and sustain consistent progress in their thesis writing activities by confronting it head on and using proactive steps to efficiently manage time and duties. As stated by UN:

> *"Yeah, it's like wanting to finish quickly to be relieved from the tension of this college life and to get the master degree."*
> *(UN/excerpt 31/Interview/ strategies in writing thesis/time reminder/Dealing with the procrastination)*

Excerpt 31 highlighted the urgency and desire for completion that many students have during their academic journey. The speaker expresses a desire to complete their studies quickly in order to reduce the stress and anxiety connected with college life. Obtaining a master's degree is seen as a significant milestone, representing not only academic achievement but also the

realization of personal and professional objectives. The excerpt highlights the overriding drive to achieve the end objective, emphasizing the relief and fulfillment that comes with earning the degree. PSN also faced the same situation:

> "I always try not to procrastinate for too long because once I've procrastinated and neglected my responsibilities, my motivation fades away."
> (PSN/excerpt 32/FGD/ strategies in writing thesis/time reminder/ Dealing with the procrastination)

Excerpt 32 emphasized the speaker's proactive approach to avoiding procrastination and its negative impact on motivation. Recognizing the effects of continuous procrastination, such as a loss of motivation, the speaker highlights the need of remaining disciplined and focused on their tasks. The statement emphasizes the importance of taking timely action to retain momentum and productivity, as procrastinating can weaken one's motivation and passion for completing tasks. Overall, the extract demonstrates a commitment to fighting procrastination and prioritizing work in order to maintain motivation and achieve goals effectively.

4.3.2 Motivation and support

According to the data analysis, motivation and support are important tactics in thesis writing because they provide individuals with the push and encouragement they need to overcome obstacles and persevere until completion. Motivation feeds inner drive and resolve, which might arise from personal ambitions, academic goals, or a desire for professional progress. External assistance, whether from advisors, peers, or family members, provides encouragement, guidance, and vital feedback throughout the writing process. This support network assists individuals in overcoming challenges, maintaining morale throughout failures, and staying focused on their goals. Individuals can create resilience, maintain momentum, and eventually succeed in their thesis writing activities by combining drive and a supporting atmosphere.

4.3.2.1 Personal motivation

The researcher found from the interview and FGD's data, that primary motivation it comes from personal motivation is a key tactic in thesis writing, propelling individuals to overcome obstacles and persevere until completion. This inherent drive originates from a strong desire to achieve scholastic goals, pursue personal ambitions, or grow professionally.

Individuals' personal motivation drives them to remain focused, disciplined, and resilient in the face of the writing process's difficulties. It instills a sense of purpose and resolve in people, urging them onward even in the face of failures or challenges. Individuals who harness personal drive develop the inner fortitude and tenacity required to negotiate the arduous journey of thesis writing, ultimately leading to the successful completion of their academic aspirations. As stated by ZW in her interview:

> *"In my opinion, the biggest inspiration must come from within ourselves as well as from others. If we can motivate ourselves, we can eventually conquer all hurdles."*
> *(ZW/excerpt 33/Interview/ strategies in writing thesis/Motivation and support/Personal motivation)*

Excerpt 33 emphasized the dual nature of motivation, stating that while external sources of inspiration are useful, true resilience and resolve come from inside. The speaker believes that, while external encouragement is helpful, relying only on others for motivation may be insufficient. By emphasizing the importance of self-motivation, the excerpt emphasizes individuals' inherent potential to overcome obstacles. The expression emphasizes that when people build their inner drive and tenacity, they are more able to overcome challenges and achieve success, regardless of external conditions. Overall, the excerpt emphasizes the importance of self-motivation as a driving force for overcoming obstacles and reaching personal and academic goals. UN faced the situation in her FGD:

> *Hmm... I believe the early motivation stems from financial concerns and familial support, as I have struggled to support myself while working on this thesis. So I seek motivation from people, and then I can move forward with motivation from within myself.*
> *(UN/excerpt 34/FGD/ strategies in writing thesis/ Motivation and support/Personal motivation)*

Excerpt 34 captured the multidimensional character of motivation, which is first influenced by external circumstances such as financial constraints and familial support. The speaker recognizes the difficulties of reconciling academic ambitions with the practical responsibilities of supporting oneself, emphasizing the importance of external encouragement and aid. Seeking motivation from others, such as friends, emphasizes the value of social support in sustaining morale and motivation throughout difficult times. However, the extract highlights the transition to internal motivation, implying that personal drive and resolve would eventually play an important role in moving the individual forward. Overall, it emphasizes the dynamic

interaction of external and internal sources of motivation in navigating the complexity of thesis writing.

4.3.2.2 Supportive Supervisor and staff

All the informants confessed that in terms of thesis writing, the Supportive Supervisor and Staff strategy is critical for creating an environment conducive to academic success. This strategy indicates the active participation of supervisors and other staff members in giving advice, comments, and encouragement throughout the thesis writing process. Supportive supervisors provide students with experience, constructive criticism, and mentorship to help them refine their research topics, fine-tune their methodology, and effectively structure their arguments. Furthermore, accommodating personnel ensures that relevant resources, including as libraries, databases, and technological support, are available, allowing the thesis project to move smoothly. Students are enabled to negotiate hurdles, sustain motivation, and ultimately produce high-quality scholarly work when they cultivate a supportive community. UN also experienced similar situations with this strategy in her interview as shown below:

> *"Alhamdulillah, I am supported by long-term academic personnel. So they always offer encouragement. Let us be prepared. Well, that becomes motivation. So, alhamdulillah, it feels easier and more convenient."*
> *(UN/excerpt 35/Interview/ strategies in writing thesis/Motivation and support/ Supportive Supervisor and staff)*

UN was grateful for the support of long-term academic personnel who continually encouraged them. The lecturer emphasizes the significance of being prepared, implying a proactive approach to their academic studies. This preparation, combined with encouragement from their academic support system, provides motivation, making tasks appear easier and more feasible. Overall, the excerpt provides a positive perspective on the academic path, emphasizing the need of support and preparation in achieving success.

The same strategy also experienced by ZW:

> *Yes, my motivation is coming from academic advisors, department chairs, and secretarial staff. And I am really helped by them*
>
> *(ZW/excerpt 36/FGD/ strategies in writing thesis/ Motivation and support/ Supportive Supervisor and staff)*

Excerpt 36 indicated that the individual's motivation is influenced positively by numerous personalities in their academic environment, such as academic advisors, department heads, and secretarial staff. These people are likely to supply the individual with direction, support, and assistance, which contributes to their motivation and may help them with their academic ambitions. The comment of being "really helped" implies that the individual values and appreciates the support received from these folks, supporting their motivation to pursue their academic goals. Overall, it emphasizes the value of a helpful academic environment in promoting motivation and achievement. Also PSN felt the same situation as stated in her interview:

> *So it appears that the head of magister program and his/her staff is highly supportive, assisting the student in completing the assignment as quickly as possible. Providing references, guidebooks, and many forms of aid.*
>
> *(PSN/excerpt 37/Interview/ strategies in writing thesis/Motivation and support/ Supportive Supervisor and staff)*

Excerpt 37 indicated that the head of the master's program and their staff are extremely supportive, actively helping the student to efficiently complete their assignments. They offer various resources such as references, guidebooks, and other forms of assistance, demonstrating a commitment to the student's success. The emphasis on completing assignments quickly suggests a focus on productivity and efficiency within the program. Overall, it portrays a highly supportive academic environment where students are provided with the necessary tools and support to excel in their studies.

4.3.3 Assisted by Tool

The last strategy in the term "Assisted by Tool" in thesis writing refers to the use of various software applications, digital platforms, or tools to help with research, organizing, and writing. This technique entails using technology to expedite tasks including literature reviews, data analysis, citation management, and document formatting. Grammarly and reference managers such as Zotero or Mendeley are two examples of tools widely utilized in this strategy. Integrating these tools into the thesis writing process allows students to improve the efficiency, accuracy, and general quality of their work, resulting in a more systematic and successful approach to academic writing. As stated by UN in her FGD:

When it comes to references, after reading them, I download them and enter them into Mendeley. So Mendeley is quite useful for managing references.
(UNexcerpt 38//FGD/ strategies in writing thesis/ Assisted by tool)

Excerpt 38 demonstrated a methodical approach to controlling references in academic writing. After reviewing the references, the individual downloads and organizes them in Mendeley, demonstrating the software's usefulness in reference management. Mendeley allows users to efficiently store, organize, and retrieve references, hence easing the process of citing sources in academic writing. This technique not only makes references more accessible, but it also helps to preserve citation uniformity and correctness throughout the writing process. Overall, it emphasizes the importance of leveraging technology to improve the efficiency and efficacy of scholarly pursuits. PSN also experienced the same way in theses writing strategy:

Fortunately, Mendeley and internet access make it much easier to identify mentor texts as readings for thesis references. Furthermore, Google Translate makes the procedure easier, particularly when dealing with high-level language in trustworthy articles.
(PSN/excerpt 39/Interview/ strategies in writing thesis/ Assisted by tool).

Excerpt 39 emphasized the importance of technology in academic study and writing. Mendeley and internet access are portrayed as vital tools that simplify the process of locating mentor texts for thesis references. Mendeley helps to organize and manage references, and internet access expands the range of available resources. Google Translate is also commended for its assistance in overcoming language obstacles, particularly when working with scholarly papers that contain sophisticated terminology. Together, these technology resources improve efficiency and accessibility, allowing scholars to better traverse the academic ecosystem and generate high-quality scholarly work.

4.4 Discussion

This section outlines the study's main findings. The researcher will discuss each research conclusion in relation to the research question, citing previous studies and pertinent theories. The conversation is centered on the research question. The study questions are: What are the problems that postgraduate students face when preparing their thesis? What tactics do they use when drafting the thesis? The following section provides a full explanation.

4.4.1 What are the primary challenges faced by Indonesian postgraduate students during the thesis writing process?

This section of the first research question attempted to describe the problems that Indonesian postgraduate students face when writing their thesis. According to the findings of the data analysis in Chapter IV, Indonesian postgraduate students experience two types of problems when writing their thesis: intrinsic and extrinsic challenges. These restrictions were examined using the notions of intrinsic and extrinsic provided by Ryan and Deci (2000).

The main findings of this study revealed the participants' perceived difficulties in writing for thesis as seen from the linguistics and writing knowledge; dealing with insecurities and also social issue. Ryan and Deci (2000) classified trigrred according to the various causes or goals that motivate an activity. Intrinsic triggers refer to doing something because it is intrinsically personal, and extrinsic triggers refer to doing something because it leads to something outside of the personal bounds.

4.4.1.1 Intrinsic Challenges

Addressing obstacles to language and dealing with fears are integral parts of human growth and development. Individuals face a variety of challenges in navigating linguistic boundaries, including language comprehension, expression, and cultural nuances, all of which lead to feelings of *insecurity* or self-doubt. Similarly, confronting insecurities entails acknowledging vulnerabilities and uncertainty, which can be difficult but necessary for developing resilience and self-esteem. These innate problems determine not just people's opinions of themselves, but also how they interact with others and their surroundings. Embracing these problems as opportunities for learning and progress is critical to breaking down barriers and developing a deeper understanding of oneself and the world.

This finding aligns with the theories proposed by Flowerdew and Suresh Canagarajah (1996), which emphasize the challenges faced by non-native English speaker (NNES) or ESL students. These challenges often revolve around issues such as expressive abilities, vocabulary mastery, and the potential influence of their native language. It becomes evident that the primary difficulties encountered by students in their writing are rooted in the rhetorical aspects,

particularly in areas such as grammar, vocabulary usage, supporting arguments, employing cautious language, initial drafting, and discussion sections (Azizah & Budiman, 2017).

4.4.1.1.1 Linguistic and writing knowledge

Addressing obstacles to language and dealing with fears are integral parts of human growth and development. Individuals face a variety of challenges in navigating linguistic boundaries, including language comprehension, expression, and cultural nuances, all of which lead to feelings of insecurity or self-doubt. Similarly, confronting insecurities entails acknowledging vulnerabilities and uncertainty, which can be difficult but necessary for developing resilience and self-esteem. These innate problems determine not just people's opinions of themselves, but also how they interact with others and their surroundings. Embracing these problems as opportunities for learning and progress is critical to breaking down barriers and developing a deeper understanding of oneself and the world.

The findings of this study are in line with previous research, which indicates that the challenges encountered in writing a thesis encompass various significant areas of discourse. These areas involve both rhetorical and linguistic dimensions, including grammar, citations and references, argumentation structure, organization of discourse, assertion of knowledge, authorial presence, cautious language use, and the crafting of introduction and discussion sections. These issues have been investigated in studies conducted by scholars such as (Baldauf & Kaplan, 2005; Bazerman, 1988; Cho, 2004; Duszak & Lewkowicz, 2008; Flowerdew, 2001; Huang, 2010; Mur Dueñas, 2011; St. John, 1987; Swales, 1990).

While the confronting the self control such hard or bad time management lack of motivation, new identity as researcher is typically involves in path of self-reflection and acceptance. These feelings, whether caused by past experiences, cultural pressures, or internal doubts, can manifest in a variety of ways, including fear of failure, rejection, or inadequacy. Embracing these fears as chances for self-discovery and empowerment allows people to develop resilience, honesty, and a stronger sense of self. Individuals can achieve increased confidence, fulfillment, and emotional well-being by recognizing and navigating their internal problems.

In line with these findings, Hajar (2021) reported that she investigated the experiences of Kazakhstani students writing master's theses in English, revealing obstacles linked with impostor

syndrome. According to Dwihandini et al. (2013), one of the challenges that students confront when writing a thesis is psychological in nature.

4.4.1.2 Extrinsic Challenges

Confronting extrinsic issues in thesis writing entails negotiating external circumstances that may hamper work and create barriers to completion. Time limits, academic demands, and logistical barriers such as access to tools and research materials are all common challenges. Furthermore, juggling other commitments such as work or family obligations can exacerbate these difficulties, adding layers of stress and strain. Addressing these extrinsic challenges involves strategic preparation, time management skills, and the ability to adjust to unexpected circumstances. Seeking help from advisers, colleagues, and academic resources can also provide vital insight and assistance in overcoming these obstacles, ultimately facilitating the thesis's successful completion.

The findings on external challenges are consistent with Wang's (2008) research, which states that international postgraduate students face difficulties due to their cultural backgrounds and academic traditions, emphasizing the importance of intercultural sensitivity in supervision. Similarly, Ojo et al. (2014) reported that postgraduate students in Nigeria face substantial pressure when disseminating their thesis work. Their challenges include a lack of mentorship, support, skills, knowledge, financial resources, and limited access to critical materials such as journal articles, databases, and associated resources.

4.4.1.2.1 Pressure of Social Issue

Addressing social issues entails identifying and confronting systemic inequities, injustices, and disadvantages that affect individuals and communities on a large scale. These concerns include, but are not limited to, poverty, discrimination, access to healthcare and education, environmental degradation, and breaches of human rights. Addressing social challenges necessitates collective effort, campaigning, and legislative changes to demolish entrenched oppressive systems and promote equality, justice, and dignity for all members of society. Communities may collaborate to address these complicated concerns and create a more inclusive and equitable world by raising awareness, encouraging empathy, and mobilizing resources.

On this social issue, it is consistent with Lan's (2015) study, which identified numerous key concerns with academic writing, one of which is a lack of competence and focus, as well as unsuitable learning styles.

4.4.2 What strategies do Indonesian postgraduate students employ to overcome the challenges they face in writing thesis?

Indonesian postgraduate students adopt a variety of ways to address the difficulties they face when writing their thesis. To begin, many students create an organized plan that assigns certain time slots for research, writing, and revision in order to successfully manage their workload. Additionally, receiving direction and input from supervisors or mentors aids in clarifying objectives and refining research procedures. Collaborating with peers in writing groups or seminars creates a friendly environment for sharing ideas and receiving constructive feedback. Utilizing existing resources, such as libraries, online databases, and academic workshops, improves research capacity and thesis quality. Furthermore, having an optimistic attitude, patience, and resilience in the face of setbacks are critical for navigating the complexity of thesis writing and ultimately achieving academic success.

This finding refers to research discussing strategies for completing thesis or other academic papers, such as (Hajar & Mhamed, 2021), which states that there are certain effective strategies to address various challenges related to establishing a new identity as researchers, time management, and overcoming 'imposter syndrome.

4.4.2.1 Time Reminder

Using time reminders as a tactic in thesis writing is an important tool for Indonesian postgraduate students to manage their workload efficiently and make progress. Students can keep organized and accountable by setting regular reminders, such as alarms or calendar notifications, to ensure they set aside specific time for research, writing, and revision. These reminders help students avoid procrastination and sustain momentum, allowing them to make steady progress toward their thesis goals. Additionally, time reminders help to prioritize assignments and divide down the writing process into smaller chunks, decreasing overload and enhancing productivity.

Overall, incorporating time reminders into their workflow enables students to improve their time management skills and handle the complexities of thesis writing.

The informants truly agree that time is the primary reminder when working on a thesis, which is consistent with the findings of Odena and Burgess (2017). They noted that time management and consistent writing are critical for successfully completing a thesis. Two informants highlighted the term "drop out" as an alarm that continually reminds them to prepare their writing, and one informant indicated that the longer it takes to finish, the more money would be spent.

4.4.2.2 Motivation and Support

Motivation and support are critical techniques in thesis writing for Indonesian postgraduate students, providing vital sources of encouragement and help throughout the process. Internal motivation, derived from personal objectives and desires, is a driving force behind consistent effort and perseverance. Furthermore, external support from supervisors, mentors, peers, and family members gives important encouragement, constructive feedback, and practical help. By creating a supportive environment that fosters both intrinsic and extrinsic motivation, students can overcome problems with greater resilience and achieve their academic goals with confidence and drive.

The finding is consistent with earlier research, such as Pozzo (2019), which outlines the obstacles that postgraduate students encounter when writing their theses and offers help to both students and supervisors in navigating this complex process. This emphasizes the significance of both parties, students and supervisors, providing support and incentive. Odena (2017) adds to this by looking at supporting experiences and tactics for thesis writing, emphasizing the need of customized feedback from supervisors, good personal organization, and specialized learning strategies for ESL students. Furthermore, Azizah and Budiman (2017) confirm that university support prioritizes student preparation and completion of their work.

4.4.2.3 Assisted by Tool

Using aided tools as an approach in thesis writing provides useful resources to Indonesian postgraduate students, increasing their efficiency and effectiveness. Using software applications such as reference management tools, writing aids, and data analysis software simplifies many facets of the writing process, from citation organization to research results analysis. These technologies not only help with workflow management, but they also allow students to focus more on the substantive components of their research and writing. Furthermore, using technology for collaborative work, such as cloud-based document sharing systems, allows for smooth communication and cooperation with advisors and peers, ultimately helping to the development of higher-quality theses within the specified deadline.

Afful (2022) validated this finding, pointing out the existence of tools used to help with academic activities such as translation, referencing, and looking for trustworthy publications. The three informants were quite pleased with the accessible tools, and they found it easy for them to create and include references.