

Graduates' Difficulties in Constructing English Abstracts

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi lebih jauh kesulitan dan tantangan yang dihadapi mahasiswa dalam menulis abstrak untuk tesisnya. Penelitian ini merupakan penelitian kualitatif dengan menggunakan teknik observasi, wawancara dan dokumentasi dalam pengumpulan data. Hasil penelitian ini diuraikan secara deskriptif. Hasil penelitian menunjukkan bahwa kesulitan yang dialami siswa dalam menulis abstrak bahasa Inggris terletak pada kesalahan tata bahasa, struktur abstrak dan kesulitan dalam merangkum hasil penelitian menjadi abstrak. Selain itu, terdapat tiga faktor yang menyebabkan siswa mengalami kesulitan dalam menulis abstrak, yaitu faktor psikologis, faktor sosial budaya, dan faktor kebahasaan.

Kata kunci: *Abstrak, Kesulitan, Mahasiswa, Tantangan*

Abstract

This research aims to explore further the difficulties and challenges faced by students in writing abstracts for their theses. This research is qualitative research using observation, interview and documentation techniques in data collection. The results of this research are described descriptively. The research results show that the difficulties experienced by students in writing English abstracts lie in grammatical errors, abstract structure and difficulties in summarizing research results into abstracts. Also, there are three factors that cause students to experience difficulties in writing abstracts, namely psychological factors, socio-cultural factors and linguistic factors.

Keywords : *Abstract, Challenges, Difficulties, Graduate Students.*

INTRODUCTION

The English language facilitates communication amongst individuals from all walks of life. Industries, sciences, arts, tourism, politics, and economies all make use of it to varying degrees. Then, obviously, one needs to study English in order to make sense of it all. Generally, writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is

recorder. These concepts are interdependent basically because human ideas, feelings, emotions, interaction are expressed through these processes.

Language learner to find some problem in developing their ideas in writing or focusing their attention to write a paragraph which is the basic in writing competence. It means that by using writing, we can express ideas, feeling, sense or anything that exist in our mind more freely and correctly. Lagan says that writing is skill like driving, typing, or event preparing a good meal. It can be learnt with practice, because it is not an automatic process. To write something, we should know what are the kinds of writing from a target audience or purpose point of view. Like academic writing, personal writing, literally writing, journalistic writing or even business writing.

Academic writing there are includes essays, research paper or thesis, reports and so on. In fact, the difficulties in writing usually find in an academic writing. Oshima and Hogue explain that an academic writing need a lot of study and practice in order to develop learners' writing skill. The students who are studying in universities or colleges must to complete their educational programs to get strata one, a lot of students are required to make a research paper and writing thesis. Because to get a graduate degree students must write a thesis as a final assignment. So, the researcher think this means that thesis writing is aimed in doing research and writing up the research findings.

In abstract writing is not without any treatment. Learners usually found themselves blank when they write it. The condition of learners to lose their focus in writing a good abstract is categorized in one of personality factors area. While, if learners have less acknowledgment of the rules in abstract writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing. Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing.

Writing is one of the most crucial skills for students of English as a second language to acquire. Learning how to express oneself in writing is a crucial part of expanding one's linguistic horizons and sharpening one's communication abilities. The written word is vital because of its widespread application in professional and academic settings. Writing skill is essential for achieving career and business goals. It is an important medium of communication.

It is also regarded as an indicator of students' success in learning English as well as their future professional jobs. Writing is a way to express personal meanings through to compose. Individuals create their own opinions on a specific subject. Students of foreign languages benefit much by writing in the target language. First, writing helps students internalize the grammatical and idiomatic structures and terms they have been taught.

Second, even after all that instruction and practice, pupils still have room to experiment with language on paper. Third, the act of writing itself piques their interest in the new language; the struggle to put ideas into words, together with the continual engagement of eye, hand, and brain, is an effective way to boost retention. Students get valuable experience as they try to figure out what to write next and how to communicate their ideas on paper. The search for the appropriate word or phrase is deeply felt.

However, pupils confront several challenges when writing. The vast majority of English majors consider writing to be the most difficult talent to acquire. Writing failure may be identified by a student's lack of interest and focus on the task at hand, as well as their inability to communicate oneself clearly and concisely via the use of standard English grammar, spelling, and punctuation. The inability to organize English sentences into comprehensible and appropriate writings with proper syntax, vocabulary, and punctuation is another sign that kids are having writing difficulties.

Writing a high-quality abstract in English for scientific writing is not straightforward, even for native English speakers or those with intermediate-level skills. It's possible that they don't understand each other because of the language and non-linguistic barriers involved in expressing complex ideas and concepts. In terms of language, students need to pay attention to the substance, structure of ideas, use of language, vocabulary, and punctuation marks of a paragraph to ensure that its concepts are correctly comprehended. Because it satisfies the criteria for cohesiveness and coherence as a good paragraph, the writing that results from this realization will naturally have well-organized words and phrases. This implies they employ lexical strands that mesh naturally with the subject matter and tone of the writing.

The harmony of linguistic aspects in their writing as a medium for sharing information and knowledge will make it simpler for readers to grasp the concepts they originated. From a non-linguistic perspective as a psychological effect, for example, distrust, doubt or anxiety often overwhelms them in expressing ideas in writing which is most likely caused by the lack of background knowledge they have especially linguistic knowledge, for example English. In essence, they do not rule out the possibility that they have a myriad of ideas, but due to limitations in a number of ways as mentioned above, their ideas only reside in their minds. Furthermore, Many students of English as a Foreign Language (EFL) find it difficult to write an abstract in English. This is due to the fact that they must not only provide a synopsis of the complete paper, but also modify it to meet the standards of the journals. To not only explain the research we have done, but also to consider that it is written for certain audiences and specific objectives, is what makes writing an abstract so tedious and difficult.

In a research abstract, readers will immediately find information that contains content, objectives, methods, results, and conclusions that make it easier for them to find the essence of the research results without having to recite the writing page by sheet. The benefits of abstracts as (1) primary literature instructions, (2) allows readers to find out the contents of documents quickly and precisely (informative), (3) saves time, (4) is used for retrospective tracing, (5) a more appropriate tool for selecting books/publications, (6) helping to overcome language problems; because good abstracts are mostly written in English, (7) dissemination of information is easier and cheaper than original documents, (8) makes indexing easier and faster, and (9) helps to make reviews and bibliographies. Therefore, brief, concise, and conclusive information is disseminated, worldwide or global, the abstract both in terms of concept presentation and research results should be written in the language of science and technology, namely English. In written communication, an important part of the results of thought or scientific writing that contains ideas or concepts is abstract. An abstract is an

essence that contains brief, concise, and conclusive information as a reflection of the results of thought both at the concept level and research results.

Abstract writing can be based on sources, namely (a) Research Reports: informative, (b) Thesis/Dissertation: informative, (c) Journal/Magazine Articles: Research results: informative or informative-indicative and Ideas: indicative. These three sources can be expressed in abstract form through (a) Document Reading Stages, namely Retrieval Reading, Creative Reading, and Critical Reading, (b) Abstract placement, and (c) models and use of terminology. The length of an abstract varies according to the type in which it is presented, namely (a) Article, report or monographic section: no more than 250 words and (b) Monographs, theses and dissertations: no more than 500 words.

Based on the initial analysis, the authors found that there were some irregularities in abstract writing by undergraduate and postgraduate students, namely a lack of vocabulary, tenses and abstract structure. Finally, the researcher choose to analyze the undergraduates students of UIN Sultan Thaha Saifuddin Jambi especially Faculty of Tarbiyah and Teacher Training Study Program to analyze what are the problems that they face on an abstract in english.

Based on explanation above, the author will be interested to analyze about student's difficulties of constructing an english abstract that faced by the students. The researcher intends to conduct a research entitled "Graduates' Difficulties In Constructing English Abstracts ."

METHOD

Researcher used qualitative approach. The research design is a general pattern of research that will be used by researchers; the research design will follow the research pattern method chosen by the researcher. that qualitative research is usually characterized by inductive strategies to understand constructs that aim to produce meaning.

According to Bogdan and Taylor, qualitative methodology is a procedure in a study that produces descriptive data in the form of written or oral words based on observations of the people and behaviors being studied.

A qualitative approach is a process of research and understanding based on a methodology, qualitative research usually investigates social phenomena and human problems. So in this case the researcher uses qualitative research to construct a complex picture, examines words, reports in detail from the views of respondents, and conducts studies in natural situations.

Qualitative research employs a variety of interactive and humanistic techniques. Data collection methods are evolving, and they progressively include active engagement by participants as well as responsivity to the study's participants. Qualitative researchers seek participant participation in data collection and seek to establish emotional connection and credibility with the participants in the study.

Qualitative research is not only an attempt to describe a data, but the description is the result of data collection that has been done either through interviews depth, observation or documentation. Data collection is not guided by theory, but guided by the facts discovered on during field research.

The purpose of qualitative research has a broad scope based on a deep or complex understanding of certain facts, such as environment, process. In this study, researchers used qualitative methods. Because in this study, researchers will systematically describe the facts and characteristics of the subject, and this research is focused on certain phenomena in the school environment regarding Graduates' Difficulties In Constructing English Abstracts.

This study used case study design. A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. This study was a case study design because the researcher try to understand the various facts of the case, how the case relates to the context and scientific field, what theories are related to the case, what lessons can be learned to improve human life. In this study, researchers tried to understand the difficulties experienced by undergraduate students in writing abstract articles in English.

In relation to the method of the research, the writer used descriptive qualitative research due to data is taken from observations, interviews and documentations to support other complementary data to measure and describe the to find out the Difficulties In Constructing English Abstracts at the State University of Sulthan Thaha Saifuddin Jambi.

RESULT AND DISCUSSION

The Difficulties Faced By Undergraduate Students In Constructing An English Abstract

Basically, writing abstracts in English in scientific papers is not something that is easy to do for those who do or do not have adequate knowledge of English. Their lack of understanding may be caused by the linguistic and non-linguistic aspects required in expressing thoughts, ideas or thoughts. From a linguistic perspective, they must pay attention to aspects of good and correct writing so that the ideas contained in a paragraph can be understood well, namely content, organization of ideas, use of language, vocabulary and use of punctuation. The actualization of this understanding will of course give birth to writing that contains words and sentences that are well structured because they fulfill the elements of cohesion and coherence as a good paragraph. This means that they use strands lexical items related to the content of the writing and integrated with the context of the writing.

a. Grammatical Error

A grammatical error is an instance of faulty or controversial language use. It makes it hard for the reader to understand what you're saying. There are many kinds of writing mistakes, and it's important to distinguish grammar errors from other mistakes.

The pupils' abstract writing contains a significant number of grammatical errors, particularly in regards to the usage of the appropriate tense. It is not common knowledge among students that the past tense is the one that is utilised while creating abstracts. It is in line with the result of the interview below:

"During abstract writing I had difficulty using tenses. some were revised in the use of past tense. This is because I don't really understand the second form of the verb (Interview with zila)"

Apart from zila, the next respondent also explained that they felt difficulty in making the second form of the various verbs used in the abstract:

"I'm having trouble using the second form. eg the second form of irregular verbs changes when they are past tense. for example the word get. Sometimes this makes me feel difficulty in writing abstracts (Interview with Shevira)"

The researcher came to the conclusion, based on the findings of these two interviews, that one of the challenges that students have while writing abstracts is the utilisation of verbs in the second form.

b. Abstract structure

When reading the first part of a scientific paper, be it a paper, thesis or a thesis, the first part is called the abstract. The abstract is the opening structure of a scientific paper. An abstract is a short, concise summary and easy for readers to understand. Abstracts usually contain 250-400 words or less. The abstract contains the main problem, objectives, methods, data and conclusions in paragraph form. An abstract is something that reflects the author's article and is an initial assessment of the author's entire article, both from reviewers and readers in general. If you pay attention at the bottom of the abstract there are several words, these words are keywords. The abstract is presented concisely and concisely, containing a description of the problem, research objectives, methods used in the research, and research results. Writing the description involves several keywords. Keywords contain ideas or basic ideas/concepts that represent the field being discussed. Keywords can be presented in an abstract ranging from 3 – 5 words.

Not many students know about the structure of writing abstracts so many students experience difficulties when writing them. This is in accordance with the results of the following interview:

"I don't understand abstract writing, let alone its structure. so I imitated my friend. When I checked with my supervisor it turned out it was still wrong and too long (Interview with taty)"

The results of this interview are supported by other respondents as follows:

"I often revise the opening part of the abstract or the opening sentence. I'm confused about whether to start from the meaning or purpose of writing or problem formulation. If you look at examples of friends, they are all different from one another. Some start from introduction, some start from research problem (Interview with selaras)"

Other informan added that:

"I have difficulty in preparing the abstract. It's more about the order and what needs to be written in the abstract so that the contents of my thesis are well described (Interview with kiky)"

"I don't really understand abstract structure, if it wasn't taught during the guidance. I was just told to look at guidelines or examples of theses from other friends (interview with tika)."

The results of the interview above show that one of the students' difficulties in writing abstracts is students' lack of understanding about the structure and sequence of the abstract. The students felt that it's really hard to start write an abstract because of they have few knowledge related to the structure of an abstract.

c. difficulty in drawing conclusions

Difficulty in concluding a thesis is one of the difficulties experienced by students when writing an abstract. This conclusion must clearly describe the contents of the thesis that the student wrote. This difficulty lies in concluding research results. This is in accordance with the results of the following interview:

“My only difficulty lies in how to ensure that my abstract can describe the contents of my thesis clearly so that other researchers are interested in reading my thesis. Sometimes I'm confused, especially since there are so many results sections (Interview with uci)”

Others informant added that:

“If I have difficulty writing long research results, make it short in one page of the abstract (Interview with Janpan)”

This statement supported by another respondent that stated:

“I am the same, the most difficult part is concluding the research results (Interview with Julpan)”

From the results of the interview above, the researcher concluded that students had difficulty writing abstracts in English because of students' limitations in concluding the contents of the abstract. Furthermore, the student need to know how to write their thesis or writing into a small part that can explain all content of their thesis in a good way and this kind of activity need support by the advisor.

The Factors Causing The Difficulties Faced By Undergraduate Students In Constructing An English Abstract

a. Internal Factors Affecting Students' in Writing Abstract

Psychological factors, societal factors, and linguistic factors are the three component parts that make up the internal factor framework. In addition, there are five aspects that fall under the category of external factors: support from family and peers, assistance from an abstract advisor, the environment of the neighbourhood, and support from one's profession or vocation.

The purpose of an abstract writing guide was to provide a guidance for writing essays that were fact-based and instructive. This abstract composition was also referred to as a technical narrative essay, which is an essay that tries to provide readers with a broad knowledge base or to convey facts about an event. Abstract essays are frequently used in a variety of fields, including but not limited to students, researchers, journalists, educators, and professionals in other fields.

With that in mind, it was essential to have the ability to write this kind of abstract essay. The method known as "5W + 1H," which stands for "What, Where, When, Who, Why, and How," could be utilised by the author in order to compose an abstract essay. What to investigate, what will be told, where to display the location of the event, when answering the time of the event, who describes the offender in an event, why to investigate the causes that cause an event to occur, and how to explain how an event took place are all things that need to be investigated. In the event that this formula has been comprehended, go to the subsequent procedures outlined in the guide to creating

an abstract essay. The first step is to choose the subject matter that will be included in the abstract essay.

It would be beneficial for the writer to select a subject that they are particularly skilled in, as this will make it simpler for them to write and collect further information. Next, gather facts and data that is pertinent to the subject that has been chosen. When you are obtaining this information, the formula 5W + 1H should be used so that you may obtain all of the information. The outline should then be arranged. In most cases, a technical narrative or abstract pattern is composed of three distinct sections: the beginning, the middle, and the conclusion.

An introduction is included in the first segment, which serves to provide the reader with a foundation upon which to build their comprehension of the subsequent portion. This first section is where the author could start introducing the characters and events that will be described in the subsequent section, which is the middle section. At the middle of the section, the author has the opportunity to give comprehensive information by providing an answer to the formula 5W + 1H. While this is going on, the writer could deliver a conclusion at the end to bring the information that was conveyed to a close. After the structure of the abstract essay that has been created has been established, the writer will be able to formulate it further.

The completion of an abstract essay has now been accomplished by following the procedures outlined above. Next, read the essay again from the beginning to check for errors in grammar and punctuation, as well as to ensure that the content was presented in the correct order. The internal elements that contribute to the challenges that students have in writing abstracts are three in number. Dwihandini et al. (2013) state that in addition to linguistic elements, psychological factors, sociocultural factors, and sociocultural variables are also considered to be internal factors. On the basis of the data that was acquired, the only internal element that was considered in this research was the psychological aspect.

1) Psychological factors

According to the findings of this research, one of the challenges that students experience when writing abstracts is the psychological element. It was claimed by all three participants that they do not have the drive to write abstracts, which is the reason why the students did not write their abstracts.

According to the first participant, "There have been times when I have attempted to write an abstract, but it has never been successful because I have never had the motivation to write" (selaras). A third participant stated, "I did not have motivation in writing abstract" (taty), which is consistent with the answer that was mentioned earlier. According to the second participant, "I am unable to concentrate on writing the abstract because I am engaged in other activities, which makes me lazy to write the abstract, and I do not have the motivation to graduate more quickly" (shevira).

From the interview above, the researcher concluded that the internal factor come from the students motivation to write. Lack of motivation make the students lazy to learn how to write an abstract. So, they do not want to learn from other sources how to write a good abstract.

2) Linguistic factors

Linguistic factors were divided into several types such as lexicon study about vocabulary or word, morphology study about the structure of the word, syntax study about the sentences' structure, semantics study about the words and sentences' meaning, and phonology study about the phonetic and sound pattern. In the interview students found that grammar error are one of the factor that make they feel that write an abstract become hard. This is in line with the interview below.

“It hard for me to write an abstract because I do not master grammar. For example, what tenses used in writing an abstract. I do not remember past tense formula” (Interview with Julpan).

From the interview above, the researcher concluded that some students feel that writing an abstract is hard because they do not master grammar. For example, the second form of a verb in past tense that used to create an abstract.

3) Socio-cultural factors

Socio-cultural factors encompass various elements such as cultural norms, social interactions, beliefs, values, and historical contexts that shape individuals' learning experiences. Failure to address these factors in learning design can lead to suboptimal outcomes, hindering the achievement of program objectives. In writing an abstract, students feel hard because of they are an English as a second language learners which means they do not used to speak and write in English in their daily life. This is in line with the result of interview below:

“ It hard for me, because I am not used to speak in English” (Interview with Uci).

Another respondent added that:

“ I am not used to speak English so when write an abstract I feel hard to used my own language to conclude my thesis” (Interview with Selaras).

From the result of the interview below, the researcher concluded that many language learners, grappling with the rules and structures of a new language can be one of the most challenging aspects. Differences in sentence structure, verb conjugations, and word order can be bewildering, especially if they are vastly different from one's native language.

b. External Factors Affecting Students in Writing Abstract

When we talk about external influences, we are referring to those that are not under the control of the pupils to control. According to the conceptual framework, there are a great number of external elements, including but not limited to: support from family and peers, the process of consultation, the environment, and working or pursuing a job. Not all of the external factors that are stated in the literature are found in the interviews, which is an interesting finding. The conceptual framework does not specify any of the additional aspects that are addressed in the interview; nonetheless, these factors are mentioned in the interview.

1) Peer support

A lack of support from peers was determined to be a factor that contributes to students having difficulty with abstract writing, according to the findings of the interviews. Two of the participants are of the opinion that their contemporaries are, in fact,

supportive. As an illustration, tika stated, "My friends are extraordinarily kind and supportive." Occasionally, they will give me a personal greeting that serves as a reminder to complete my presentation. "My friends frequently invite me and other friends to watch an abstract seminar or defence," uci explains. "I go to these events quite frequently." They want me to get a better understanding of what the abstract actually is, how to develop an abstract proposition, and other such material. Peer support is an example of an external element that has the potential to positively influence abstract writing because to this. tika and uci are expressions of the good support that their friends have provided them with in the form of displaying messages and information concerning the completion of the abstract.

On the other hand, if the support that is provided is not for the purpose of engaging in abstract writing, then it is possible that the support will have a detrimental affect. As an illustration, uci stated that in reference to her other acquaintances, "some of my friends" just advise her to write abstracts without providing any actual direction or assistance. Neither of these things inspires me in any way. As a result, I am becoming increasingly tired of them. It appears that the participant was irritable towards her companions, judging by the expressions that she had during the interview. Because of this, it is possible to draw the conclusion that peer support might also have a detrimental impact on pupils, provided that the assistance is not welcomed by the participant. Also, she provides additional information about a few of her other friends. She made the following statement: "Some of my close friends are discussing the abstract, but it appears that they never give any thought to writing their abstract and that they have never had any discussion about abstract; accordingly, they do not appear to be burdened with it." As a result, I am just like that.

The findings of this interview indicate that the impact of one's peers is of utmost importance. According to the findings of the interview with uci, friends or classmates have the potential to either positively or negatively influence pupils who are interested in abstract writing. Peer support, on the other hand, is an external component that does have an effect on students when they are writing their abstracts, and this influence can be either positive or bad. Ici and tika's findings are presented here.

2) Process of Consultation

There is a significant amount of importance placed on the roles that abstract advisers play in the success of students, particularly in their abstract writing. On the other hand, the findings of these interviews indicate that it is not only the situation but also the feedback provided by the advisors that becomes an external component that influences the abstract writing of students. The first factor is the situation of the adviser, which refers to the circumstances or activities of the advisor that cannot be predicted, which is the reason why the advisor is unable to routinely supervise the pupils. As an illustration, advisers are being dispatched to locations outside of the city for the purpose of attending meetings, conducting research, or participating in other activities. It was stated by Kiki that his advisor is quite busy. According to what she said, "My advisor is extremely busy, and as a result, he has a hard time finding time to devote to abstract advisory."

In addition to the circumstances surrounding the advisor, the quality of the feedback that the advisor provides that pertains to the students' abstract writing is another factor that influences the students' motivation to write the abstract. Kiki argued that the criticism she received from her advisor was not clear. "My advisor, in my opinion, provides less detailed feedback to my abstract," she described the feedback she received. Consequently, I am not really sure which aspect or section needs to be improved the most. In addition, Kiki stated, "For the reason that the feedback from lecturers is delivered via email rather than in person, I do not fully comprehend it."

The findings provided support for a statement made by Brown (2001), who stated that it is essential to provide students with feedback while they are in the process of writing in order to enhance the quality of their writing. Furthermore, the relevance of providing feedback on the writing that students have produced is comparable to the significance of working through revisions and/or editing during the writing process. Consequently, it is of utmost significance for the instructor or advisor to provide students with clear feedback and to provide sufficient time to assist them in the process of writing their abstracts.

3) Environment Neighborhood

When we talk about the environment, we are referring to the state of the place where the kids are residing. It is possible for the environment to possess either good or negative external factors. "The majority of us who have not yet finished (writing the abstract) are quite busy with organisations that are located outside of the campus," said Julpan. We take pleasure in being a part of that organisation. In addition, Julpan stated, "I participate in a volunteer activity, and I am active in a few organisations." Taking into consideration the interviews, it is possible to draw the conclusion that joining an organisation that works towards doing good actions may occasionally have an effect on the students' ability to write abstracts.

According to what Julpan has stated, pupils are more satisfied with the organisation, and they have abandoned their abstract. Additionally, there is a connection between environment and peer support. It is also possible for the pupils to be negatively impacted by an atmosphere in which their friends do not provide them with assistance to help them succeed. Janpan adds, "In my organisation, some of my close friends are taking the abstract, and they never think to do their abstract or never discuss about abstract, so they do not appear to be burdened with it." This is because they never think about doing their abstract or discuss abstract. Just like that, I am the same way. The majority of students who have not yet completed their abstracts reside in an environment, organisation, or neighbourhood that does not encourage them to finish their abstract writing. This is the conclusion that can be drawn from the facts. Therefore, it is of the utmost importance, particularly for students who are in their final year of undergraduate study, to reside in an environment that is helpful.

The findings shown above provided further evidence that Hanik (2015) discovered, namely that students' achievement in assignments is influenced by a variety of external influences, including their families, schools, and the society environment. To be more specific, the environment of the society encompasses the geographical position

of the society, neighbourhoods that are not welcoming, and the actions of organisations within the society that have an effect on the learning process of students, which ultimately leads to student accomplishment (Hanik, 2015). It was further stated by Ahmadi and Supriyono (2004) that youngsters who are associated with peers who are not in school will be less motivated to learn. This is due to the fact that children who are enrolled in school have a totally different way of life compared to children who are not enrolled in school.

The educational experiences of pupils are also impacted by the surrounding community and the activities that take place there. Students will encounter difficulties in learning if they are required to complete an excessive amount of organisation work, according to Ahmadi and Supriyono (2004). This will also lead the students' learning process to be abandoned.

4) Job/career

Every single person who took part in this abstract has a job, and every single one of them acknowledged that their work or career had a negative impact on their abstract writing, particularly in terms of time management. For instance, zila mentions, "I am currently employed as a teacher, and I am responsible for teaching classes twice a week." It is tough for me to find the time to concentrate on abstract concepts. In addition, Zila, in accordance with Zila, states, "I find it challenging to find the time to spare." When I get home from work, I often find that I am too exhausted to continue. It is challenging to divide one's time between working and practicing abstract concepts.

It is clear from both interviews that the most significant challenge they have when writing abstracts while also working is managing their time effectively. In a different tone, Zila is in agreement with the concept of time management. "When I work, I feel uneasy, and I often find myself too lazy to study," she remarked. If I am studying, I find that I am uncomfortable with my pals. Zila made it clear that she finds it challenging to study while at work since she is unable to effectively manage her time or concentrate on abstract concepts. Furthermore, she experiences feelings of unease if she thinks about abstract concepts or works on her abstract while she is at work. Because of this discovery, having a job might become a component that is detrimental to the process of producing an abstract. This is due to the fact that students are unable to effectively manage their time or separate their attention between two distinct activities.

The findings of this study verified what Tatan (2015) had suggested, namely that a student's profession or even their family might disrupt their concentration, which in turn leads to difficulty in writing. Furthermore, Hidayah (2016) asserts that students who have jobs may have a more difficult time organising the time that is given to them for the purpose of learning. As a result, individuals have a tendency to disregard the assignments that are given by the university instructor. It is possible to assert that delaying the process of abstract writing among students is not only caused by negative activities, but also by positive activities such as having a job.

5) Facility

In order to help their abstract writing, students require suitable facilities. A connection to the internet, a laptop computer, printers, and a mode of mobility are all

component parts of this. It should be noted that the literature study did not particularly discuss the facility. The discovery, on the other hand, demonstrates that it is also an external element in the abstract writing practices of pupils. To phrase it another way, the absence of Facility can make the process of composing the abstract more challenging. Fika stated, "I am unable to access the literature because the internet operates at such a slow speed." In addition to that, Fika noted that "my laptop was broken once." There was no time for me to write my abstract within that period of time. It is possible to draw the conclusion, based on the two samples, that the technical infrastructure, which includes a laptop and internet access, is essential in order to facilitate the preparation of the abstract. Both of these things are currently considered to be the most important prerequisites for creating an abstract.

Discussion

It has been suggested by Syah (1997) that the challenges faced by students are influenced by a number of factors, including the following: Internal factors are those that are derived from the students themselves, while external factors are those that originate from the environment that is external to the students individually. Psychological factors, socio-cultural factors, and linguistic factors are the three component parts that make up the internal factor framework. In addition, there are five aspects that fall under the category of external factors: support from family and peers, assistance from an abstract advisor, the environment of the neighbourhood, and support from one's profession or vocation. Lastly, the findings indicate that the elements that contribute to the difficulty that students have in writing abstracts come from a variety of different areas. Students did not have the incentive to write abstracts and graduate more quickly, which is an example of an internal component. Another example is psychological variables. During the time that the students are dealing with external concerns, they require incentive from their family and friends, such as inviting them to seminar suggestions. As part of the consultation process, students require incentive in the form of time and energy to provide feedback in accordance with the rule that has been provided by the university, which is ten days. And last, there is the job or profession. The only thing that each person is concerned with is what they do on a daily basis, and they forget about the abstract that they are supposed to be creating.

CONCLUSION

1. The difficulties experienced by students in writing English abstracts lie in grammatical errors, abstract structure and difficulties in summarizing research results into abstracts.
2. Psychological factors which related to lack of motivation, socio-cultural factors which related to English is not the students' mother tongue, and linguistic factors related to grammatical error are the three component parts that make up the internal factor framework in writing an abstract. In addition, there are five aspects that fall under the category of external factors: support from family and peers, assistance from an abstract advisor, the environment of the neighbourhood, and support from one's profession or vocation. Lastly, the findings indicate that the elements that contribute to the difficulty that students have in writing abstracts come from a variety of different areas.

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