

Chapter One

Introduction

The first chapter of this research is the introduction. There are seven points that will be discussed in this chapter. Those seven points are the background of the research, statement of the problem, delimitation of research, research questions, and objective of the research, the significance of the research, and the outline of the research.

Background of the Research

Undergraduate students in Indonesia have been dealing with their final assignment before graduation for a long time. This final assignment, which is called *skripsi*, can be demanding for some students. Some undergraduate students do not graduate on time because they cannot finish their final assignment (Felder, 2005). According to Suyadi (2011), *skripsi* is a scientific research which has been arranged systematically based on norms, ethics and scientific ways. A *skripsi* is written by college students in their final year as a requirement to gain an academic degree. For a college student, writing *skripsi* should not be difficult because the ways to write one has been taught since the first semester. In truth, the college students in their final years have some challenges that they need to face during writing their *skripsi*.

Motivation is important for a student in writing *skripsi*. According to Astuti (2013), one of the factors that influence *skripsi* writing is motivation.

Students need motivation in writing *skripsi* (Reeve, 2013). According to Djaali (2007), motivation is a psychological condition and psyche contained within someone that pushed them to perform certain activities; achieve something or a goal. The role of motivation in writing *skripsi* is to encourage students to write and finish their *skripsi*. Based on the statements by those experts, we can see that motivation is very important for college students to complete the final task of writing a *skripsi*. This is because with proper motivation, students can do some activities with confidence. Students can get this motivation from themselves and other people.

However, motivation is not the only difficulty faced by students that affect their *skripsi* or undergraduate thesis. According to Syah (1997) the difficulties of students are influenced by several factors: internal factors, which are factors derived from students themselves; and external factors, which are factors that come from the environment surrounding the students. Some examples of internal factors are goal setting, listening, writing strategy, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills (Dominguez, 2006). Meanwhile, there are three external factors that influence *skripsi* finishing process, namely advisor motivation, family support, and supervisor/institutional consideration (Dominguez, 2006).

As *skripsi* is mandatory for Indonesian undergraduate students, the problems of writing *skripsi* also occur in a private university in Yogyakarta. According to the researcher's experience at one private university in Yogyakarta,

there is an issue related to the writing *skripsi*. Specifically, some students from batch 2011-2014 of the English department have not obtained their bachelor's degree yet because they have not finished the final assignment, which is writing their *skripsi*. The researcher also belongs to a group of students who have not graduated yet because of some challenges and difficulties the author faces in writing *skripsi*.

According to the researcher's personal experience and several informal interviews or conversations with researcher's classmates who have not finished their *skripsi*, there are three main challenges that they face them. The first is unsupportive neighborhood. The second challenge is career. Most of the college students in this group have already started their professional or semi-professional career to help their economic condition. The last challenge is also related to their career some of the researcher's friend who already has a job assumed that there is no purpose in finishing the undergraduate study. According to one of the students, they believed that because they already have a job, a degree is no longer important because they assumed that the point of studying is to get a job, which they already got.

At this point, the researcher found an interesting finding. Students who cannot finish their *skripsi* on time include not only the students who are facing difficulties in writing *skripsi*, but also students who found that working a paid job is better than writing *skripsi*. Therefore, the researcher assumed that some

students might not face any difficulties in the first time since they already have no interest or motivation to write the *skripsi*.

The factors that the researcher found during small talks, related to the literature review, are indeed external factors that interfere in writing *skripsi*. At this point, the researcher is interested in finding the difficulties in writing *skripsi* for undergraduate students. In other words, the researcher wants to find the internal and external factors that give students difficulties in writing their *kripsi*.

Identification of the Problem

Based on the researcher's experience, students do not face same difficulties in writing *skripsi*. Most of students can finish their *skripsi* well but others faced some difficulties. The difficulties can be from internal factors and external factors. Internal factors are factors derived from students themselves; and external factors are factors that come from the environment outside. The researcher has conducted some informal interview with some of the researcher's classmates who already have jobs. At the moment, the researcher is interested in finding out the difficulties faced by students in general, especially students who already have a job, regardless of their batch.

More importantly, the results of the non-formal interviews indicate some assumption that *skripsi* is no longer important according to some students, which means that they actually do not face any difficulties in writing *skripsi*, but they have no interest and motivation to write the *skripsi*. Therefore, the researcher is interested to find whether students really find difficulties in writing their *skripsi*.

Limitations of the Research

This research is mainly trying to find the difficulties the students face in writing *skripsi*. In other words, the researcher focuses to know the factors that come from both environment of the students or from the student themselves that affect their *skripsi* writing. Also, the researcher focuses on the most recent batch of students that is currently writing their *skripsi* and must have finished it by this year, namely the batch 2014 and/or older (2011-2014) of the language education department of a private university in Yogyakarta.

Research Questions

Based on the background above, this research was addressed to answer the following research questions:

1. What are the internal factors affecting students' difficulties in writing *skripsi*?
2. What are the external factors affecting students' difficulties in writing *skripsi*?

Purpose of the Research

Based on the research questions, the purposes of the research are:

1. To identify the internal factors affecting students' difficulties in writing *skripsi*.

2. To identify the external factors affecting students' difficulties in writing *skripsi*.

Significance of the Research

This study is expected to give benefits for the students, advisors, and the other researchers.

Students. The finding of this research can be a reflection for students so that they can identify their difficulties. The author hopes this research can help the students write their *skripsi*.

Skripsi Advisors. The researcher hopes that this research can be a reference for advisors to find out the problems faced by students who are writing *skripsi*, so that the advisors can guide the students to write their *skripsi* based on problems faced by students.

Institution. The aim of this research is to find out the difficulties in writing *skripsi*. Therefore, if the institution is aware of these factors, the institution can conduct or initiate programs for the students who are finishing their *skripsi* in form of, for example, motivation building, raising self-awareness of *skripsi* and study completion, *skripsi* seminars, etc.

Other Researchers. The researcher hopes that the results of this research can inform other researchers who wants to know and analyze the difficulties in writing *skripsi* and reasons for late graduations. Then, other researchers who are

interested in investigating a similar topic can use the results of this research as a reference.