

Chapter Two

Literature Review

This second chapter discusses the theories that are related to the research regarding exploring motivation and difficulties in writing *skripsi*. There are four points that will be discussed in this chapter. The first point is writing which consists of the definition of writing, purpose of writing and type of writing. The second part is *skripsi* and motivation in writing *skripsi*. The third part is the factors in writing *skripsi*. The fourth part is about conceptual framework and review of related studies.

Writing Skill

Writing is activity to deliver the ideas or point of view of the writers with support from experts, so the reader can understand what the writer means. According to Jozsep (2001), writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and experience with subjects. Nunan (2003) states that writing as an intellectual activity of finding the ideas and thinking about the ways to express and arrange them in to a statement and paragraph that is clear and understood by the people. Writing is an essential mean of clarifying our thoughts, which is why delaying writing can become an obstacle to the development of understanding and why, conversely, regular writing facilitates the development of understanding of a topic. Alsamadi (2010) explained that difficulty and complexity in writing a thesis arise from the fact that writing includes discovering a thesis (*skripsi*), developing

support for it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing.

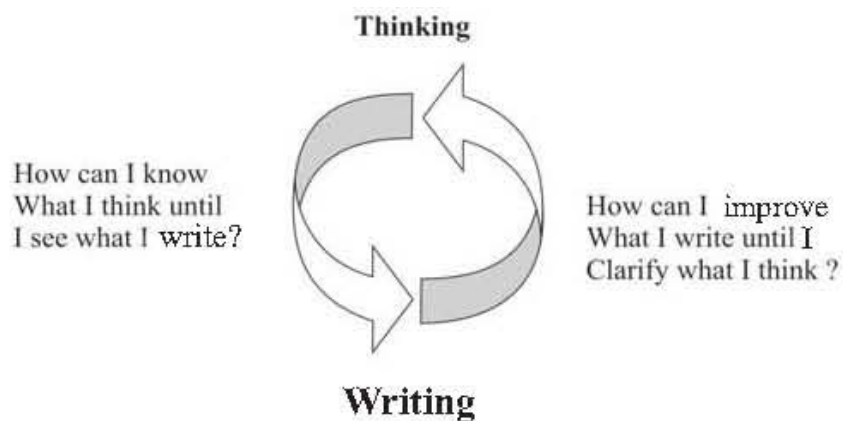


Figure 1. The reciprocal relationship of writing and thinking (Huff, 1999)

Based on the figure above, what writers need to grasp is that there is a reciprocal relationship between thinking and writing. According to Clause (1972), when we write, we do not only have to keep our purposes in writing our mind, but we also have to think about the facts, opinions, or ideas that are relevant to our purposes and think about how to organize them in a composition. This is in line with Flower and Hayes (2003) who said that the process of writing is best understood as a set of thinking processes which are organized during the act of composing. The act of composing itself is a goal-directed thinking process, guided by the writer's own growing network of goals that they create on their own.

Furthermore, we need to steer the repeated stages of writing and rewriting which enable thought to be directed into a sustained ideas or arguments (Huff,

1999). In other words, a piece of writing comes into existence as the result of a response to a situation that often demands immediate attention. Based on definition above, it can be concluded that writing is an activity of immediate self-expression, in which we put out ideas spontaneously and inspirationally.

Academic Writing

Academic writing is one of the most interesting and important topics for students to learn, especially for students who want to graduate because the final assignment, which is research, requires students to master academic writing (Thaiss, 2006). Thaiss (2006) defined academic writing as a term that fulfills and meets the purposes of education in colleges, universities, and institutions related to the use of academic writing features like paraphrasing, strong vocabulary, and organized paragraphs. Academic writing involves implementing knowledge and skills in order to build up students' overall writing activities and to increase their academic writing skills.

The main function of writing is to put or express the writer's ideas. In academic writing, however, students not only put the idea on the paper, but also prove the idea with statement that can be trusted by the people who read their paper. Tarnopolsky (2000) also mentioned that academic writing is creative writing that aims to develop ideas and critical thinking in the target language. In addition, Grami (2010) defined writing as a 'complicated cognitive task' because it demands careful thought, discipline, and concentration, and it is not just a simple direct production of what the brain knows or can do at a particular

moment. Academic writing is a mental and cognitive activity, since it is a product of the mind (Burke, 2010). The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive activity. However, as Burke has pointed out, “writing can be understood only from the perspective of a society rather than a single individual” (Burke, 2010, p. 40-41).

The importance of writing for students is explained by Tahaineh (2010). He states that writing is an important skill for university students because they have to use it for note taking, essay writing, answering written questions, and composition writing. It is rather important for English-major undergraduates who need to answer subjective questions related to their literature and linguistics courses in the form of multiple paragraphs. Regarding academic writing, Al-Khairy (2013) underlines the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but also because we believe that, when seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and in extension, for learning in all disciplines.

Types of Academic Writing

There are many types in academic writing. Some experts have their own definitions for academic writing. According to De Poel & Gasiorek (2012), academic writing is a prominent component of academic discourse which may take a number of different forms, including essays, projects, lecture notes, and these. Brown (2004) mentions type of writing involves three points: academic

writing, job related writing and personal writing. Academic writing includes papers and general subject report, essay, *skripsi*, thesis and dissertation. It is not a mistake, then, if a lot of countries, including Indonesia, decide to develop educational policies derived from and for academic interest.

In another case, especially in Indonesia, one of the more interesting projects is making a particular regulation based on the government and academic affairs. The Ministry of Education and Culture of Indonesia requires each university student to write a final academic report. This report includes *skripsi* as one of the research forms undertaken by an undergraduate university student in accordance to certain standards and processes. These standards and processes are cornerstones for any undergraduate student to fulfill one of the requirements to be a bachelor in a certain field of study.

***Skripsi* as academic paper writing in Indonesia**

Skripsi is a scientific research which is arranged systematically based on norms, ethics and scientific way (Suyadi, 2006). *Skripsi* is written by college students in their final year as a requirement to gain an academic degree. This final assignment named can be demanding for some students. In fact, some undergraduate students do not graduate on time because they cannot finish their final assignment (Felder, 2005). Research by (Asmawan, 2017; and Astuti & Hartati, 2013) show that students of Indonesian universities faced challenges in writing *skripsi* which lead to delay of graduation. For a college student in their final year, writing *skripsi* should not be difficult because it has been taught since

the first semester in all the lessons gained during their study. However, some students have some factor that influences their timing to finish the *skripsi*, namely internal factors and external factors.

Internal factors in writing *skripsi*

Internal factors are factors that are derived from the student themselves. It is not from their environment or the influence of other people, society, environment, etc. (Dujida, 2011). Internal factors that affect *skripsi* writing include goal setting, listening, writing strategy, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills (Dominguez, 2006). According to Dwihandini et.al (2013), some internal factors are; psychological factors, socio-cultural factors and linguistic factors.

Psychological factors. The first internal factors that influence student *skripsi* writing are the psychological condition of the students. According to Brown (2007), psychological factors will affect the undergraduate students in creating good thesis writing. These factors are (1) self-esteem; (2) attribution theory and self-efficacy; (3) willingness to communicate; (4) inhibition; (5) risk taking; (6) anxiety; (7) empathy; (8) extroversion; (9) motivation. Suriyanto, Supardi and Husin (2015) also said that psychological factor is divided into three indicators, namely motivation, self-esteem, and anxiety.

Socio-cultural factors. Because linguistics cannot be separated from culture, it is important to analyze the difficulties in writing *skripsi* with social

cultural factors. According to Brown (2007), culture is important for second language learners. Therefore, socio-cultural factors focus on three aspects that may challenge students in writing *skripsi*. These factors are: 1. The social distant among each student and the relationship between student and their advisor; 2. The culture in the language classroom of the students, and; 3. Communication competence among student and between student and their advisor.

Linguistic factor. The last internal factor is the linguistic factor. It is about the grammatical errors that should be decreased by knowing which grammatical items should be deleted, replaced, supplied or reordered (Dwihandini, Marhaeni, & Suarnajaya, 2013). In other words, when students do not have sufficient linguistic skills, they may face difficulties in writing *skripsi*, especially in a foreign language.

External factors in writing *skripsi*

External factors are factors that come from the environment outside the students themselves (Syah, 1997). According to Aslinawati and Mintarti (2017), some external factors include family support, peer support, and advisor support.

Family support. Regarding family support, Mushtaq, Irfan, and Khan (2012), suggested that family is one of the factors that influence student academic achievement. Research conducted by Hamidi, Kasih, and Yusnetti (2013) also states that if students are assisted and motivated by the family, the completion of in the completion of their *skripsi*, the resulting *skripsi* will be better.

Peer support. Meanwhile, peer support also contributes to students' *skripsi* writing. Korir and Kipkemboi (2014) said that peer support influence student academic achievement. Aslinati and Mintarti (2017) also add that peers or friends who give positive influence will help give motivation to the persons or students while negative influences will give bad influence and become an obstacle in writing *skripsi*.

Process of consultation factor. This particular factor is divided into understanding and doing advisor suggestion or feedback, and availability of time for discussion (Suriyanto, Supardi and Husin, 2015). Furthermore, the *skripsi* advisor and their feedback is also one of the external factors that influencing student's *skripsi* writing. Brown (2001) maintains that giving feedback in the process of writing is important to improve students' writing quality. In addition, the importance of giving feedback on a student's writing is equal to the importance of doing revisions and/or editing in the writing process. Feedback given is as a source of information about the students' strengths and weaknesses on their writing (Wahyuni, 2017).

Job or career. Other scholars also propose other external factors. Tatan (2015) suggested that some external factors can break student concentration which leads to difficulties in writing *skripsi* include job or career and family. Therefore, it can be said that activities such as working or a job can also delay student *skripsi* writing. In addition, Hidayah (2016) claims that having job for students may lead to difficulties in organizing the time allocated for studying; therefore the students tend to ignore the assignments from the university teacher.

Neighborhood environment. The last external factors which influence students *skripsi* writing is neighborhood environment. Hanik (2015) include family, school, and society environment as factors that influence students' achievement in assignments. Specifically, society environment including the geographic situation of the society, unfriendly neighborhood, and organization activities in the society impact the students learning process, which will affect student achievement (Hanik, 2015). Ahmadi and Supriyono (2004) further suggest that children who hang out with friends who are not in school are lazier to learn. This is because the life of children who attend school is different from children who are not in school. The neighborhood and activities in the community also influence students' learning. Too much organization will also cause students' learning to be abandoned and cause students to experience learning difficulties (Ahmadi and Supriyono, 2004).

Review of related studies

This section presents several previous researches or studies related to the topic of this study which is difficulties faced by students in writing *skripsi* or final assignment. The researcher reviewed three studies related with this research. The first study was conducted by Pineteh in 2014 with the title "*The Academic Writing Challenges of Undergraduate Students: A South African Case Study*". The study was aimed to investigate the academic writing challenges of undergraduate students at Cape Peninsula University of Technology (CPUT). The students were challenged by academic writing activities and the study included possible

strategies for addressing the academic writing challenges of CPU undergrauate students. This research used the qualitative research method. The sample of the study is 20 students and 4 lectures. The result of this study revealed that academic writing challenges faced by students are consequences of students' linguistic and general literacy background. Then the strategies are the integration of academic literacy in disciplinary curricula, the promotion of discipline of teaching and assessment as well as collaboration between language lecturers and core course specialists.

The second research, titled "*The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University*" was conducted by Dwihandini, Marhaeni, and Suarajaya (2013). The purpose of the study was to find out the factors affecting undergraduate students in writing thesis. This study used descriptive qualitative research. The data were collected by giving questionnaires and interviews. The participants of this study were 50 respondents who were, at the time, taking the last semester or writing their thesis. The results of this research presented three major factors that affected undergraduate students' thesis writing including psychological factor, social-cultural factors and linguistic factors.

The last study came from Suriyanto, Supardi and Husin (2015), titled "*An Analysis on Factors Causing Undergraduate Students Difficulties in Writing Thesis.*" The purpose of study was to find out the factorsthat give undergraduate students' difficulties in writing thesis. This study used the descriptive research

design. 28 students were chosen as the sample through a purposive sampling technique. The results of this research are basic knowledge, process of consultation factor, psychological factor and economic factor.

The three researches above discuss students' difficulties in writing a thesis. Two of the researches use qualitative methods and one uses quantitative method. The researcher's study will use qualitative research, which is the same with two previous studies above, so the researcher can adopt the methodology. Other similarities between the three studies and the researcher study were from the participants. The participants are students of a second language. The difference between the study of researchers and the three studies above is the purpose of the study. The purposes of the three previous studies are the causes of difficulties in writing *skripsi*, while this study more specifically finds out the factors that the students face in writing *skripsi*.

Conceptual framework

There are many researchers that have discussed about the factors that students face in writing *skripsi*. Many students have different factors that face them in writing *skripsi*. Based on the researcher's experience as a student at English Education Department, students cannot overcome their problem in writing *skripsi*. According to Syah (1997), the factors are divided into two factors, internal factors and external factors. Some internal factors in writing *skripsi* include psychological factor, socio-cultural factor and linguistic factor (Dwihandini, Marhaeni, & Suarnajaya, 2013). According to Aslinawati and Mintarti (2017),

some external factors include family support, peer support, and feedback from the advisor

Figure 2. Conceptual Framework

