Chapter Four

Finding and Discussion

This chapter shows the results of the interview to answer the research question. The researcher investigated the factors affecting students' difficulties in writing *skripsi* which include internal factors and external factors. From the data analysis, the researcher revealed some findings. They were divided into two categories, those categories: 1) internal factors which include psychological factors (self-esteem of the students itself), socio-cultural factors (the communicative competence and academic cultural), and linguistic factors (domain and extent error analysis); 2) external factors which includes family support, peer supports, Procrss of consultation, job or career, and environment. Each category was discussed by presenting the quotes from one-on-one interview, and then the quotes were also presented.

In addition to the findings, which are the presentation of the participants' quotes, the researcher also presents some further discussion following the finding. The discussion is when the researcher presented confirming or contradictory arguments present in existing theories or literatures following the finding. This is to support whether the finding is in accordance with the recent previous studies, contradictory, or even new arguments or empirical results.

Internal Factors Affecting Students' in Writing *Skripsi*

There are three internal factors affecting students' difficulties in writing *skripsi*. According to Dwihandini et.al (2013), some internal factors are; psychological factors, socio-cultural factors and linguistic factors. Based on the collected data the internal factors in this research is psychological factor only.

Psychological factors. This research finding revealed that psychological factor is one of the problems faced by students in writing *skripsi*. All three participants stated that they lack motivation in writing *skripsi*, so the students did not write their *skripsi*. The first participant said that "Some times I try to write *skripsi* but it never worked because I did not have motivation in writing" (Ana). In line with the answer, the third participant said that "I did not have motivation in writing *skripsi*" (Dani).The second participant added "I cannot focus in writing *skripsi* because I have other activities so I am lazy to do writing *skripsi,* and that I do not have motivation to graduate faster" (Dina).

According to Suriyanto, Supardi and Husin (2015), psychological factor is divided into three indicators, namely motivation, self-esteem, and anxiety. The finding was collected based on the interview answers that had been provided by all participants on their opinion about factors affecting students' difficulties in writing *skripsi*. Based on the findings of this research, psychological factor (motivation) is one of the problems faced by students in writing *skripsi*. According toWong, L.C.J. (2010), students have goals that will motivate them to

finish skripsi writing. The majority of their answers said that they encounter psychological factors in writing *skripsi*.

External Factors Affecting Students in Writing *Skripsi*

External factors are the factors that come from outside of the will of the students. There are many external factors according to the conceptual framework such as: Family support, Peer support, Process of consultation, Environment, and Job/career. Interestingly, not all external factors mentioned in the literature are found in the interviews. In addition, there are some other factors which are not mentioned in the conceptual framework but appear in the interview.

Peer support. The interviews found that the lack of peer support can be a factor that makes students face difficulties in *skripsi* writing. Allthree participants believe that their peers are actually supportive. For example, Ana said "my friends are very kind and supportive. Sometimes they send me personal message which reminds me to finish my *skripsi*". In addition, Dani says, "My friends often invite me and other friends to watch a *skripsi* seminar or defense. They want me to see how the *skripsi* really is, how to make *skripsi* proposal, something like that". This means peer support is an external factor which can positively affect *skripsi* writing. Ana and Dani indicate positive support given by their friends in the form of showing message and information regarding finishing *skripsi*.

On the other hand, peer support can also mean negative influence if the support given is not for the sake of *skripsi* writing. For example, Dani said regarding her other friends, "some of my friends' only say to write *skripsi* without

any concrete direction or help. This is, for me, not motivational. Instead, that makes me tired of them". Based on the expression in the interview, it seems that the participant was grumpy to her friends. Therefore, it can be concluded that peer also can impact the students negatively if the support is not accepted by the participant. Also, Dini tells more about some of her other friends. She said, "Some of my close friends are taking about the *skripsi*, but they look like they never think to write their *skripsi* and never had discussion about *skripsi*, they do not seem to be burdened with it. So, I am just like that". Based on this interview results, the influence of peers is very crucial. The interview with Dini reveals that friends or peers can either influence the students of *skripsi* writing positively or negatively.

Nevertheless, peer support is an external factor that affects students in writing their *skripsi*, either in a positive or negative direction. The findings from Ana and Dani confirm what Aslinati and Mintarti (2017) said, that friendship which gives positive influence will result to motivation among the persons or students while negative friendship will give bad influence and become an obstacle in writing *skripsi.* Therefore, peer support in *skripsi* writing is needed as it also contributes to students' academic achievement (Korir & Kipkemboi, 2014).

Process of Consultation. The *skripsi* advisors' roles are very important in the success of the students especially in their *skripsi* writing. However, the results of this interviews show that the situation and feedback of the advisors also become an external factor which affects students' *skripsi* writing.

The first is situation of the advisor, that is, the condition or activities of the advisor which cannot be anticipated so the advisor could not supervise the students regularly. For example, advisors are being assigned to outside of city for meeting, studies, or other activities assigned by the university. Dani said that his advisor is very busy. He said, "My advisor is very busy so he has difficulties to allocate time for *skripsi* advisory". From the excerpt above, according to (Suriyanto, Supardi and Husin, (2015), availability of time for discussing an important thing from the advisor because the advisor really affects the *skripsi* advisory and can give difficulties for students to finish the *skripsi.*

In addition to the situation of the advisor, the quality of the feedback given by the advisor in students' *skripsi* writing also affect the students' motivation in writing the *skripsi*. Ana argued that her advisor's feedback was unclear. She said, "My advisor, in my opinion, gives less detailed feedback to my *skripsi*. Therefore, I do not really know which part or section to improve". Dani also added, "I do not understand clearly the feedback from lecturers because it is given by email, not face to face.".

The findings confirmed a statement by Brown (2001), who said that giving feedback in the process of writing is important to improve students' writing quality. In addition, the importance of giving feedback on students writing is equal to the importance of doing revisions and/or editing in the writing process. Therefore, it is very important for the teacher or advisor to give clear feedback and allocate time to help students in writing their *skripsi*.

Environment Neighborhood. Environment means the condition of the place in which the students are living. Environment can actually be positive or negative external factors. Ana said, "Most of us who have not finished (writing *skripsi)* are busy with organizations outside the campus. We enjoy being in that organization". In addition, Dini said, "I join a volunteering activity and I am active in some organizations". Based on the interviews, it can be concluded that joining organization that works for positive deeds may sometimes affect the students in writing *skripsi*. As said by Ana, students enjoy the organization more and their *skripsi* is abandoned.

In addition, environment is related to peer support. An environment in which the friends of the students are not supportive can also be a negative influence to the students. Dinisays, "In my organization, some of my close friends are taking the *skripsi* and they never think to do their *skripsi* or never discuss about *skripsi,* so they do not seem to be burdened with it. So, I am just like that"

The findings show that most students who have not finished their *skripsi* live in an environment, organization, or neighborhood which does not encourage them in completing *skripsi* writing. Therefore, to live in an environment which is supportive is very necessary especially for students who are in their final year.

The findings above confirmed what Hanik (2015) found, that external factors include family, school, and society environment as factors that influence students' achievement in assignments. Specifically, society environment includes geographic situation of the society, unfriendly neighborhood, and organization

activities in the society impact students learning process which resultsin student achievement (Hanik, 2015). Ahmadi and Supriyono (2004) further suggested that children who are involved with friends who are not in school will be lazy to learn. This is because the way of life of children who attend school is different from children who are not in school. Then, the neighborhood and activities in the community also influence students' learning. Too much organization work will also cause the students' learning process to be abandoned and cause students to experience learning difficulties (Ahmadi &Supriyono, 2004).

  Job/career. All participants in this *skripsi* have a job and all of them agreed that job or career impact their *skripsi* writing negatively, especially in time management. For example, Ana says, "I am working as a teacher and I have classes to teach twice a week. I feel it difficult to have time to focus on *skripsi*". In addition, Dani in accordance with Ana, says, "I feel it difficult to spare the time. Sometimes I get too tired right after working. It is difficult to divide the time for work and for *skripsi*". Both interviews show that time management is the main problem in writing *skripsi* while they are also having a job. Dini agrees with time management, but in different tone. She said, "When I work, I feel uneasy, maybe lazy to study. I feel uneasy with my friends if I am studying". Dini implied that when in a work place, it is difficult to study because she could not manage the time or focus on *skripsi* and feel uneasy if she thinks of *skripsi* or working on her *skripsi* while at work place.

This finding shows that having a job can become a negative factor in writing *skripsi* because students cannot manage the time or divide their concentration on two different things. This confirmed what Tatan (2015) suggested that job or even family can break student concentration which leads to difficulties in writing *skripsi*. In addition, Hidayah (2016) claims that having a job for students may lead to difficulties in organizing the time allocated for studying.Therefore, they tend to ignore the assignments from the university teacher. It can be said that not only negative activities, positive activities such as a job can also delay students' *skripsi* writing process.

Facility. Students need facilities to support their *skripsi* writing. This includes internet connection, laptop, printers, and a method of transportation. Facility was not specifically addressed in the literature review. However, the finding shows that it is also an external factor in students' *skripsi* writing. In other words, the lack of Facility can add difficulties in writing the *skripsi*.

Dani mentioned, "The internet is so slow that I cannot access the literature". Also, Dani added, "my laptop was broken once. During that time, I did not write my *skripsi* at all". Based on the two excerpts, it can be concluded that technical infrastructure such as laptop and internet is important to support the *skripsi* writing. In fact, the two things are now the main prerequisite in writing *skripsi*.