Chapter Five

Conclusions and Recommendations

This chapter contains the final discussion of the research. It consists of two part of discussion, namely conclusion and recommendation. After presenting the data findings in chapter four, the researcher makes the conclusion from the research findings. Afterwards, the researcher continued to present some recommendations that are related to factors affecting students' difficulties in writing *skripsi.*

Conclusions

This research investigated deeper about factors affecting students' difficulties in writing *skripsi*. This research has never been conducted before at one private university in Yogyakarta's English education department. A study about this topic is very important to be conducted. This research was designed as descriptive qualitative. In addition, three participants were interviewed to collect the data.

This research proposed two research questions about internal and external factors that influence students' difficulties in writing *skripsi.* The objective of this research was defined into two factors: internal factors and external factors. According to Syah (1997), the difficulties of students are influenced by several factors as follows: (1) internal factors derived from students themselves; (2) external factors that come from the environment outside the students themselves.

In internal factor, there are three points: psychological factors, socio-cultural factors, linguistic factors. And in external factor there are five points: family support, peer support, *skripsi* advisor, neighborhood environment and job or career.

Finally, the data show that the factors affecting student's difficulties in writing *skripsi* come from various aspects. Regarding internal factors, students did not have motivation to write *skripsi* and graduate faster (psychological factors). While in the external factors, students need motivation from their family and friends, like inviting them to seminar proposals. From the process of consultation, students need motivation like giving time and energy to give feedback according to the rule that have been given the university which is 10 days. And the last is job or career. All the participants only focus on what they do in daily lives but they forget about their focus on writing *skripsi.*

Recommendations

Based on the findings about the factors affecting students' difficulties in *skripsi* writing, this research provides some recommendations for students, lecturers, institution, and the next researchers.

Students. This research exposed the factors that affect the student's difficulties in *skripsi* writing. This research gives recommendations for the students who are in the process of writing *skripsi* to have high motivation, find the right friends, and make positive relationship with the advisor. In addition, the

students should be able to manage their time if they want to have another activity besides focusing on writing *skripsi*

Lecturers. The lecturers and advisors are important aspects for the students to finish their *skripsi*. A positive relationship between the students and the advisor should be built, because the quality of the interaction and personal quality of the advisorare important factors to writing *skripsi.* The lecturers who are as the advisor and the examiner are also suggested to make regular schedule for supervision, spare their time for giving feedback by face to face and should positive interaction with students.

Institutions. This research may help the academic institution to reflect on the undergraduate degree research regulation by improving students and lecturers' skills and provide more class, seminar, training, or facilities related to the writing *skripsi*.

Other Researchers. This research is recommended for other researchers who want to explore the same topic focusing on the factors that influence students to finish writing *skripsi* in a wider area, with broader participants, or using other methods.