

Chapter One

Introduction

In this chapter, the researcher explains several points of the study. In the first point, the researcher tells about why the researcher chooses this topic for the research in the background of the study. In the next point, the researcher explains identification and limitation of the problem, research question, purposes of the study, and the last point is the significance of the research.

Background of the study

Universities in Indonesia require students who will complete their undergraduate degree to write an undergraduate thesis as one of the graduation requirements. Undergraduate thesis becomes one of regulations in college because it represents the result of the research made by students. The undergraduate thesis is presented by student, and then will be examined by the examiners to agree that the student has completed a proper undergraduate thesis. Based on Academic Guidance Book of private University in Yogyakarta in the academic years 2017-2018, the thesis is a formal final paper which is the result of scientific research done by the students with common procedures determined by each faculty in one private university in Yogyakarta, Indonesia. After students complete their thesis writing, students must present the results of their undergraduate thesis at the undergraduate thesis defense.

An English Language Education Department (ELED) of one private university in Yogyakarta, an undergraduate thesis is the requirement that should be fulfilled by students to finish their study, especially in one private university in Yogyakarta. The different from the other major, in ELED all the process of writing use English. Then, in ELED while students writing an undergraduate thesis there are also challenges in writing in English, even though the students learned writing comprehension. Based on some students experience in writing undergraduate thesis, they said that the challenges are choosing the correct grammar, and structure of the writing, and finding the source of references. According to Dunifa, Ahiri and Karno (2017) when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.

However, after the students of ELED write undergraduate thesis, which has their own challenge in writing, and make five chapters of the thesis, they must present it in a undergraduate thesis defense. Although the presentation in front of the examiners and supervisor is a usual thing done by students of ELED, doing the presentation on undergraduate thesis defense is something challenging for the students of ELED. Students of ELED must submit all the contents of an undergraduate thesis that has been written and must get B grades for graduation. Based on an informal interview with some students who have done undergraduate thesis defense, there are some challenges experienced by the students during the undergraduate thesis defense where the presenter should be able to convey all the

contents of the five chapters in the research by the students in front both of the examiners and audience very well.

On the other hand, presentation to deliver the content of the thesis is important for all the students. This presentation makes the students prepared well in writing their study. Even though the presentation is such a common thing in teaching and learning at ELED, in my experience there are many students still cannot do it well. In sixth semester, there is a subject to help students in practicing undergraduate thesis defense. The name of the subject is academic presentation. In that class, students are require to practice in presenting their thesis proposal. Students directly practice and try out in the real situation of thesis defense. Based on the researcher's experience when attending an academic presentation class, academic presentation class helps the students to know what the students need before doing the presentation and what to do when presenting.

Based on an informal interview with some students who have done thesis defense, they said they had some challenges in doing the presentation in a thesis defense. The challenges are the presenter feel nervous, worried and that feeling makes them weak because thesis defense is one of the requirements for students to graduate from college and must get the best grade. Based on the above situation, the researcher of this study looks for some challenges by students of English Language Education Department while undergraduate thesis in an undergraduate thesis defense.

Identification and limitation of the problem

From experience, the researcher identifies that there are some challenges faced by students in presenting in an undergraduate thesis defense, they have less motivation to write the thesis itself, and lack of resources. Some students are accustomed to English in daily class. However, but not all students understand with English used in the class. Moreover, when students write in English, students still cannot use English vocabularies/expressions and grammar to produce the proper speaking and writing of English. Those all makes students not focused on what they should do to finish thesis research and writing.

From the challenges faced by students before and after the in undergraduate a thesis defense, it makes the ELED students feel not confident or unable to complete the undergraduate thesis defense and presenting in undergraduate thesis defense. Therefore, the researcher needs to limit this study. This study focused only on the challenges that students face during thesis defense.

Research Question

The research question of the study is “ What are students' challenges in undergraduate thesis defense?"

Purpose of the Study

The purpose of the study is to know what students' challenges in a undergraduate thesis defense.

The significance of the Research

The researcher hope in this research can be useful to:

For a teacher. It gives solution for teachers to know what challenges faced by students when they will present the thesis in the undergraduate thesis defense. Then, this research can give more information about students' challenges in undergraduate thesis defense, so they can teach the student to face the challenges that will be at the time of the undergraduate thesis defense.

For students. It can give more information about students' challenges in undergraduate thesis defense. Furthermore, they know and identify their problems, so that students can prepare themselves in facing the possible challenges that will be faced when present in a undergraduate thesis defense.

For the other researcher. For other writers, this topic can be a topic that will be studied further for a similar field of research and other writers can find what strategies can be used when facing the challenges of the undergraduate thesis defense.

For institution. It gives solution and evaluation for institution to using various means to improve their students knowledge to face challenges in undergraduate thesis defense.