

Chapter One

Introduction

In this chapter, the researcher explains about the research background, problem identification and limitation, and research question of the influencing factors to finish *skripsi* writing. The researcher also includes more detail about research objectives and research significances.

Research Background

Skripsi is an undergraduated thesis. *Skripsi* should be scientific, systematic, and suitable with the major and academic culture finished by the students who wants to achieve undergraduate degree (*Permendikbud*, 2014). Refers to University regulation, *skripsi* has a value of 6 credits. It means that *skripsi* has the highest complex difficulty level among the other subjects. Furthermore, Wiyatmo, Mundilarto, Suharyanto, and Widodo (2010) stated that *skripsi* is students' masterpiece which applies all students' scientific knowledge in a very long process based on students' research result as one of the requirement to achieve undergraduate degree.

Indonesian thesis, *skripsi*, was set by government policy. Indonesian Act. No. 20. Year 2003 about National Standard of Indonesian Education in article number 25, clause 1 states that all of the universities in Indonesia should build their own regulation for the graduation of their students. In addition, clause 3 gives more policy detail that the requirement of graduation is not only set by the autonomy of the university, but also it is set more detailed by government policy.

At the regulation No. 49 Year 2014 of Cultural and Educational Ministerial Regulation of RI about Indonesian Educational Standard there are three highlight points from minister' regulations that are stating *skripsi*. First, undergraduate degree (*sarjana*) should include a research activity as one of the subjects. Second, it was mentioned that *skripsi* is a collaborative research activity between a student and a lecturer. And the last, the detail regulation of *skripsi* will be decided by the university regulation.

In addition, the academic policy at University Muhammadiyah Yogyakarta (UMY) as mentioned in the official website states that one of the requirements of graduation is that the students should finish *skripsi*. *Pendidikan Bahasa Inggris* (PBI), which is also called English Education Department (EED), one of departments at UMY under Language Education Faculty, followed the university policy about *skripsi* as one of subject for every study program which has the biggest credit value of 6 credits.

The data that the researcher got from PBI UMY staff about graduated students shows that there are 98 PBI UMY students who have finished writing *skripsi*. The students are 44 students from batch 2010 and the rest of 54 students from batch 2011. The student with the shortest time of *skripsi* writing finished *skripsi* only in 181 days or 6 months. On the contrary, the students with the longest time of *skripsi* writing finished *skripsi* in 825 days or 27 months.

In situation, students who are writing *skripsi* found various problems. As mentioned by Darmono and Hasan (2002) in Aini and Mahardayani (2011), there are a lot of dilemmas in *skripsi* writing process, such as students' unfamiliarity

with academic writing standard, students' budgeting problem, students' super crowded time management, and difficulties to collaborate with students' advisor. These problems sometimes make the progress of students' *skripsi* writing process need extra time.

According to Baskoro, Ervina, and Rahmawati (2014) as cited in Purnamasari (2014) "the common difficulty in *skripsi* writing process is difficulties in finding literatures that are suitable with the research topic. Besides, sometimes the advisor's activity is full. Also, there are a lot of revisions when having consultation with advisor." It means that the problem comes from both aspects –internal and external problem.

Skripsi is a collaboration project between students and their advisor. The students conduct research and write what students have done in a scientific essay. Also, an advisor allocates their time to read, and to advise their students' work.

In addition, problem in finishing *skripsi* writing for students at their last semester is to discover and determine the research topic. Furthermore, the problems are to write the research in scientific standard and on how to manage limited time and limited budget. In line with Purnamasari (2014) explained the most problem that make students stress are difficulties to discover and formulate the problem, difficulties in finding literature, difficulties with the standard writing, and have limited budget and time.

Furthermore, *skripsi* also caused a high stress level for students. Students' stress level increases rapidly when the university students in last year are taking a subject named *skripsi* as their final project. These statement is supported by

Mayoral (2006) cited in Wulandari (2012). Mayoral (2006) conducted a research for 334 respondents. All of them are university students who are doing and not doing *skripsi*. The result showed that 46.48% students who were doing *skripsi* so stressful.

Beside that, *skripsi* authenticity also becomes a popular issue of this topic. Plagiarism is strictly forbidden in any academic writing. If students do plagiarism in their *skripsi*, their degree will be canceled consequently. This statement is mentioned in Indonesian Republic Act No. 20. Year 2003 about National Standard of Indonesian Education, article 25 clauses 2 which explain that every graduation student who is done the research to achieved the degree in academic, profession, and vocation shows and proven a plagiarism, their degree will be canceled.

Habibah (2012) study provided a lot of plagiarism cases in *skripsi* writing. The reason why these cases still exist is because the students still felt confused to avoid plagiarism using some paraphrasing technique. She said that “most of students basically understood well about the general concept of plagiarism” (p.1). Furthermore, she added “... unfortunately they felt confused in using citing, quoting, paraphrasing, and summarizing (p.1).”

Based on the explanation above, the researcher is interested in finding the influencing factor, including the supportive factors and inhabiting factors. These findings will help students to solve the problem in *skripsi* writing for students.

Problem Identification and Limitation

The sustained process in *skripsi* writing makes students need extra time, cost, and energy. These circumstances prolonged students' *skripsi* writing process. According to Darmono (2002) in Aini and Mahardayani (2011) stated that "In most cases, time allocated for *skripsi* is one semester (6 months). In fact, there are also several students who need to finish their *skripsi* more than one semester. (p.65). Time allocation to finish *skripsi* is different for each student. It means that some students can be on time to finish *skripsi* writing, while the other students are need longer time to finish *skripsi* writing.

Skripsi is a subject in PBI UMY which has the greatest value compared to the other subject, that is 6 credits. The researcher is also PBI UMY's student in semester 8 who is doing *skripsi* since semester 7. By understanding this problem, in this research the researcher tries to find students who have experienced and passed *skripsi* writing. This finding of the study might be useful for the students who are in process of finishing *skripsi* writing.

Based on explanations above, the researcher tries to investigate more about the influencing factors to finish *skripsi* writing process. In addition, the research limits this research only on the *skripsi* of six PBI UMY students who have experienced and successfully finished their *skripsi*.

Research Question

This research only has one topic to investigate. The research question of this study is what are the influencing factors for PBI UMY students to finish *skripsi* writing?

Research Objective

The objective of this study is cultivating more about influencing factors to finish *skripsi* writing. This research is to investigate the influencing factors such as, the supporting factors and the inhibiting factors of PBI UMY students' to finish their *skripsi* writing.

Research Significances

This research is useful for the researcher, students, lecturers, further researchers, and for the academic institution

The researcher. The findings of this *skripsi* was helpful for the researcher by gaining attention in supporting factors to finish *skripsi* writing, and by avoiding in the inhibitting factors to finish *skripsi* writing.

The students. The findings could enrich the students about the experience of *skripsi* writing at PBI UMY. Moreover, the students will focus with the supporting factors and avoid the inhabiting factors to solve their problem to finish *skripsi* writing.

The lecturers. The findings could encourage the lecturers especially who are also as advisor to support the students to finish *skripsi* writing in one semester. In addition, this finding mentioned about cooperative supervisor that useful for the lecturer.

The next researcher. This paper provides some literatures related to the final project or *skripsi* writing that might help them for their next research. The next researcher can conduct the wider research with the title 'The Roles of The

Supervisor for English Education Department of University Muhammadiyah
Yogyakarta (EED UMY) in Finishing The Skripsi Writing.’

The academic institution. This paper could help the academic institution to reflect the undergraduate degree research regulation by providing some seminar or training related the *skripsi* writing, methodologies skills, and language research.