Chapter Two

Literature Review

This chapter presents the definition term of *skripsi*, the rules of *skripsi* at PBI UMY, the length of *skripsi* writing time at PBI UMY, writing academic text using second language (L2) or foreign languange and the influencing factors in *skripsi* writing. Review of some related researches and conceptual framework are also added in this chapter.

Definition of *Skripsi*

According to Maanesh (2009) as cited in Hamidi, Kasih, and Yusnetti. (2009), "*Skripsi* is a scientific literature which expose one topic that is appropriate and relevant with the study that university students choose" (p.159). It means that *skripsi* exposed one topic of research and is done by students themselves. Students also write what they have done on their research in a scientific format. Liu (2010) stated that *skripsi* is an important and a significant step in college students' final academic stage. Liu (2010) also added the purpose of writing an undergraduated thesis (*skripsi)* for students are to develop students' comprehensive ability, to improve students' research experienced with scientific approach and also to raise students' awareness of originality.

Skripsi is only for the students in undergraduate level which is set to finish *skripsi* writing process by conduct a research learning properly. Afia (2013) stated, "In *skripsi* students only should do the research learning properly in accordance with the rules without necessity to find and to correct the theory or to formulate new theory" (p.2). The most important part in finishing *skripsi* writing

is that the students only do the technical stages of doing a research based on existing theory. *Skripsi* is also known as a scientific work paper based on a research which has been recognized and tested its validity by the trusted examiners (Hamidi, et al., 2009). It means that the aim of *skripsi* writing is to encourage intellectual ability and writing skill for every student.

The term of *skripsi* used in this research due to the subject's name of the undergraduate thesis in PBI UMY named as *skripsi.* Beside that, Indonesian writers also using the term of *skripsi* because it is a generally accepted term in Indonesia. For enriched the foreign reader, the term of *skripsi,* academic research paper, undergraduate thesis, and final project are interchangeable as they are refering to the same.

The Rules of *Skripsi* at PBI UMY

As the researcher mentioned before, *skripsi* at PBI UMY is set to follow the university policy and government regulation which obligates to have a subject with research activity and is supervised by a lecturer. PBI UMY has its own regulation about *skripsi*, the regulation as explained in PBI UMY website with the title *Buku Panduan Skripsi*, listed as below:

A requirement of *skripsi* at PBI UMY. There are several requirements of taking *skripsi* at PBI UMY. First, the *skripsi* taker must be an active student (proven by key-in Study Plan Card or *Kartu Rencana Studi* –KRS-). The student has passed 110 credits with GPA at least 2.00 without E score. The students have got a recommendation from Academic Supervisor or *Dosen Pembimbing*

Akademik (DPA). Last, *skripsi* students must have passed a subject "Research Methodology" at least with C score.

Proposing *skripsi* topic procedure. There are five steps to apply *skripsi* in PBI UMY. First, take and fill the form of *Skripsi* Proposed Topic or *Usulan Judul Skripsi (*UJS*)* at PBI office with attachment of transcript of GPA with an approval from academic supervisor or DPA. Selection of *Skripsi* Proposed Topic or UJS was after the result of plenary at PBI UMY. After the title is approved, PBI staff will publish *Skripsi* Supervisory Letter or *Surat Keterangan Bimbingan Skripsi (*SKBS*).* After the students got SKBS, they are permitted to get an advice from their supervisor as mentioned in SKBS. Students can meet the advisor and students should bring SKBS, UJS, form of *skripsi* advisory, and a research proposal (if any). If the UJS is rejected, students can apply a new UJS until last time of the semester. However, when the last semester came but the title still rejected students should pay admission fee of *skripsi* and do key-in again in the next semester.

Skripsi **supervisory time.** The length of *skripsi* supervisory admitted for one semester gets started since the day of key-in until the end of that semester. Administrative period of *skripsi* supervisory divided in two phase. First is the event semester that is started from 1st September until 31st January. Second is the odd semester that is started from 23rd February until 31st August. If the students cannot finish their *skripsi* in one semester, it must be extended and students have to pay *skripsi* fee and key-in for the next semester. If the students has paid the

skripsi fee but not used it for *skripsi* supervisory until the last period of one semester, the payment then stated expired.

The regulation on *skripsi* supervisory. Definition of *skripsi* supervisory process is a process started from getting an SKBS until *skripsi* revision after *skripsi* defense. At first, students meet their advisor and bring a copy of SKBS. If they do not bring a copy of SKBS supervisory, the supervisory cannot started yet. Supervisory process is at least 10 times meetings, with at least 3 times meeting for proposal, 6 times meeting for data collection, analyses and data report, and 1 time meeting after *skripsi* defense. The advisor sets the time-length between meeting of supervisory meeting and collecting the draft of *skripsi*. The feedback of the draft will be given to the students between 7-10 workdays after students collect to the *skripsi* to advisor. The advisor can allow to give their students recommendation for having *skripsi* consultation with language consultant related to the students linguistic problem. The students should bring The *Skripsi* Supervisory Card or *Kartu Bimbingan Skripsi* in every meeting with the supervisor. The *Skripsi* Supervisory Card used to monitor students' progress based on timeline.

The rules of changing *skripsi* title and *skripsi* advisor. The changing of *skripsi* title is allowed so is the changing of *skripsi* advisor. It can both be started in the next semester**.** If the advisor is absence to give advisory for 6 (six) weeks without even at least come once meeting, the students can automatically get a permission to change their advisor for that semester. Form of advisor changing is signed by student's ex-advisor and student's new advisor.

The length of *skripsi* writing time at PBI UMY. The length of time to finish *skripsi* reffered to the UMY Academic Policy Book or *Buku Panduan Akademik UMY* expected to be done in one semester. The regulation of *Skripsi* at PBI UMY students first batch (2010) started since the eight semester (Semester 8th). While the regulation of *Skripsi* at PBI UMY students second batch (2011) can started *skripsi* writing since the seventh semester (Semester 7th).

Writing Academic Text Using Second Language (L2) or Foreign Languange

According to Myles (2002) in Giridharan (2012) writing involves composing, developing, analyzing ideas, implying the ability to rephrase information in the form of narratives or transforming into new texts as in argumentative writing. Moreover, Giridharan (2012) stated that writing in academic contexts requires students to advance their own ideas within a framework of domain or dicipline knowledge and engage the reader in academic discourse. In addition Elder and Paul (2006) added that "writing is intimate connection between the ability to write well and the ability to think well" (p. 38). There are various type in academic writing such as *skripsi* or thesis, disertation journal, and article. PBI UMY *skripsi* is written in English language. English language is not PBI UMY students' first language. Almost all of PBI UMY students' first language is *Bahasa Indonesia*. This circumstance gives greater challenges for the students. As proven in Han's study at 2013, he said that, "it can be a challenge in writing in L1 (First Language), but for those writing in a foreign language, the challenges are even greater" (p.120). Zimmerman (2000) as cited in Han (2014) found that writing absolutely needs complicated process. In addition

Han (2014) thought that, "the process of thesis writing is more important than the writing result itself" (p.120) Writing *skripsi* is a big project and it becomes more challenging because the language that student used for this research is not students' first language.

Influencing Factors to Finish *Skripsi* Writing

According to Dominguesz (2006), individual characteristics can affect students' success or failure to finish *skripsi* writing process. Planning, strong personal attitude, and communication can influence *skripsi* writing process. A good planning enhances students' *skripsi* writing process efficiently. The students can motivate their selves such as setting time to achieve their goal in *skripsi* writing process. In this process, students need positive personal attitude. Students need to show their hard work, improve their flexibility, discipline, and confidence level to face hard circumstances. *Skripsi* is a collaborative project with an expert advisor so that a clear communication with a good interpersonal and listening skill will help the students to finish *skripsi* writing.

In addition, Dominguesz (2006) divided the influencing factors into two categories, internal and external factors. He stated that internal factors such as goal setting, listening, writing strategy, benchmarking, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills. Then the external factors also give the same role in finishing *skripsi* writing. He mentioned there are three external factors that influenced in *skripsi* finishing process: advisor motivation, family support, and supervisor/institutional consideration.

Dwihandini, Marhaeni, and Suarnajaya (2003) identified three factors that affected undergraduate students' *skripsi* writing. First is a psychological factor such as confidence level in deciding a *skripsi* title and prior knowledge related to *skripsi* topic. Second is a socio-cultural factor. The students must have capability to connect and build each sentence into meaningful *skripsi* writing. They must also understand the culture of department of the university regarding the format of *skripsi* writing. The last factor is linguistic factor. It is about the grammatical errors that should be decreased by knowing which grammatical items should be deleted, replaced, supplied or reordered.

In summary, the influencing factors to finish *skripsi* writing are divided in planning, personal attitude, communication, psychological, socio-cultural, linguistic, internal factors (goal setting, listening, writing strategy, benchmarking, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration and interpersonal skills) and external factors (advisor motivation, family support, and supervisor/institutional consideration).

Supporting factors. The influencing factors can be the supporting factors and the inhibiting factors. The influencing factors that can be supporting factors were mentioned by Shariff., N.M., Ramli, K.I., Ahmad, R., (2015) explained that the most contributing factors to support *skripsi* writing process is the capability of research skills. Research skills were including thingking skills, research methodology skills, independent working skill, decision making skill and technical writing skill. The other contributing factor beside research skills is supervisor arrangements factors, motivational factors, and institutional factors. He

revealed that, it is important to read some literature, even past or current literature in every semester, having a helpful advisor and "have an easy access to and good communication with their supervisor"(Shariff, et all., 2015. P.261), have weekly discussion with supervisors, having strong desire to finish *skripsi* writing.

Those steps are in line with Dominguesz (2006) who stated that "a research is an engaging and tough experience that requires academic skill, stamina, persistence and focus" (p.24). The positive impact of internal and external factors experience such as goal setting, listening, writing strategy, benchmarking, confidence, flexibility, a positive disposition, discipline, adaptability, resiliency, humor, collaboration, interpersonal skills advisor motivation, family support, and supervisor/institutional consideration will influence and support the students to finish *skripsi* writing.

The number of internal and external factors above can help and support students by providing some training to enrich students' interpersonal skills, resiliency, listening skills and goal setting. Students need the support and the motivation in writing *skripsi* from family and supervisors. Dominguez (2006) added "most importantly, faculty must mentor each other on techniques that successfully motivate, support, empower students." It means that, supports from, students, family, supervisors, and faculty will help the students to finish *skripsi* writing.

According to Afia (2013), some steps should be prepared in *skripsi* writing process. The first one, prepare well, it means that the students should have had the ability and committed to accept any heavy challenges. The second one,

make time-table, make a clear target about when the time to consult with the advisor is, when the time to find any references is, when the time to collect and analyze the data is, and when the time to finish your *skripsi* is. The third one, take any advantage from using network Connection. This time, *skripsi* writing is easier by the access of internet. By using internet, the students will be easier to find any literatures, to connect the target respondent, and to communicate with the advisor.

Other influencing factor is to be proactive. In other words, the advisor has an obligation to advise student's *skripsi.* It does not mean that the advisor will help everything about student's *skripsi.* Be active students, have self-regulation and have self-efficacy to do the research. Then, be flexible. In finishing *skripsi,* there is a high uncertainty value. It is possible if in a sudden everything that has done should be replaced. In a sudden the advisor can cancel appointment. Or, in a sudden the students have to change the title or content. Be generous, and don not give up easily. Next, be honest, avoid cheating or plagiarism in *skripsi* writing.

In summary, the supporting factors to finish *skripsi* writing are having a strong capability of research skills, having a good relation with supervisor, having a high motivation, and having the support from family, supervisors, and faculty. The last is having a best preparation such as make time-table, take any advantage from using network connection, be proactive, be an active students, be flexible, be honest, and allocating money.

Inhibiting factors. There are amount of inhibiting factors in *skripsi* writing process. The inhibiting comes from various aspects. The study findings

from Sariyanto, Supardi and Husain (2013) provide four most factors causing factors of difficulties of *skripsi* writing in English Education Study Program.

First, the students are lack of capability in basic knowledge of thesis main components factors. Some of the students get difficulties in analyzing the data, explaining in detail about the result, understanding the content of literature, collecting the data, determining technique of selecting sample, providing background of research, deciding research design, and identifying research problem.

Second, the students find difficulties in a process of consultation. The students' difficulties also come from their capability to work in team with their advisor to get a positive feedback. The students may get difficulties in allocating their time to discuss their *skripsi* with their advisor because the students were busy. Otherwise, the students get difficulties to meet the advisor, because the advisor is busy. The students get difficulties to apply and understanding the advisors feedback. Hence, the students get difficulties to discuss *skripsi* with the advisor

Then, the students are lack of motivation due to psychological factor. Psychological factor is as one of the crucial aspect in process of finishing *skripsi* writing. Students felt difficulties to write their *skripsi* because they felt unconfident and afraid to write a good *skripsi*. The students felt difficulties to write their *skripsi* because worried in making mistakes and not capable in writing as better as their friends. The students felt difficulties to write their *skripsi* due to not having motivation for their own self and other people.

Furthermore, students are lack of time and priority due to economical factor. Economical factor distracted students' concentration. Students get difficulties because cannot manage the time between working and writing. Students get difficulties due to spend more time to work rather than write. Students get difficulties due to the first priority is working. Students get difficulties due to the reasons of making money is more important than writing.

In line with finding in a study from Ngozi (2013) about *Variables Attributed to Delay in Thesis Completion*, there are four main factors that delayed thesis completion such as having a difficulties in supervision schedule, lack of students' interest, and predisposition towards research work, students limited skill in conducting a research and not having the availability of research support (resources).

In addition, Subekti (2005) found the internal factors and the external factors causing anxiety in doing *skripsi*. The internal factors are lack of interest, lack of confidence, lack of self-motivate and unmanageable time. Moreover, the external factor are caused by bad relation between the supervisor and supervisee, limited theory or references, lack of money, too much pressure, and less support from friends and family.

Furthermore, Green (1997) as cited in Dominguez (2006) stated that high dependency needs, low levels of persistence, locus of control, inability to plan ahead, procrastination, and perfectionism are the inhibiting factors to finish *skripsi* writing.

In summary, the inhibiting factors to finish *skripsi* are students lack of capability in basic knowledge of thesis main components factors, students difficulties in a process of consultation, lack of motivation and interest due to psychological factor, lack of time and priority due to economical factor, predisposition towards research work, students limited skill in conduct a research and not having the availability of research support, students high dependency needs, low levels of persistence, locus of control, inability to plan ahead, procrastination, and perfectionism.

Review of Related Study

There are some previous studies related to this research. In this section, the researcher reviews three studies related with this research. The review of three related research is explained below:

The first research entitled *students' problem in writing a research proposal (a case study of the fifth semester students of English Education Department, State Institute for Islamic Studeies Sunan Ampel Surabaya)* was conducted by Yusuf (2013). The purpose of this research was to investigate students' problem and possible causes in writing *skripsi* proposal. The method of this research was qualitative research method analysis. With total of 15 students in academic 2012-2013, the data were collected by using interview. The result of this research showed three problems classified in writing research proposal. First, the most (73%) problems faced by the students is in methodology. The problem in methodology were the lecturers seldom attend the class to teach the students face to face (lecturers teach via *Facebook*). So, the students did not understand the

subject named research method, and the time learning was limited and did not run maximally. The second problem is in literature review. In this phase, students were lazy to read and practice in writing the research proposal, the lecturer never taught and gave unclear explanation and never practice in the class. The last problem was in composing a good introduction. Students felt hard in making a good sentence, students seldom joined the class, and the lecturer gave unclear material in teaching the subject before.

The second research entitled, *Identifying problems in students' final projects based on scientific writing guidelines* by Ernawati (2010). This research aimed to analyze student's difficulties and abilities in writing their final projects (*skripsi)* at English Department in Bina Nusantara University. This research was a preliminary study to support an appropriate student's guideline in writing their *skripsi*. This research used qualitative methods to analyze four thesis and one paper based on APA style under supervisor instruction. This research identified some problems such as the writing ability both in English and Indonesian language should be improved, lack of clarity and lack of relevancy in expressing their ideas properly. This research was suggested for lecturers and students by socializing the writing guidelines for them, providing them with critical thinking skills, cooperation with library to guide them in some information about literacy skills, and language center to improve their writing skills.

The last research entitled *the analysis of the factors affecting undergraduate students' difficulties in writing thesis in the English Department of Mahasaraswati University* conducted by Dwihandini, Marhaeni, and Suarajaya

(2013) was aimed to find out the most major factors affected undergraduate students *skripsi* writing. This research used descriptive qualitative method by using survey to find out students opinion toward factors of difficulties in writing thesis for undergraduate students. There were 50 respondents with the criteria, students who were taking the last semester or doing their *skripsi*. The data were collected by giving the questionnaire and conducted the interview. The result of this research presented the most indicator in psychological factors was self-esteem of the students itself. The most indicators in socio-cultural factors were in the communicative competence. Further, the most indicators in linguistic factors were in domain and extent error analysis.

In summary, from the related research above, the most influencing factors which is mean can be as supported or inhibited students to finish *skripsi* writing is psychological (self-esteem of the students itself), socio-cultural (the communicative competence), and linguistic (domain and extent error analysis). While, the supporting factors are both lecturers and students understood the writing guidelines, the institution provide and support students some skills such as critical thinking skills and literacy skills, also language center. Then, the inhibiting factor to finish *skripi* is students having difficulties because students did not understand the subject named research methodology, because the lecturer seldom attended the research methodology class.

Conceptual Framework

Skripsi is one of the academic writing. Length of time for each stundets to finish *skripsi* writing is different. There are some influencing factors to finish

skripsi writing. The influencing factors to finish *skripsi* writing can be as the supporting factors and the inhibiting factors . According to Dwihandini et.al (2013) study, stated that there are three the most influencing factors which is mean can be as supported or inhibited students to finish *skripsi* writing. That were psychological factors (self-esteem of the students itself), socio-cultural factors (the communicative competence and academic cultural), and linguistic (domain and extent error analysis).

Therefore, the researcher classified the resulted into six factors to finish *skripsi* writing. They were the supporting psychological factors, the Inhibiting psychological factors, the supporting socio-cultural factors, the inhibiting socio-cultural factors, the supporting linguistic factors, and the inhibiting linguistic factors.
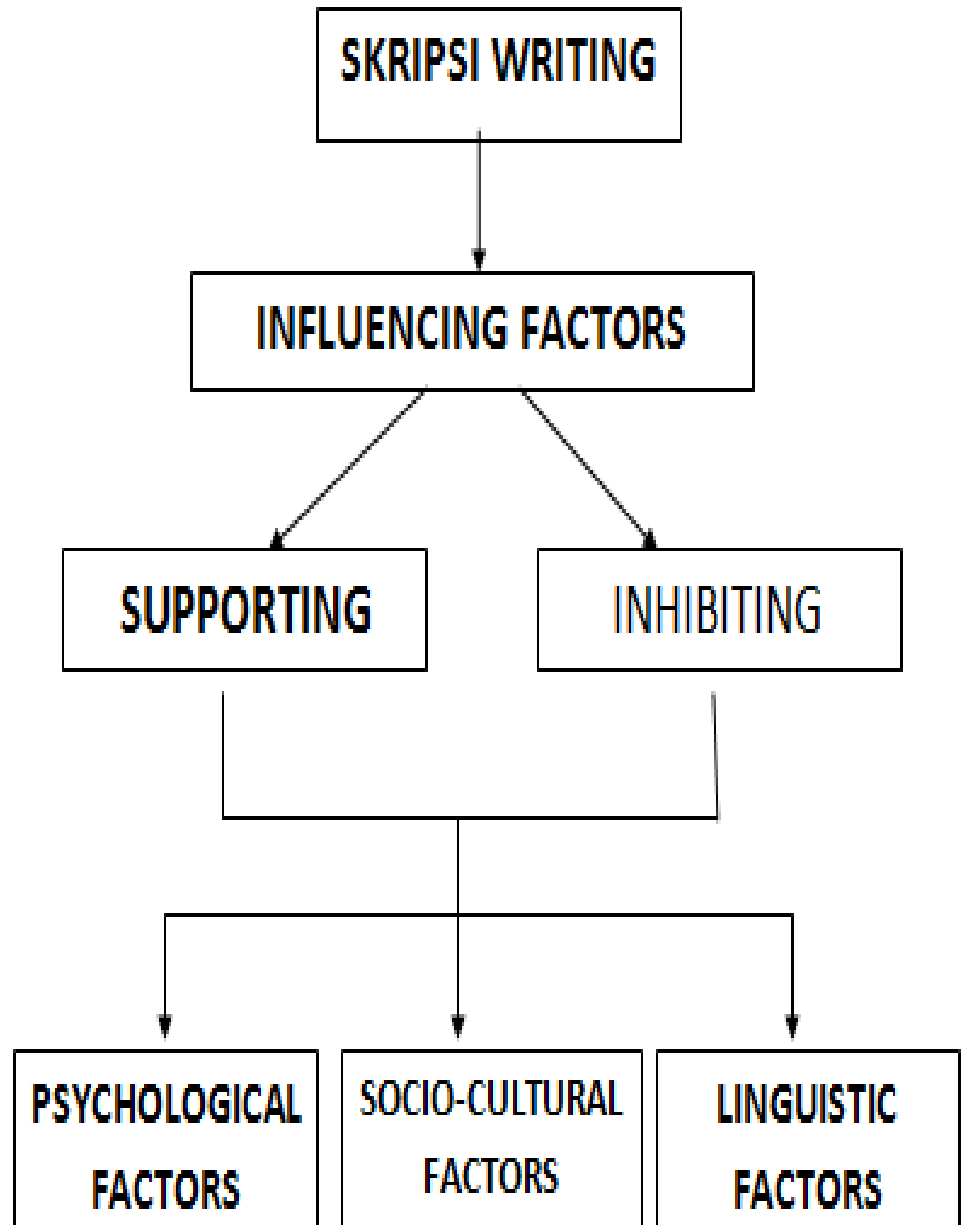
Figure 1. Conceptual Framework