

## Chapter Four

### Finding and Discussion

This chapter shows the result of the interview to answer the research question. The interview investigated the influencing factors which include supporting factors and inhibiting factors. The researcher divided the interview into two categories, those categories were: 1) The supporting factors to finish *skripsi* writing which include psychological (self-esteem of the students itself), socio-cultural (the communicative competence and academic cultural), and linguistic (domain and extent error analysis); 2) The inhibiting socio-cultural factors to finish *skripsi* writing which includes psychological, socio-cultural and linguistic. Each category was discussed by presenting the quotes from one-on-one interview, and then the quotes interpretation was also presented.

#### **The Supporting Psychological Factors to Finish *Skripsi* Writing**

According to Jhon Watson Psychological theory in 1913, psychology is the scientific study about behaviour in humans and animals. The supporting psychological factors in this research highlighted the students' positive behaviour to finish *skripsi* writing.

**Setting graduation target.** Some of the participants argued that they focus on their graduation target so that they can finish their *skripsi* easier. They set a target than they motivate themselves to accomplish their *skripsi* writing. The first participant said that “I focused on my graduation target in February” (Participant 1, 2016). The second participant added “actually, I had a target, which was very important. I set my graduation target, I focused to finish my study so I

pushed myself to finish *skripsi* writing quickly (Participant 2, 2016). In line with the answer, the third participants said that “*Skripsi* is the main priority than others. I set my targets and I made the timeline” (Participant 3, 2016). It is supported by the fourth participants who stated the importance of *skripsi* than other activity.

Don't let the other activity ruined the *skripsi* activity ...we have to fight the laziness, we set target such as writing target in order to get accepted from the supervisor as fast as we can. ... Make a deadline by myself, follow and strict to the deadline so that we can focus for the graduation target. (Participant 4, 2016)

Last, the fifth participant also stated that

From the beginning I set the target in my mind to graduate as fast as I can, so I also have to finish *skripsi* writing as fast as I can. My target is I can graduate in June. ... I am not working yet at that time, so *skripsi* becomes my priority (Participant 5, 2016)

Based on the statement from almost all the participants, the students set their goal setting, the students set their timeline and deadline to achieve their graduation then they motivated and pushed themselves to accomplish their target. This is linear with Wong, L.C.J. (2010) study, reveals that “students are motivated when they have a definite deadline for graduation, a goal to strive for” (P.127). Wong, P.T.P. (1998) in Wong, L.C.J. (2010) adds that the students have a sense of passion and have a clear target or life goal that will gain their motivation to finish *skripsi* writing. In line with Dominguez (2006) who states that individual

characteristics can affect students' success or failure to finish *skripsi* writing process. Planning and strong personal attitude can influence *skripsi* writing process. A good planning enhances students' *skripsi* writing process efficiently. Having a strong desire to finish *skripsi* writing is deemed as one of the factors that motivate the students to work hard (Shariff, et. All., 2015).

**Timeline-based working.** There are two participants answered that they work based on timeline to write *skripsi* as one of the supporting psychological factors. The participant said that "One that makes me fast is do not delay to revise *skripsi*. I am fast in editing because not all of the supervisor can check fast" (Participant 2, 2016). The third participant also gave the same answer about do not delay, He stated that spare the time to write, do not delay to write, it will help finish *skripsi* writing earlier (Participant 3, 2016).

The statements from two participants above showed that they work based on timeline to finish *skripsi* writing was identified as the supporting psychological factors. Those statements was linear with Tatan (2015) study who states the finished *skripsi* due to the students do not delay to start the *skripsi* writing. It means that, to finish *skripsi* writing, students should do the *skripsi* based on timeline and do not delay in finishing *skripsi* writing.

**Good Self-Management.** The shortest categories respondent identified that they have strong mental and discipline to manage the time and the stress level to encounter the problem of *skripsi* writing. Almost the entire participants except

the third participant, gave the same statement about the high level of discipline and had strong mental to encounter their stress level in *skripsi* writings' problem.

The first participant said that "...so I really strict to run through graduating in February and I want to end the sufferings 'when will you graduate' question" (Participant 1, 2016). Then, another participant also gives the same respon. "How capable we can manage our time, how capable we can manage our stress, how capable we manage our self, so far if we can manage our self than there is no problem" (Participant 2, 2016). The other participants also added

I still allocate my time to hang out to avoid the stress, if stress comes I cannot write my *skripsi*, because it is different between finishing the *skripsi* writing and finishing the other task, the difficulty is different (Participant 4, 2016).

Then the same ideas come from the other participants said that "I run to accomplish my target in June, so I should have the capability to manage my time effectively, in discipline" (Participant 5, 2016). The last participant added,

One reason for me, I want to finish my *skripsi* as fast as I can, I want to do another job, because in my opinion, *skripsi* takes too much time. There are a lot of jobs that I passed because I am still doing my *skripsi* (Participant 6, 2016).

From the statements above, the participants said that they believed themselves to finish their *skripsi* writing. They also could manage their time and they can maintain themselves, as well as maintain their stress level to encounter

the problem and the high pressure. The capability of the students with a strong beliefs and discipline to encounter the pressure in a certain time needs a high level of time management skills. It is in line with Poser (2003) study who states a good skills of time managements will improve the students' academic level and personal performance such as students' capability to finish their *skripsi* writing. In addition, Gortner, Lahmers and Zulaut (2010) in Poser (2003) note that, "... better time management skills can improve your grades, help you keep stress in checking, and help you be competitive in the career you undertake following your university education" (p.1). The better time management skills will also influence the students to finish *skripsi* writing faster.

**The student's activeness.** There were two participants who have said about the student's activeness to meet the supervisor diligently. The students activeness means that the students should has initiative looking for their supervisor. The participant said "it was based on ourselves. If we want to finish *skripsi* earlier, so we should meet and communicate with the supervisor diligently" (Participant 4, 2016).

The one who should be active is the students themselves, the supervisor will not ask you how your *skripsi* progress is; if you want to have a consultation then contact your supervisor, if you do not want to have a consultation, just do not contact your supervisor (Participant 6, 2010).

The answers from both participants above are in line with Dominguesz (2006) study, he states that undergraduate thesis is a collaborative project with an

expert advisor therefore a clear communication along with a good interpersonal and listening skill will help the students' to finish *skripsi* writing. Afia (2012) also adds that the students should be proactive one. In other words, the supervisor has an obligation to advise the *skripsi*. It does not mean that the supervisor will help everything about the *skripsi*. By being active students, the students should have own self-regulation and own self-efficacy to finish *skripsi* writing.

### **The Supporting Socio-Cultural Factors to Finish *Skripsi* Writing**

**Positive relationship with the supervisor.** There are four participants answered that they had a positive relationship with the supervisor and there was only one participant who changed the supervisor. The students said that their supervisor were very helpful, so the good collaboration was achieved. The students felt comfortable to consult with their supervisor.

The communication with the supervisor was good, there was no problem. I got a lot of helps from my supervisor, when we had set the consultation time, my supervisor was always on time. I never waited for her in a long time, before two weeks I already got my feedback” (Participant 1, 2016).

The first participant also said that the supervisor looked for her by WhatsApp® messenger because the first participant never consulted the *skripsi* in a long time.

My supervisor really helped me a lot, from the beginning I was informed to my supervisor about my dream on my graduation target in June. That help the supervisor understand what the students want. Make all things

clear at the beginning, how many times a week to consult, I make the schedule three times a week to consult, if after three days the supervisor asked me in group, that was about an active communication with the supervisor (Participant 2, 2016).

My new supervisor helped me a lot. ... Then I could finish it only in three weeks. So if I met the right supervisor, in October one year ago I could graduate. So in my suggestion, find the supervisor that we can close each other, the supervisor that we can communicate effectively. So the supporting factors is meeting the right supervisor in order to achieve a good team work, do not choose the wrong supervisor (Participant 3, 2016).

The fifth participant added “the point is communication between me and my supervisor, *Alhamdulillah* I met the supervisor that I could communicate and I felt comfortable working together with the supervisor” (Participant 5, 2016).

All the statements above are linear with the statement from Lategan (2009) in Ngozi et.al (2013) who notes consultation with the supervisor is an active engagement through the research process to guide the student to solve a research problem. A good collaboration to finish *skripsi* writing between the students and the supervisor can be occurred by the good communication among them. Ngozi (2013) adds the consultation between the students and the supervisor or the positive relationship among them had strongly influence as the supporting factor to finish *skripsi* writing. This circumstance is also linear with Latona, K.

and Browne, M (2001) in Shariff (2015) who finds that, “it is essential to have positive relationship between students and supervisor because the quality of the interaction and personal quality of the supervisor are important factors of the completion” (p.257).

**The supports from family and friends.** There are two participants that answered the support from family and friends are very important as the supporting factors to finish *skripsi* writing. The participant said

Beside that a role of family also important, I was never be pushed by them to finish in fast, but I myself just try to realize that I have to finish my *skripsi*. ... In my opinion, friends are important, at that time I made a friendship with the people who have the same target, so they can understand and do not accompany me to hang out; and then, we can share about our *skripsi* after we had consultation (Participant 2, 2016)

The other participant added “they were support me, moreover when my parents call by phone it was makes me motivated to finish my *skripsi* faster” (Participant 3, 2016). The other participant also stated about the support from friends can motivate the students to finish *skripsi* writing

I should find the diligent friends when I do my *skripsi*, if our friends said that tomorrow they will have a *skripsi* defense, so it influences and motivates me to finish my *skripsi* (Participant 4, 2016).

The study from Hamidi et.al (2013) states that family is a priority factors. Family role is the first and the main environment that can influence someone’s



educational development. Therefore the students in finishing *skripsi* writing need a positive support from the family as the supporting factors to finish *skripsi* writing.

While, the support from friends are linear with the study from Soeroso (2008) in Hamidi et.al (2013), states that the socio-cultural is a very influencing factors to finish *skripsi* writing, the students should meet the right circumstances to avoid the bad influence from their environment or friends to finish *skripsi* writing. Astuti, T. P., and Hartati, S. (2013) also explains the influence from the right friends that are always there and give the space to feel free sharing a lot of trouble especially for sharing the problem to finish *skripsi* writing.

### **The Supporting Linguistic Factors to Finish *Skripsi* Writing**

**The high level of students' grammar mastery.** Only the sixth participant answered about not finding any difficulties in grammar so it made the participant easier to write. The sixth participants was not only mastering the grammar but also was categories as one of the participant with the shortest time of *skripsi* writing. That becomes the supporting factors to finish *skripsi* writing. He said “about grammar, there was not any difficulty so that did not cause any problem for me to write” (Participant 6, 2016).

The statement above is in line with the study from Dwihandini et.al (2013) who finds that the grammatical errors should be decreased by knowing which grammatical items that should be deleted, replaced, supplied or reordered. If the students have good capability in grammar, the students will not find any

difficulties to finish *skripsi* writing, especially for English Second Language (ESL) students that write *skripsi* in English, as their second language.

In conclusion, the supporting factors to finish *skripsi* writing divided into three categories, psychological factors (set a target, work based on timeline, good self-management, and the students' activeness), socio-cultural factors (positive relationship with the supervisor and the supports from family and friends) and linguistic factors (the students high grammar mastery). The supporting factors findings frequently comes from the responses of the shortest time of *skripsi* writing respondent. Those findings as the supporting factors that mentioned above also as the influencing factors to finish *skripsi* writing.

### **The Inhibiting Psychological Factors to Finish *Skripsi* Writing**

**Poor Self-Management.** There were four participants that answered about the inhibiting psychological factors to finish *skripsi* writing related to their bad habits. The first participant was moody and did not focus only to finish *skripsi* writing, said that:

Since the eight semesters, I had another activity. I started working in many times and my focus got distraction, so I chose the ones that after I did that activity than I got payment, that was more interesting for me (Participant 1, 2016).

The first participant has also a unique learning style showed by the statement, "I lost my focus for about a couple weeks or a couple of months (Participant 1, 2016)."

The other responses from the rest of participants also said about the students were moody, perfectionist, unfocused, slow, lazy as well as easy to get distracted to finish *skripsi* writing. The answers were set as follows:

The ones that can inhibit are by ourselves, such as lazy, delaying or procrastination, feeling afraid to revise the *skripsi*. I defined that I am semi perfectionist so if I did not feel maximize with what I had done, like If I did not read my works until five times I would never bring my works to my supervisor. In fact, we need to revise as fast as we can. So that it can be inhibiting, not be a supporting (Participant 2, 2016).

The following responses came from the fourth participant “in my opinion I am moody and sometimes I feel so lazy, that is the greatest enemy, lazy” (Participant 4, 2016). The fifth participant also added

I easily got distracted because I installed games that can inhibit me in hours. Generally, I can finish my revision only for two days, but I need four days to finish my revision (Participant 5, 2016).

All the answers above are in line with Green (1997) as cited in Dominguez (2006) who states that moody or low levels of persistence, unfocused, inability to plan ahead, procrastination, and perfectionism are the inhibiting factors to finish *skripsi* writing. In addition, Subekti (2005) which says about the internal factors that can inhibit to finish *skripsi* writing are lack of interest, lack of confidence, lack of self-motivate and unmanageable time.

**No Target Setting.** There were two participants who answered if the graduation target was not set therefore the participant did not push themselves to finish the *skripsi* writing. It will be the inhibiting factors to finish *skripsi* writing.

My proposal defense was before fasting, than my friends run for the target in October, but I was not in a hurry like them so I was slowly and lazy at that time because my coding had not finished yet, I only pleased my friends in a hurry (Participant 1, 2016).

Another participant said “If my motivation became low and be so lazy than my graduation target I was set, I could not graduate whenever I want, that was the inhibiting” (Participant 5, 2016).

Those statements were supported by Wong (2010) who affirms that lack of plans for and after graduation is the inhibiting factors to finish *skripsi* writing. He also adds that without a clear target want to be achieved, the students may not be realized to continue their life to have another experience, therefore the students delay to finish *skripsi* writing (Wong, 2010).

**The distraction especially for worker students.** There were two participants that were also worker students, they gave the answers the difficulty in their time management.

I work here every the morning, I teach elementary school in the afternoon, after that I become a private teacher, so after I come back home I am tired, I cannot think a lot, so I just want to take a rest, than my *skripsi* is untouchable. I make my chapter two in a month, but I do not

touch it in a couple of months, that is the reason why my *skripsi* takes too long time... I find any difficulty to manage my time and find the suitable places (Participant 1, 2016).

If we had a lot of full time works from the organization and the other projects, it possibly can be the inhibiting, moreover for the workers who have lack of capability to maintain their time. Especially, for worker who also like delaying to do something or procrastinating (Participant 2, 2016).

According to Putri (2006) as cited in Dudija (2011) a student that is also as a worker has limited time to finish *skripsi* writing than a non-worker student. The worker student needs a good time management to achieve the target to finish *skripsi* writing. These conditions are linear with the statement from the first and the second participants about the lack of capability in time management for a worker student as the inhibiting factors to finish *skripsi* writing.

**De-motivation.** There were two participants that mentioned about de-motivation, and lack of capability to maintain the anxiety and stress level. That becomes one of the inhibiting factors to finish *skripsi* writing.

That affected my psychologist side, I was de-motivated because I feel so hard to meet my supervisor. If I could met once, the feedback talked about the grammar only or the supervisor asked that my *skripsi* should be equally with the supervisor masterpiece (Participant 3, 2016).

So I felt bad and I stopped to write my *skripsi* until two months. ... I felt de-motivated because I could not graduate in June. Moreover I and some of my friends wrote *skripsi* in a rush to achieve the finished target in June. There were also my friends who felt de-motivated because they saw some friends were failed in *skripsi* defense, it caused some anxiety toward the failed in defense. Some of my friends were canceled the defense at that time (Participant 6, 2016).

These circumstances also found in Myers (1999) as cited in Ngozi et. all (2013) explained frustration and de-motivated is the reasons “that could make the students lose the initial enthusiasm he or she had for the project” (p.7). Feeling de-motivated, frustrated, stress, lack of capability to maintain the stress and the anxiety as the biggest barriers to finish *skripsi* writing (Ngozi. et all., 2013)

### **The Inhibiting Socio-Cultural Factors to Finish *Skripsi* Writing**

**Problem with the uncooperative supervisor.** There were four participants that mentioned about their problem with the uncooperative supervisor such as bad communication or hardly to meet in a having consultation with the super busy or moody supervisor. That can be categorized into the inhibiting factors to finish *skripsi* writing.

The inhibiting factor is if we cannot communicate well with the supervisor what we want,... there is also student who wants the *skripsi* finished in fast but the supervisor is too slow or too perfectionist such as commenting also the dot and comma, that is too much, or the supervisor do not come after

set the time to consult. That is beyond our expectation, and can be the inhibiting ones. (Participant 2, 2016)

My supervisor is hard to meet, my supervisor also do not read my *skripsi* in a long time, but the *skripsi* of my junior or my friends were read by my supervisor without need a long time. My supervisor also ever said that she want to focus for the *skripsi* of Mr. X, until Mr. X graduated, my supervisor want to focus for the *skripsi* of Mr.Y, then I realized that my *skripsi* did not seem as the priority like the *skripsi* of the others. Even if my supervisor did not read my *skripsi* I still write until finishing chapter five to achieve my target, because of time limit. I said to my supervisor that I want to apply my *skripsi* defense but I got denied again. Finally, my supervisor recommended me to meet the chief of PBI because we had different perception, and I also gave up with my supervisor. (Participant 3, 2016)

The supervisor is the hardest one. If I was on fire to write *skripsi* than the supervisor was hard to meet, moody, and gave the feedback in a very long time. (Participant 4, 2016)

My supervisor is very busy and very mobile so that was hard to meet. If by any chance we can meet, it have only five to ten minutes for consultation. (Participant 6, 2016)

The circumstances above are linear with the study from Ngozi, et.al (2013) that find that poor work relationship and bad communication qualities of student-

supervisor is as major inhibiting factors to finish *skripsi* writing. Wallace (2003) as cited in Ngozi, et.al (2013) also adds that unclear motives and purposes at the consultation time between the supervisor and the students are defined as the inhibiting factors to finish *skripsi* writing. In addition, Glatthorn (1998) as cited in Wong (2010) identify three points that make the inhibiting factors to finish the *skripsi* writing related to the supervisor are, lack of prompt feedback, conflicting and inconsistent feedback, and unhelpful advises.

**Bad influence from friends.** There were two statements below that mentioned about the bad influence from friends who could be the inhibiting factors to finish *skripsi* writing.

For the typical students who always need friends to finish *skripsi* writing, when we meet the lazy friends, who can affect and can inhibit, we can be the same, we became so lazy. (Participant 2, 2016)

Friends or environment is the influence, if we have a roommate which is so lazy we can imitate that friend to become so lazy too. (Participant 4, 2016)

The statements from both respondents are linear with a research from Hendrianur (2015), he finds that the students feel that they really need a support from a surrounding people such as friends. If the surrounding friends are so lazy and did not support the students to finish *skripsi* writing therefore the students followed the laziness of that friend, and also cause the students felt stressful. The explanation before can be the inhibiting factors to finish *skripsi* writing.



**The different perceptions between supervisor and students.** There were two participants that argued about the different perceptions between the supervisor and the examiner toward the content of the *skripsi* made the students confused which one the students should follow.

The proposal I made included too much questions that should not include, I used qualitative and there was a lot of questions that did not answer my research questions. That was the opinion from the proposal examiner. I revised it and followed the proposal examiner instruction. After I finished revising it, I came back to consult with my supervisor. Then my supervisor asked me to bring my *skripsi* back like before. So the examiner asked me to change while the supervisor asked me to include that. So the perception is different, and I was confused which one that I should follow (Participant 3, 2016)

In addition, the other participant also mentioned bellow

When I had my proposal defense, I got a lot of recommendation. When I had *skripsi* defense, the examiner was different, the proposal examiner could not come. Different people had different mind. So after I had to write some things recommended by the proposal examiner who said that all of the title was variable, the examiner of *skripsi* said that all of the recommended things that I wrote were rubbish and not important in my *skripsi*. That was confusing me. ... The expertise of the lecturer should be in linear with the topic of students' *skripsi* (Participant 6, 2016)

The different perceptions between the supervisor and the proposal examiner toward the APA writing format were also mentioned from two participants

It was an inhibiting when there was a different perception between the supervisor and the proposal examiner about the APA writing format (Participant 2, 2016)

The different perception on the APA writing format between the supervisor and the examiner made me confused which one that I should follow. (Participant 4, 2016)

According to Martadiputra (2014) in his study states that one of factors that influence the quality of *skripsi* is a point of views between a supervisor, an examiner, and a lecturer of research methodology in the classroom. Unfortunately, the different point of views among of them will make the students confused, which the correct that must be followed. The students also feel so stressful, and that becomes the inhibiting factors to finish *skripsi* writing.

### **The Inhibiting Linguistic Factors to Finish *Skripsi* Writing**

**Lack of grammar mastery.** The third participant found some difficulties in writing due to lack of grammar and vocabulary mastery

I found any difficulties in grammar, because I started to learn English in this campus. ... The citation and paraphrased is very hard (participant 3, 2016)

The fourth participant who talked about lack of vocabulary and grammar mastery said that

Sometimes I felt that I was lack of vocabulary, my grammar level was also bad not as good as my friends. I needed an extra attention of the grammar and to enrich the vocabulary first. (Participant 4, 2016)

The role of grammar as an important linguistic aspect which can affect writing competence has been exposed by Fatemi's (2008) study. He states that the students grammatical errors in writing as the linguistic and psycholinguistic reasons are identified as the inhibiting factors for the students who were finishing their writing. The importance of grammar mastery is also found in the study of Nuemann (2014) who says "the grammatical ability is widely accepted as a key component of second language (L2) ability in general and L2 writing ability in particular" (p.83). Lack of grammar and vocabulary for PBI UMY students are identified as the inhibiting linguistic factors to finish *skripsi* writing.

In summary, the inhibiting factors to finish *skripsi* writing were divided into three categories, psychological factors (poor self management, not set a target, the distraction especially for worker students, de-motivation), socio-cultural factors (problems with the uncooperative supervisor, bad influenced from friends, the different perceptions) and linguistic factors (lack of grammar mastery). The inhibiting factors findings frequently comes from the responses of the longest time of *skripsi* writing respondent.

Finally, the data shows that the influencing factors for PBI UMY students to finish *skripsi* writing comes from various aspects such as a self-management (psychological factors), a relationship with the supervisor, family and friends (socio-cultural factors), and grammar mastery level (linguistic factors). In addition, the most of the supporting factors findings frequently comes from the shortest categories respondents. While most of the inhibiting factors findings frequently comes from the longest categories. For the responses of the average time of *skripsi* writing respondent were giving an equal findings between the supporting factors and the inhibiting factor.