ENGLISH EDUCATION DEPARTMENT OF STKIP YADB LUBUK ALUNG

Indra Johari; Niza Syaveny
English Education Department of STKIP YDB Lubuk Alung
syavenyniza@gmail.com; i2nd_jo@yahoo.co.id

ABSTRACT

One of students’ exercises in finishing higher education and getting academic degree is making a scientific work; thesis. In the implementation of final thesis writing, the students found the difficulties that are sourced from individual or known as internal factors. This research is a descriptive research which aimed to describe internal factors of students’ difficulties in final exercise (thesis). Population of the research was the final grade students of English education department of STKIP YDB Lubuk Alung. Sample was determined by using random sampling technique; it was 30 students of English education department of STKIP YDB Lubuk Alung. Questionnaire was used as an instrument in collecting the data. The instrument was checked the validity and reliability and consulted to external validator. The data was analyzed by using simple statistic in calculating the percentage of internal factors of students’ difficulties in final exercise. Based on research finding, it was found that internal factors of students’ difficulties in final exercise ware motivation, self-confidence, and academic ability. 50.62% students’ difficulties sourced from students’ motivation, 51.16% students’ difficulties were on self-confidence, and 56.94% students’ difficulties were on academic ability.

Keywords: Final Exercise, Internal Factors, Students’ Difficulties

INTRODUCTION

Final exercise is one of students’ terminations of higher education, included on English department of STKIP YDB Lubuk Alung. Students’ final exercise in finishing their study is in thesis form. According to Sugiyono (2013) thesis is on of media to do the research to solve research problems. In writing a thesis, the students need the capabilities as argue by Suwandi (2004) the students need skills to write a scientific research and apply the academic knowledge and thought to get bachelor degree in higher education. In other word thesis is written to get S1 degree academic, and said to have the competence in the field.

In writing a thesis, the students need to know the procedure of thesis writing. Thesis preparation handbook of STKIP YDB Lubuk Alung (2010) states that the students need to finish administration procedures before going beyond to write a thesis, implementation procedures during writing a thesis, and evaluation procedures. Administration procedures involve the preparation of cumulative performance index, academic procedures, preparing academic grade transcript, study plan card, research field, and approval of the study program chairman with the appointment of the advisors for the students. While, the implementation procedures include making a proposal, collecting the data, analyzing the data, writing stage, and guiding with the advisors. In evaluation procedure, the students will be assessed their understanding of the thesis that they write before.

As stated before, the students are guided by the advisors in writing a thesis. The advisors will guide the students to write an academic writing thesis by applying the theories, methodology, and the other resources to find the research question that were proposed on the thesis. It means the advisors have the important role on students writing thesis.

Ideally, by qualifying the procedures in writing a thesis, and having the guided from the advisors, the students can finish their writing thesis better. In fact, the students found the difficulties in
writing a thesis. Students’ difficulties in writing a thesis are sourced from the internal and external factors. Syah (1997) argues that the factors that influence the students in learning are internal and external factors. Internal factors come from the students herself, and the external factor can be from the students’ environment, learning approach, learning strategy, methodology, and so forth. It is supported by Siang (2009) states that the barriers contained in completion thesis include interest, lower academic rating and motivation which are coming from the students herself.

The research by Wiyatni, et.al (2010) found the students’ difficulties in writing a thesis are the difficulties in finding the references, less of laboratories facilities, and limited time of the advisors. It can be said that students’ difficulties come from the environment or facilities supported.

Based on the phenomenon above, it can be seen that the students have the difficulties to finish their thesis report as the final exercise in higher education. Based on the interviewed with the students of English department of STKIP YDB Lubuk Alung, it was found that the students got the difficulties in writing a thesis. The difficulties of the students are such as less of self-confidence in writing a thesis. The students argued that writing a thesis is difficult to finish. The students need belief to do a research in the field; therefore they can get data and analyze it to be a research report.

The sources of students’ difficulties in writing a thesis come from internal and external factors, however, this article discusses on internal factors of students’ difficulties in writing final exercise on English department of STKIP YDB Lubuk Alung.

**RESEARCH METHODS**

This research was a quantitative study in descriptive design. The purpose of this research is to describe internal factor of students’ difficulties on final exercise on English department of STKIP YDB Lubuk Alung. The population was the final grade students 2017/2018 academic year of English department of STKIP YDB Lubuk Alung. Sample was taken by using random sampling technique. 30% students were chosen as sample of the research; with total sample were 30 students. Data were collected by using questionnaire. The questionnaire was adapted from the theories of internal factors of students’ difficulties in writing a thesis. 12 questions were valid in the questionnaire that was proposed on 15 questions. The indicators of internal factors of students’ difficulties in writing a thesis can be seen from the table below:

**Table 1 : Indicator of internal factors**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Sub indicators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal factor</td>
<td>a. Motivation</td>
<td>Motivation is students’ desire in doing something. Motivation influence students’ in finishing on writing a final examination (Siang, 2009)</td>
</tr>
<tr>
<td></td>
<td>b. Self-</td>
<td>Students’ belief on their self in doing something.</td>
</tr>
<tr>
<td></td>
<td>confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Academic</td>
<td>Academic intelligent is students’ ability in applying the knowledge in the research. (Syah, 1997)</td>
</tr>
<tr>
<td></td>
<td>ability</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows the internal factors that influence the students in finishing writing a thesis. The sub-indicators that were proposed were motivation, self-confidence, and academic ability. Tried out of the instrument was done before questionnaire distribute to the sample of the research. The validity and
reliability of the instrument it was used SPSS computerization 2.0 versions. There are 12 questions were valid, and 3 questions were invalid. The reliability of the instrument shows that on 0.709, with the interpretation high reliability.

The data was analyzed by using likert scale, in the answers choice were always (SS), often (S), sometime (KD), and never (TP). The scale was 1-4, the maximal point (SS) for positive answer was 4, and minimal point (TP) for positive answer was 1. The maximal point (SS) for the negative answer was 1 and the minimal point was 4. After scoring the students’ answer on likert scale, it was continued by using presentation formula (Sudjana, 2005) to calculate students’ internal factor as the source of difficulties in finishing final exercise.

RESULT AND DISCUSSION

Finding

The finding of the research showed that the percentage of internal factors of students’ difficulties in final exercise of English department of STKIP YDB Lubuk Alung. The score can be seen in the following table:

Table 2 : Internal factor on students’ difficulties score and percentage in writing thesis

<table>
<thead>
<tr>
<th>Internal factor</th>
<th>Component</th>
<th>n</th>
<th>p</th>
<th>$x_{max}$</th>
<th>$x_{min}$</th>
<th>$\Sigma x$</th>
<th>sum</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td></td>
<td>30</td>
<td>4</td>
<td>15</td>
<td>9</td>
<td>480</td>
<td>243</td>
<td>50.6</td>
</tr>
<tr>
<td>Self-confidence (belief)</td>
<td></td>
<td>30</td>
<td>5</td>
<td>18</td>
<td>11</td>
<td>307</td>
<td>51.1</td>
<td></td>
</tr>
<tr>
<td>Academic ability</td>
<td></td>
<td>30</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td>360</td>
<td>205</td>
<td>56.9</td>
</tr>
</tbody>
</table>

From table 2, it can be seen that the percentage of internal factors on students’ difficulties in writing a thesis was sourced from motivation was 50.62%, self-confidence was 51.16%, and academic ability was 56.94%. To make it clear, the data can be seen in the following diagram:

Diagram 1: Internal factor on students’ difficulties score and percentage in writing thesis

Discussion
Internal factor on students; difficulties in writing a thesis comes from inside of the students herself. The theories describe the internal factors are such as motivation, self-confidence, and students ability in writing an academic or scientific work. Motivation of the students will influence in doing the final exercise. As stated by the Siang (2009) motivation is one of internal factor that influence the students in writing a thesis.

In the research on English department students of STKIP YDB Lubuk Alung, the students’ difficulties in writing a final exercise were sourced from motivation, self-confidence, and academic ability. 50.62% students’ difficulties stem from motivation. It means, some of students have motivated in doing a research in finishing their final exercise, and some students are unmotivated in writing a scientific research. Thereby, the students’ difficulties in doing a research were self-confidence (51.16%) in finishing the research study. In other words, self-confidence one of the primer source of students’ difficulties in writing thesis. 56.94% academic ability was source of students’ difficulties in writing a thesis.

The result of study proves that internal factors influence the students’ in writing a thesis as the final exercise in higher education. Internal factor is one of the factors should be considered by the students before going beyond in doing a research.

CONCLUSION

The research finding showed that internal factors of students’ difficulties on final exercise were motivation, self-confidence, and academic ability. The percentage of students’ difficulties for each indicator was; motivation was 50.62%, the percentage of self-confidence was 51.16%, and the percentage of academic ability was 56.94%. The finding showed the internal factor influence students’ difficulties in writing final exercise. However, the students need to consider their internal factors in doing a final exercise.

ACKNOWLEDGMENTS

This research was written based on research report of beginner lecturer of 2017-2018 by Indra Johari, M.Pd, and Niza Syaveny, M.Pd. Therefore we would like to thanks KEMENRISTEK DIKTI who has facilitated the funding of the research activity. We would like express our gratitude to the English department students of STKIP YDB Lubuk Alung who have taken the time to be the sample of the research.

REFERENCES

Pedoman Penyusunan Skripsi Program S1 Sekolah Tinggi Keguruan Ilmu Pendidikan (STKIP) YDB Lubuk Alung. 2010.