

ANALYSES OF DIFFICULTIES AND OBSTACLES IN THE FINAL REPORT WRITING OF THE STUDENTS AT BUSINESS ADMINISTRATION DEPARTMENT AT STATE POLYTECHNIC OF SRIWIJAYA

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Abstract: The aims of research are to know the difficulties and obstacles faced by the students at Business Administration Department in the academic year 2014/2015 of State Polytechnic of Sriwijaya in writing final report and to know the steps that can be done to resolve them. The research method used in the research is the triangulation consisting of questionnaires, interviews, and document analyses. The findings show that most students experienced difficulties and obstacles in the writing of the final report. Most of the difficulties perceived by students are the difficulties of writing the background, the scope of the problem, the benefits of research, and research purposes. The barriers faced by students include obstacles that come from the students themselves, from the advisors at Business Administration Department, from Business Administration Department, and from the subjects of research.

Keywords: difficulties, obstacles, final report writing

Writing is an activity of delivering the message by using the language of writing as a medium (Suparno and Jonah, 2005, pp.1-4). Writing is one of the language skills that need to be mastered by all that students, specially in writing scientific papers. Writing skill is not only needed by the students but also by the intellectuals who should be able to develop science, technology, and the arts for the sake of the progress of the nation. Any form of the development of science, technology, and art produced will be no meaning if not documented in writing.

In the process of the lecture, most of the lecturers will provide coursework in the form of writing scientific papers in various forms, both in the form of a working paper/paper work, scientific papers, as well as in the form of a report. This is obligatorily done by students as well. Like it or not like it, or not being able to afford it, these tasks must be completed by students just in time. In addition to the duties of the courses, writing scientific papers will also be compulsory activities that must be implemented by the student when going to a certain level on finishing his education.

In State Polytechnic of Sriwijaya students are required to write papers in the form of a final report which will be presented and examined at the end of the education to obtain academic degree. Without completing this final report writing, students could not complete his education at State Polytechnic of Sriwijaya. The writing of the final report for most the student is not fun. Students consider this mandatory task is a heavy burden that is difficult to implement.

Based on the writers's done early suvey towards 126 students at the last semester in the academic year 2014/2015 at Diploma 3 Administration Business Department at State Polytechnic of Sriwijaya, it was obtained the initial data that none of the students stated that the writing of the final report was easy or very easy, 21 students stated that the writing of the final report was difficult and 105 students stated that the writing of the final report of the students was very difficult.

Ideally, the condition above does not occur because of the fact that the problems would be very disruptive for students to complete their education, whereas the study period in State Polytechnic of Sriwijaya is limited by time. Students at D3 Program should complete their education for a period of three years, and students at Program D4 should complete their education for a period of four years. If in that time period the students cannot complete their final report writing, their graduation day may be postponed.

Meanwhile, the final report writing can be started formally at the end of the fifth semester. In other words, all students only have six months to complete the final report writing. Shoved off from the existence of a gap between the ideal and the real conditions, the writers considers the importance of writing the paper not only to find out difficulties and barriers faced by students in the writing of the final report, but also their solutions.

In this study the writers will only do a case study at Diploma 3 of Business Administration Department at State Polytechnic of Sriwijaya in the academic year 2014/2015. Course selection is based on consideration of the contribution of the research on improving the quality of learning Indonesian Language.

Based on the background of the issues that have been raised above, the issues that will be discussed in this research are concerning difficulties and barriers faced by students in the writing of the final report? Students who will be the subject of the research were students of Diploma 3 at business administration department at State Polytechnic of Sriwijaya in the academic year 2014/2015. This research aims to know kinds of difficulties and obstacles faced by students in the writing of the final report. This research is expected to deliver benefits for the various parties; a) the writers themselves, advisors, students, and State Polytechnic of Sriwijaya.

For the writers, this research will hopefully can serve as a reference for advanced research about the writing of scientific papers. For students, this research is expected to serve as a valuable input to better prepare themselves in facing final project. For lecturers, the research is expected to be used as input to improve the quality of learning Indonesian language and research methodology. For advisors of final report, results/findings in this study are expected to serve as the ingredient evaluation to further improve the quality of advising against the students in writing of the final report. For the management, the research is expected to serve as the cornerstone of departure to determine further policies related to all things related to final project student.

THE MEANING OF SCIENTIFIC PAPERS

A scientific paper is paper or any other form that has been recognized in the field of knowledge, technology, or art written or done in accordance with the scientific procedures, and follow the guidelines or conventions agreed upon scientific principles (UM,2000, p.1).

To be able to distinguish whether a paper belongs to the scientific or non- scientific, note some scientific principles as follows. First, the principle of objectivity. This principle requires that the author should be honest, open, and put aside his feelings. Everything expressed should be what it is. The second is the principle of being scientific empirical. This principle is that everything must be based on the fact the author put forward. Furthermore, the third principle is rational, i.e. the principle that requires discussion of the way things should be based on the ratio of acceptable or good sense, good process as well as ways of writing them. Lastly, the principle of being inductive and deductive. This principle is about the discovery of a false assertion.

TYPES OF SCIENTIFIC WRITINGS

The scientific work is essentially the form of the documentation and publication of the results of a researcher's thinking and research papers can be distinguished over some kind of review of various viewpoints.

The field of research requires persistence and most researchers devote many a sleepless night towards conducting research and documenting results. In the competitive world of academia, a researcher is expected to start publishing early in his caree, and many early-career researchers are faced with the looming worry of how to publish a journal article.

Although original research sometimes take years to complete, it does not mean a researcher cannot have any publication to his credit till the time a researcher completes his research.

The types of publications are different in different fields. It is important to remember that not all journals publish every kind of article. Therefore most journal publishers provide prospective authors with accurate and specific guidelines for the different articles they publish. There are types of scientific publications. They are: a) original research, b) review article, c) clinic case study, d) clinical trial, e) perspective, opinion, and commentary, and f) book review.

These are detailed studies reporting original research and are classified as primary literature. They include hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications.

Review articles give an overview of existing literature in a field, often identifying specific problems or issues and analyzing information from available published work on the topic with a balanced perspective. These are considered as a secondary literature and can be a particularly efficient way for early career researchers to begin publishing. Review articles can be of three types, broadly speaking: literature review, systematic reviews, and meta-analyses.

Clinical trials describe the methodology, implementation, and the results of controlled studies, usually undertaken with large patient groups. Clinical trial articles are also long, usually of about the same length as an original research article. Clinical trials also require practical work experience, as well as high standards of ethics and reliability.

Perspective pieces are scholarly reviews of fundamental concepts or prevalent ideas in a field. These are usually essays that present a personal point of view critiquing widespread notions pertaining to a field. A perspective piece can be a review of a single concept or a few related concepts. These are considered as secondary literature and are usually short articles.

Book reviews are published in most academic journals. The aim of a book review is to provide insight and opinion on recently published scholarly books. Book reviews are also relatively short articles and less-time consuming. Book reviews are a good publication option for early-career researchers as it allows the researcher to stay abreast of new literature in the field, while at the same time, adding to his publication list.

STEPS TO WRITE SCIENTIFIC WRITING

There are several steps that must be done in writing, and writing scientific papers in particular. Its stages are as follows (Meirani and Lindawati, 2016, pp.55-57), namely: the preparation phase, the phase of collecting materials, materials processing stage, the stage of editing, and presentation stages.

Preparation Phase

Any form of activity that is done, the need for good preparation, as well as on the activity of writing, especially writing scientific papers. In this stage the activities performed, among others, is) determining the subject, b) specifying title, and c) making the writing framework. The subject in this case is the theme. The theme needs to be determined in advance so that the discussion can lead to major problems. With respect to the determination of that theme, the writer should consider some factors such as a) availability of time, b) ability to collect material and to discuss it, c) readers' interest and writers against recency, d) themes, and e) benefits of the discussion towards the theme chosen.

If a theme has already been obtained, the next step is to determine the title. In a research, a title there is somethings to consider, among other things. The title itself must: a)

be original, b) be according to the theme, c) reflect the contents of scientific works, d) be brief and interesting as possible.

The framework in writing is the outline of the main points that will be written in scientific papers. The main points should be organized systematically in order to benefit the drafting of the next report. At this stage all the necessary materials are collected and arranged to be processed further. Materials can be obtained from the literature studies, observations, questionnaires, and interviews. Literature study is a study that is done against written sources. Observation is an activity observed objects which can be done directly in the field or is done indirectly through the specific media. The questionnaire is a tool in the form of a list of questions that must be answered in writing by the respondents to capture data. Meanwhile, the interview is activities conducted by delivering questions and answers directly to the people. After the materials have accumulated sufficiently, at this stage the next step is processing by classifying them into certain groups, then analyzing for organizing further. At this stage the concept of scientific papers that have been drawn up is checked back to see its weaknesses. Based on the existing weaknesses, the correction will be carried out, either in the form of addition, subtraction, or alteration. At this stage of writing there will be a process of editing well and appropriately. The presentation of scientific papers in the form of this article may also be followed by a verbal presentation on one occasion.

Research Report Writing

Research report is a document or media communication between researchers with the general public mainly targeted readers or an interest in the research that has been done. In general, the systematics of a complete research report consists of three parts, namely the opening section, main section, and closing section (Wardani, 2008).

Opening Section

The complete opening section of research report must contain the following components: a) the title, b) page of title, c) page of attestation, d) foreword, e) abstract, and f) table of contents.

The title is the door or face of a scientific paper. Before reading the content of a scientific paper, everyone will be the first by reading the titles of scientific papers. That is why, the title of a scientific paper should be able to display the fact that want to be disclosed, a brief, positive, clear, distinctive, as well as being able to display the keywords of a writing system. Thus, the title can guide readers toward the core of scientific papers.

Page of title is placed after the front page or cover. On this page generally there are title, author, and publisher (if published by the publisher). Next page of title is followed by the page of attestation. It is the page that contains the written attestation report, usually done by research funder or a person who is responsible for the research done.

The preface was written to give an overview in general to the readers about the background context of the research, such as doing research, rational goals you want to achieve, and other things that can give you an idea of implementation of the research and report writing generally. This section is also the author usually deliver remarks to thank those who have helped the author both in the implementation of the research and report writing.

The abstract is a general overview about the substance of the research report. On the abstract, the writer conveys a brief overview of the background, methods, as well as the findings of the research results. Thus, the reader can know in general the contents of the report before the reader opens the next page.

Core Part

This section is specifically and explicitly presenting or communicating scientific information that want to be delivered. In this section, all the components of introduction, literature review and framework of theory, results and discussion, as well as conclusions and suggestions are presented in full.

Background

The points that are supposed to be in the background section of scientific papers are things informing the necessity of writing scientific papers on specific topics. The things in question can be either theoretical or practical exposure, but not personal reasons. This section should be able to deliver the reader on the issue or topic discussed in scholarly works and shows that the issue or topic is very important to be discussed.

Formulation of the Problem

After the background section has been explained, the next step is presenting problems or topic that are going to be discussed including its problem limitation. The issue or topic of discussion is what will be discussed in scientific works. The issue or topic of discussion is not limited to issues that need solving, but also covers issues that need further clarification, and issues that require further assertion (UM, 2000, p.52).

The purpose

Formulating the purpose of writing scientific papers is not to fulfill the task given by a person, but rather lead to what you want to accomplish with the writing of scientific papers. The formulation of the purpose of writing scientific papers has a dual function, namely for authors and readers for scientific papers. For the author of scientific works, scientific paper writing goal formulation can direct the activities to be done next in writing scientific works, particularly in the gathering of materials writing. For readers of scientific papers, the formulation of the purpose of writing scientific papers provide information on what will be delivered in that scientific paper. Therefore, the formulation of objectives drawn up must be able to give you an idea on how to elaborate or discuss the topic (UM, 2000, p.53).

Benefits

After formulating goals, the writing of scientific papers need to be formulated also the benefits the writing of scientific papers. Formulation of goals sometimes is considered equal to benefits, whereas both of these things are very different.

If the purpose of the formulation is put forth on things leading to further activities that will be carried on writing scientific papers, the outline of benefits is not the case. The outline of the benefits of advanced scientific activities is conducted for the usability especially for the development of science or to the development of the implementation of the development in the broad sense. In other words, the description in this section contains the reason of the feasibility or issues that are discussed.

Literature Review

Literature review contains two things, namely 1) theoretical descriptions about subjects that are discussed and 2) conclusions about studies in the form of arguments presented. To be able to provide a theoretical description against the variables discussed, it is required the existence of a deep theory of studies. Furthermore, the arguments are put forward demanding authors to integrate the selected theory as a foundation for study with the results of the study concerning the study of the relevant findings.

Materials of literature review can be lifted from different sources. Source selection/references that will be examined are based on two criteria, namely the principle of recency and relevancy principle. The principle of recency is important because science is evolving rapidly. A theory that is effective in a period might have been left behind in the next period. With the principle of recency, an author could argue based on theories which at that time were viewed representative. A similar thing applies also on review of research reports. The principle of relevance is required to produce a review of the literature that is closely related to the problems explored (UM, 2000). In writing a review of the literature, the author of scientific works borrow theories or opinions or statements of others from various references. For that purpose, the author of scientific works of the activities is cited.

Discussion

Part of the discussion papers contains a discussion of topics of scientific papers. The content of the discussion is highly variable, depending on the topics covered in the scientific papers. If scientific papers are discussed three sub-topic, for example, there are three studies published in the discussion. The writing section of the discussion can be said to be the core activity of writing scientific papers. A person's writing skill in writing parts of the discussion is a reflection of high low quality papers drawn up. A good discussion of writing is that it can discuss the topic in depth and thoroughly using a concise writing style, smoothly, and directly on the subject matter, as well as using proper grammar and correct (UM, 2000).

Summary and advice

The concluding section contains the conclusion or summary discussion and suggestions. The conclusion marks the end of writing scientific papers. The concluding section of writing scientific papers can be made by drawing conclusions from what has been discussed in scientific papers. In addition, on the cover it can be also supplied advice or recommendation with respect to the issues that are discussed. Suggestions should be relevant to what has been discussed. Advice should also be made explicit (to whom the suggestions were addressed and action what to do).

The Closing Section

The closing section generally consists of 1) bibliography, Appendix 2), and 3) list index. From the third part, the bibliography is mandatory. Bibliography contains all the references used in the writing of a scientific paper. It can be reference books, scientific journals, magazines, newspapers, or journals from the internet. Bibliography was compiled based on a certain way. The most common way used for writings published in the language of Indonesia is commonly used by the language centre. In a library it is loaded in general terms as follows.

- The name of the author: the last word placed in front of (behind) and followed by a comma; the title is not written, followed dots. For reference, written by two or more persons, the name of the writers behind quite the first author's name, the name of the author of the second and third are not reversed.
- Copyright written complete and followed by a colon.
- Title references: written with a capital letter at the beginning he said, underlined or printed in italics, followed by a colon
- The place of publication: written with a capital letter at the beginning he said, followed by a colon.
- Publisher: written with a capital letter at the beginning he said and followed by a colon.

RESEARCH METHODS

This research is qualitative research using inductive approach. The inductive approach departs from the collection of data from natural background by utilizing self-researchers as key instruments. As for the stages that will be done in outline is as follows. The process of collecting data in this study used the technique of triangulation; 1) questionnaire, 2) interviews, and 3) document analyses.

Data Analysis

In the process of data analyses of questionnaire, the researchers identify any answers given by respondents. Each answer is calculated amount with count of percentage then classified into groups that have been set. The results of the calculations are used to dig up information about the problems that have been formulated in accordance with the outline of the problem and the scope of the problem. Furthermore, analyses of the data will refer to the figures of the previous calculation result. The higher the numbers obtained in each section of the final report, meaning the higher the difficulty level, and vice versa.

Data analysis is the next data analysis the results of the interview. Data analysis interview not calculated based on the percentage. All the answers are delivered by informant described as information in this study. This is done by considering the type of open question and allow the emergence of a very diverse information about the obstacles faced by students in the process of writing the final report.

Data analysis of interview is also conducted to seek answers to the problems about the steps you can take to overcome difficulties and obstacles in the writing of the final report of the student. All the answers to the informant will be described in depth in the results and discussion.

After doing data analysis of questionnaire and interviews, then document analyses of the final report of Business Administration Diploma 3 in the academic year 2014/2015 will be done. The final report that are analyzed in this research is limited only in the introduction chapter. It is based on the consideration that a core part of the research lies in the introduction. In addition, it is also based on consideration of the limitation of time for the writers to carry out this research.

RESULTS AND DISCUSSION

Research on difficulties and obstacles in the writing of the final report of the students majoring in Business Administration Program D3 State Polytechnic of Sriwijaya are focused on (1) the difficulty in writing of the final report of the students, (2) obstacles in the writing mhasiswa final report, and (3) the steps that can be done to overcome the difficulties and obstacles faced by the student in writing of the final report.

The difficulty in writing of the final report of the students

The results of the questionnaire analyses showed that the first level of difficulty for students in writing of the final report is writing a section of background issues. Another difficulty is the writing of problem formulation and problem limitation. Furthermore, it is the writing of the text of the benefits of research. Lastly, the lowest writing difficulty is writing the purpose of research. In detail, the difficulties faced by students in the writing of the final report can be seen in table 1 below.

Table 1: The difficulty of writing parts of the final report

Number	Types of Difficulty	Level Difficulty in percentage (%)			
		SM	M	S	SS
1	Write the text background problem	2	7	16	75
2	Write the text outline of the problem and the scope of the problem	13	22	27	38
3	Write the text benefits research	17	25	27	31
4	Write the text research objectives	25	42	21	12

Description:

SM: very easy

M: easy

S: difficult

SS: extremely difficult

Data about the difficulties faced by students in the writing of the final report in addition could be obtained from the analysis of the questionnaires, also obtained from the analysis of documents in the form of a final report 2014/2015 of students whose copies are 109 of the 126 students in the academic year 2014/2015. There were 17 students who had yet to collect the final report. The documents to be analyzed are: (1) background of the problem, (2) the formulation of the problem and the limitation of the problem, (3) the purpose of the research, (4) the benefits of research, and (5) research methods. Based on the results of the analysis of the documents retrieved data as follows.

Table 2: Precision of the substance of the introduction in the final report of the students

No.	Parts of text	Proper (%)	Improper (%)
1	Background Problem	91,74	8,26
2	Formulation of the problem and the scope of the problem	92,67	7,33
3	Research Objectives	96,33	3,67
4	The Benefits of Research	94,50	5,50

In contrast to the results of the analysis of the questionnaire, the results of the analysis of the figures shows that the accuracy of the document writing parts of the text of the final report on the chapter introduction is quite high with an average precision of 93.58%.

This indicates that the difficulties faced by the students in writing of the final report have been indirectly resolved. Although in the questionnaire students expressed their difficulties in the process of writing the final report, at the end of the process the students have been able to produce a final report appropriately. In the process of writing the final report of the students undergo phases of coaching, revision and refinement for the report which they wrote.

Barriers in the writing of the final report of the students

Based on the interviews that have been conducted, found a variety of answers that can be grouped into 4 groups of obstacles, namely (1) the resistance of the students, (2) resistance of the supervising lecturer aspect, (3) the resistance of the aspect of the institution/campus, and (4) the resistance of the subject of research.

Barriers to writing the final report reviewed directed aspect of college students

- a. Students less understand substance that must be written on each section of the final report. This is due to the material's learning Indonesian language on the writing of scientific papers have long been studied in semester.
- b. Students less mastered the subject matter chosen.
- c. Students less get references on the subject to be covered because the required references are hard to come by/not found. In addition, many of whom come from an obscure blog and from the book that was too old.
- d. Students have personal problems that interfere with their concentration in the writing of the final report such as family problems, financial problems or love problems.
- e. Students less understand the direction of the supervising lecturer.
- f. Students change the title. Replacement of the title is done on their own initiative often causing a problem in the writing of the final report that could not be solved. By having that problem, students choose a shortcut by replacing the title even though the replacement of this title led to the time of writing became much wasted.
- g. Students are less eager/lazy in following the process of supervision and the writing of the final report. This resulted in less vigor tutoring frequency becoming very less and the writing process becomes very slow.

There are obstacles in the writing of the final report coming from the advisor. In this writing, the advisors

- a. insists on their wills to determine the title.
So students have to think again about the new title with a new job that has to be started from the very beginning again. This is a huge waste of time for students in the writing of final report.
- b. have less competency in accordance with the subject chosen by the students. Thus, students do not obtain optimal supervision against reports they wrote.
- c. have different perceptions among themselves. In this situation the students get confused whom they had got to follow, the first advisor or the second advisor.
- d. are difficult to find because of their busy teaching hours. Surely it will affect their time to complete their final report writing.
- e. are not consistent with their former suggestions to students for corrections. This inconsistency is confusing them to continue writing the final report.
- f. are not correcting the final report in short time. This condition be one barrier to writing the final report.

Barriers in the writing of the final report of the students

The barriers faced by students in the writing of the final report are as follows.

- a. The number of courses taken by students is many.
- b. The time to write the final report is only given for 6 months. Six months is a very short time for the implementation of a process of research and writing the final report.
- c. There is no a guideline how to write the final report officially. Students write a final report based on the examples of final reports existing in the library. While the examples are very diverse and confusing students.

Barriers in the writing of the final report of research subjects

- a. The company is not willing to provide the data needed by the student. As a result, the title of the study should be replaced with a new proposal so a lot of time and effort are wasted.

- b. Respondents do not answer the questionnaire seriously. So, there was a chaotic information. This impedes the smooth process of writing the final report.
- c. The interviewees are difficult to find when the answers of interviewees are needed to complete the data required by the students.

Measures to overcome difficulties in the writing of the final report of the students

First, students must read a lot more references, both associated with the writing of scientific papers and associated with the selected subject matter. The activities are reading should be done as early as possible since the Indonesian language coursework students on semester 2. In addition, the student must also be a lot more reading and reviewing examples of scientific papers read from scientific journals as well as final reports from students before. This is important to expand students' insight about scientific works, in particular about the final report.

This step is needed a support by the lecturers teaching Indonesian Language course. On Indonesian Language course, it needs to be established about the writing of the scientific works, summarize the scientific readings; reproduce the training of writing scientific papers accompanied the process of coaching.

Steps to overcome barriers in the writing of the final report of the students

In the face of obstacles in the writing of the final report, there are some steps that can be done by students, advisors, study program, and chairman of State Polytechnic of Sriwijaya.

1. To deal with the obstacles that comes from the students themselves, the steps that can be done is as follows. At the time of attending Indonesian Language course and research methodology, students should read many references, ask and discuss with lecturers, take note of the information given by a lecturer to find a concept of writing parts of the final report. If there is still a bit of doubt, it can be consulted with the advisors.
2. To confront the obstacles that comes from advisors, the steps that can be done are as follows. Advisors may provide suggestions for a new title that is different from the proposals of the students, but should not impose their wills on the title that are not necessarily controlled by the students as the writer. If indeed the lecturer requires students to do a research in a specific title, advisors need to ascertain whether or not the student is able to top his proposal. In addition, the implementation of the proposed research needs to be facilitated by the advisors, as well as the reference.

The existence of advisors having competency areas of expertise must be chosen by the students. The students should propose the name of the advisors accompanied two or three titles proposed. Thus, the Department may consider the names of advisors with expertise in the student's proposed title. In this phase, advisors can declare objected over the title that are not included in the scope of his expertise.

3. To deal with the obstacles that comes from the institutions of the State Polytechnic of Sriwijaya, steps that can be done are as follows. The large number of courses that should be pursued by the students with the writing of the final report become a major obstacle in the completion report eventually. Many tasks are given so that students are faced with limited time to write the final report. Therefore, it is the policy of the management at State Sriwijaya of Polytechnic to be able to revise the curriculum so that they all can run.
4. To confront the obstacles that the object comes from research/company, the steps that can be done are as follows. Not getting the required data from the company that will scrutinize certainly will greatly inhibit the final student report writing. To anticipate these barriers, students need to communicate this matter earlier to the company at the

time he did practical work/internship activities. When it is known that there are no opportunities, students can more quickly find other companies that can help provide the required data.

The existence of the respondents who are not willing to give feedback or randomly in answering the questionnaire is one of the barriers for students in the writing of the final report. In this case, researchers certainly cannot force the respondents to give responses in questionnaire research. Therefore, the need for cooperation between students with people who have a relationship with the respondents.

Interviewees in interviews are the respondents who have an authority in the scope of the issues to be covered in the study. The resource person is sometimes difficult to find and become a barrier for students in the writing of the final report. To overcome this obstacle, the student may request the assistance of the mediator to make the promises of the interview. When it is not possible to meet directly, the interview may be conducted by telephone.

CONCLUSIONS

Students majoring in Business Administration Program D3 State Polytechnic of Sriwijaya faced many difficulties and obstacles. The difficulties faced by students in the form of difficulty of writing the background with numbers 91%, formulation of the problem and the scope of the problem 65%, 58%, benefits of research and research purposes 33%.

Obstacles faced by students from various aspects, namely: students, lecturers, mentors, institutions, and the subject of research. The resistance of the students is a student less to understand the substance of which should be written; less master the subject selected; lack of references; having personal problems; less understood the direction of lecturers; replace the title; less excited.

Lecturers like imposing title and have less skill competency in accordance with the title. It does not wonder when both lecturers, first advisor and second advisor sometimes have the perception on the subject their students are discussing. Sometimes, the advisors were not consistent with what they asked their students to revise.

Aspects for the institution are the time of writing only six months, and there has no definite writing guidelines. The subject of research sometimes did not give the data the students required.

Associated with the findings in this study, it is recommended to State Polytechnic of Sriwijaya institutions to be able to assign various policies in the process of writing the final report. The policy needs to be established, as follows:

- a. The need for Standard Operation Procedure (SOP): the process of writing on the final report which clearly starts from the initial phase (submission of title) until on the final stage (the collection of the revised final report) so as not to confuse students, lecturers supervisor, or party departments.
- b. Need for the issuance of the Letter Decision (SK) Supervisor assigned early so that students can do preparation as early as possible.
- c. The need to do an evaluation of research methodology course at the end of the semester so that students can better focus in the research and writing of the final report.
- d. The need for issuing Guidelines in pursuit of a final report which followed with the equalization of perception for the supervising lecturer prior to the start of the process of coaching so that confusion does not occur in the process of supervision.
- e. Need for published guidelines for writing a final report is evaluated at the latest of each year so that students have the most up-to-date reference for sure.

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