STUDENTS' DIFFICULTIES IN COMPOSING RESEARCH PROPOSAL

THESIS

Submitted in Partial Fulfillment of The Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in Teaching English

By

CITRA KIRANA MOKOGINTA

NIM : 20126009

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

MANADO STATE INSTITUTE OF ISLAMIC STUDIES

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Approved by:

The **Dean of Tarbiyah and Teacher Training Faculty IAIN Manado**

Dr. Arhanuddin, M.Pd.I
NIP. 198301162011011003

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Citra Kirana Mokoginta

NIM : 20126009

Tempat/Tgl. Lahir : Solimandungan I, 07 Oktober 2003

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Solimandungan I, Kec. Bolaang, Kab. Bol-Mong

Judul : *"Students' Difficulties in Composing Research Proposal"*

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 14 Oktober 2024
Penulis,

Citra Kirana Mokoginta
NIM: 20126009

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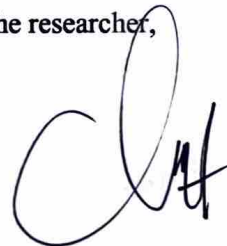
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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

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The researcher,

Citra Kirana Mokoginta
NIM : 20126009

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ABSTRACT

Name of the Author	: Citra Kirana Mokoginta
Student Id Number	: 20126009
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education Study Program
Thesis Title	: Students' Difficulties in Composing Research Proposal

This research identifies the difficulties faced by students in composing research proposal. The aims of this study are: (1) To identify Students' Difficulties in Composing Research Proposal faced by English Education Study Program students ofthe Academic year 2020/2021; (2) To identify Students' Strategies in Minimizing the Difficulties in Composing Research Proposal by English Education Study Program students of Academic year 2020/2021. This study utilizes a qualitative method, and data were collected through interviews. The participants in this study are English education students from the 2020/2021 academic year at the Faculty of Tarbiyah and Teacher Training, totaling 27 students, with a sample of 18 students consisting of 3 males and 15 females who have completed their proposal examinations. This study found that students face difficulties in composing research proposal, which can be into two categorized: Academic, including Inability to write Academically, grammatical rules, paraphrasing, and limited vocabulary; and Non-Academic, including lack of motivation and lack of suitable feedback. The Strategies employed by students to minimize difficulties in composing research proposal include doing a lot of practice in writing, utilizing tools to assist in their writing, asking advisors for guidance and feedback, asking friends guidance and feedback, and improving English language proficiency.

Keywords: *students' difficulties, composing, research proposal*

ABSTRAK

Nama	: Citra Kirana Mokoginta
Nomor ID Mahasiswa	: 20126009
Fakultas	:Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Tesis	: Kesulitan Mahasiswa dalam Menyusun Proposal Penelitian

Penelitian ini mengidentifikasi kesulitan yang dihadapi mahasiswa dalam menyusun proposal penelitian. Tujuan dari studi ini adalah: (1) Mengidentifikasi Kesulitan Mahasiswa dalam Menyusun Proposal Penelitian yang dihadapi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris angkatan 2020/2021; (2) Mengidentifikasi Strategi Mahasiswa dalam Meminimalkan Kesulitan dalam Menyusun Proposal Penelitian oleh mahasiswa Program Studi Pendidikan Bahasa Inggris angkatan 2020/2021. Penelitian ini menggunakan metode kualitatif, dan data dikumpulkan melalui wawancara. Partisipan dalam studi ini adalah mahasiswa pendidikan bahasa Inggris dari tahun akademik 2020/2021 di Fakultas Tarbiyah dan Keguruan, yang berjumlah 27 mahasiswa, dengan sampel 18 mahasiswa yang terdiri dari 3 laki-laki dan 15 perempuan yang telah menyelesaikan ujian proposal mereka. Penelitian ini menemukan bahwa mahasiswa menghadapi kesulitan dalam menyusun proposal penelitian, yang dapat dibagi menjadi dua kategori: Akademik, termasuk ketidakmampuan menulis secara akademis, aturan tata bahasa, parafrase, dan kosakata yang terbatas; serta Non-Akademik, termasuk kurangnya motivasi dan kurangnya umpan balik yang sesuai. Strategi yang diterapkan oleh mahasiswa untuk meminimalkan kesulitan dalam menyusun proposal penelitian meliputi banyak berlatih menulis, memanfaatkan alat bantu dalam penulisan, meminta bimbingan dan umpan balik dari dosen pembimbing, meminta bimbingan dan umpan balik dari teman, serta meningkatkan kemampuan bahasa Inggris.

Kata kunci: kesulitan mahasiswa, menyusun, proposal penelitian.

CHAPTER 1
INTRODUCTION

A. Background of Study

In Indonesia, many students are now studying English as a foreign language. Additionally, it has gained international recognition in the field of education. The four language skills that English Education stud ents acquire are speaking, listening, reading, and writing. These skills are based on Standard Competence and Basic Competence.

Generally, writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorder.[1] These concepts are interpendent basically because human ideas, feelings, emotions, interaction are expressed through these processes. Heaton had stated about the definition of writing it self writing is kind effort to transfer oral language into written form. From the definitions above the researcher can conclude that writing is a way to produce language that comes from our thought to transfer into written form.

In this context, Rasullulah SAW said in one of the Hadiths:

$$\text{بِالْكِتَابِ الْعِلْمَ قَيِّدُوا}$$

Meaning:
"Bind the knowledge with writing" (HR. at-Thabarani).

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[1]Ahmad Dahlan, *Dealing with linguistic problem faced by master's students in their thesis writing*, Ahmad Dahlan Journal of English Studies,2016

The implied message of Rasullulah SAW in the Hadith meant that writing is a medium to connect and retain knowledge, so that it is not easily forgotten.[2]

The hadith is meant that writing is the strongest way to safeguard knowledge, given the weaknesses and limitations of human memory. Without writing, there is no guarantee of retaining all information, insights, and lessons. Therefore, effective writing is essential, requiring writers to skillfully manage their work to ensure its quality and importance. The process of writing involves several intricate steps, including selecting a topic, brainstorming ideas, conducting research, exploring insights, outlining, composing, revising, editing, and proofreading.

Writing is a process of exploring ideas and feelings on a particular topic.[3] Writing is a reflective activity that requires sufficient time to consider a particular topic and analyze and classify any prior knowledge. According to Phonna, writing is a complex process that requires the writer to pay close attention to linking right words together.[4] Academic writing aim to prepare university students for the final task of writing a thesis.[5]

However, Wilkinson and Hommes confirmed that academic writing could be specific writing task that the students are required to write during their studies, such as papers, reports, literature reviews, projects, case studies, dissertations, theses, research proposal, and articles.[6] Therefore, students need to be able to write good academic writing to accomplish their academic tasks

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[2]Jufran Udo, Anjuran Rasullulah SAW, (Tangerang Selatan:Islamic Digital Indonesia,2019)

[3]Akmal, S., Dahliana, S., & Fadhila, R. (2020). *Cooperative assessment writing practices in an Acehnese private university: Helping or troubling?* J3T 5(2), 107- 109.

[4]Phonna, Rahmi. (2014). *An analysis of students' free writing*. Englisia: Journal of Language, Education, and Humanities, 1(2).

[5]Akhadiyah, D. D., Ulfatin, N., & Kusumaningrum, D. E. (2019). *Muatan life skills dalam kurikulum 2013 dan manajemen pembelajarannya*. JAMP/: Jurnal Administrasi dan Manajemen Pendidikan, 2(3), 107-113.

[6]Wilkinson, R., & Hommes, J. (2010). *A guide to academic writing skills*. Netherlands University Publication.

during their studies. A research proposal is one of the products in the academic field.

According to Emerson, study proposal also provides enough details for the reader to evaluate the suggested research and understand exactly what the readers should expect from the students.[7] A research proposal is a brief explanation of the planned research to be carried out. In higher education, writing a proposal is a mandatory final assignment for a student if they want to complete an education level. All students who will complete their education will certainly face the stages of designing a research proposal, and for students who have fulfilled the requirements can submit research proposals in accordance with the provisions that apply to their respective colleges. This is the first step of the long stage of research that will be carried out by students in conducting research.[8]

In university, especially the IAIN Manado, students are required to pass a research proposal examination first before they conduct their study and write their undergraduate thesis further. Specifically, for the undergraduate program of English Education, the student can start to write a research proposal since the third year of their study. It can be said that a research proposal is the first step in resulting in a graduation thesis and intends to defend their topic by convincing an academic supervisor and examiner. So, that they gain approval to continue their actual research.

However, writing a research proposal is quite challenging. Many students attempt to write proposals without fully understanding the difficulties involved, which may include finding relevant journals, personal challenges, or issues with organizing grammar.[9]

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[7] Emerson, L. (2007). *Writing guidelines for education students*. Australia: Thomson.

[8] Anson, Rachel & Smith. (2004*). Undergraduate Research Projects and Dissertations: Issues of Topic Selection, Access and Data Collection Amongst Tourism Management Students*. Retrieved February 17, 2020 from

[9] Oshima, Alice and hoque ann*, introduction to academic writing, second edition,* new york; addison (2012)

Several studies have revealed this issue. As described in a study Muh Riswan, the findings reveal that students experienced two categories of difficulties, namely academic and non-academic[10]. In addition, Erlin Apriyani revealed that students have difficulty in paraphrasing and a limited vocabulary[11]. Cyntia stated in her findings that students struggle with determining a topic and writing a good literature review[12]. Putri Islamiah also mentioned in her findings that students have difficulties in finding information sources and designing research methodologies[13]. Raskova & Afif found 195 errors in thesis writing[14]. And Annisa Ismi revealed in her findings that there are two strategies students use to deal with difficulties in writing a thesis: a problem-focused coping strategy and an emotion-focused coping strategy[15].

The difficulties previously revealed by researcher can have a negative impact on the process of preparing research proposal, which in turn can slow students' academic progress and affect the quality of the research produced. Therefore, it is important to understand the factors causing these difficulties and to find solutions that can assist students in developing good and effective research proposal.

Based on observations and the researcher experience during the 6th semester in the Research on ELT course, it was found that students from the 2020/2021 academic year faced difficulties in writing research proposal, which are the final assignment for the Research on ELT course. Not only in

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[10]Muh Riswan (IAIN Parepare,2023), *" Analysis of Students Difficulties in Writing Thesis in English Education Program at IAIN Parepare".*

[11]Erlin Apriyani (FTIK UIN Syarif Hidayatullah Jakarta,2022), *"An Analysis of Students' Strategies to Overcome difficulties in Writing Theses".*

[12]Cyntia Puspita (IAIN Curup,2019), *" An Analysis of Factors That Affecting Students' In Writing Thesis."*

[13]Putri Islamiah (UIN AR-RANIRY,2020), *"Students' Difficulties In Designing Research Proposals".*

[14]Raskova Octaberlina, Afif Ikhwanul Muslimin (2022), *"Error Analysis on EFL Students' Thesis Proposal Writing".*

[15]Annisa Ismi (2023), *"Students Strategy in Writing A Thesis (A case Study at English Study Program of IAIN CURUP".*

the Research on ELT course, but students should have already submitted their proposal titles and completed the proposal defense by the 6th semester. However, they submitted their titles and completed their proposal in the 9th semester.[16]

Therefore, the researcher is interested in identifying the students difficulties face in writing research proposal and students strategies in minimizing difficulties. Based on the those issues, the researcher conducted a research titled "**Students' Difficulties in Composing Research Proposal".**

B. Research Question

1. What are the difficulties faced by English Education Study Program Students of the academic year 2020/2021 in composing research proposal?
2. What are the students of English Education Study Program, academic year 2020/2021 strategies in minimizing the difficulties in composing research proposal?

C. Research Objectives

The objectives of this study are as follows:

1. To identify students' difficulties in composing research proposal faced by English Education Study Program Students of the academic year 2020/2021.
2. To identifying students' strategies in minimizing the difficulties in composing research proposal by English Education Study Program Students of the academic year 2020/2021.

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[16]Pra-obsevation, Students English Education Study Program, academic year 2020/2021

D. Limitation of The Study

Based on the identification of the problems that had been formulated previously, the focus of the research prioritized the difficulties faced by students in writing research proposals and the strategies students used to minimize these difficulties in preparing proposals for the English Education Study Program students of the academic year 2020/2021.

E. Significance of The Study

The result of this research is expected to be significant both in theoretically and practically :

1. Theoretical significance

   The results of this research explained the difficulties students faced in writing research proposal. Consequently, researcher can conduct further studies that are more relevant to this research to obtain a comprehensive picture of students difficulties in composing research proposal.

2. Practical significance

   This research is expected to be beneficial for the English Education lecturers at FTIK IAIN Manado. Additionally, lecturers can anticipate the difficulties students face in composing research proposal by referring to the information in this study. The results of this research provided additional information to English Education lecturers at the university level and helped them better understand the challenges students encountered. For students, this research can offer better insights for use in writing research proposal.

F. Definition of Key Terms

1. Students' Difficulties

   Students' difficulties refer to a condition experienced by students who struggle to understand something or a situation due to a problem.[17]

2. Composing

   Composing is the act of putting ideas, goals, and emotions into meaningful written form.[18]

3. Research Proposal

   A research proposal is a written document that offers a through explanation of the suggested course of study. It provides a reader with an overview of the material covered in a project and functions similarly to an outline of the complete research process.[19]

   Based on of key terms above Students Difficulties in Composing Research Proposal is students often face difficulties in writing research proposal, which are important documents that detail the study plan and provide a comprehensive overview of the research process. Writing a research proposal involves presenting ideas and objectives in a structured written form. These difficulties reflect challenges in understanding and organizing information to create an effective proposal.

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[17]Putri Islamiah (UIN AR-RANIRY, 2020), "*Students' Difficulties in Designing Research Proposal*",P.7

[18]Kurniaman, O., Yuliani, T & Mansur, M (2018). Investigating Think Talk Write(TTW) Learning Model to Enhance Primary Students' Writing skill. Journal og Teaching and Learning in Elementary Education (JTLEE), 1(1).

[19]Kabir, S. (2018). Basic Guidelines for Research: Research Proposal. Chittagong-4203, Bangladesh:Book Zone Publication.

CHAPTER II
REVIEW OF LITERATURE

A. Writing

1. The definition of writing

    Durga & Rao stated that generally, students who have excellent writing abilities are easy to state and communicate their thoughts and get their goals. The main thing that has to be learned by the students in writing is to know how to write incoherence, the right grammatical structure, and adequate spelling. It can be said that mastering writing skills can improve our ability to communicate and express our ideas in written form.[20]

    Writing good sentences requires the learners to teach the rules of English grammar and mechanics such us the correct use of verbs and pronouns, as well as command and other marks of punctuation. When writing something, the author must use the complete sentence in order to avoid making mistakes. In expressing something, the author needs components of writing that are complicated.

    Writing is a way of demonstrating linguistic competence through written language, as opposed to spoken language. It is a manifestation of using language as a communication medium. In writing, the author, who provides the information, does not interact face-to-face with the readers. As a result, any misunderstandings caused by readers misinterpreting the text can have serious consequences.[21]

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[20] Durga, M. V. S. S., & Rao, C. S. (2018). Developing Students " *Writing Skills in English-A Process Approach*. Journal for Research Scholar and Professionals of English Language Teaching, 2(6)

[21] Sutanto, Leo, *essay writing english for academic purpose*, ed. 1;Yogyakarta: C. V Andi Offest. 2007

2. Components of writing

In improving writing skill, there are five components of writing namely: content, organization of writing, vocabulary, grammar and mechanics.

1.1 Content

There are at least four things that can measured in connecting with content, the composition should contain one central proposed only should have unity should have coherence and continuity and should be adequate develop. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion.

1.2 Organization

The purpose of organizing written material is to ensure coherence and to structure it from general to specific information. When arranging content, learners should follow a chronological or spatial order. This means they should present their ideas in the sequence they occur, from start to finish, to maintain clarity and flow.

1.3 Vocabulary

Vocabulary is a crucial component of writing, as it is essential for expressing ideas. A lack of vocabulary can hinder someone's ability to articulate their thoughts. When writers struggle to find the right words, it becomes difficult to convey their message effectively. A rich vocabulary helps writers

1.4 Grammar

Grammar in descriptive and other forms of writing involves using correct language and grammatical rules. Adequate grammar should enable the production of coherent and correct sentences. Beyond creating individual functional sentences, good grammar helps students improve their use of formal language, enhancing the overall quality of their writing.

1.5 Mechanics

There are at least two parts of mechanics in writing, namely punctuation and capitalization. Punctuation is important as it clarifies meaning. In English writing, capital letters serve two main purposes: first, to distinguish proper nouns and specific things; second, to begin sentences, quotations, formal statements, proper adjectives, etc.[22]

3. The process of writing

There are three steps in writing process, they are prewriting, writing and revising. All of those steps are important to make our writing better and systematic.[23]

3.1 Prewriting

Prewriting is the initial step in the writing process, serving as preparation before actually writing. It involves warming up the brain and gathering ideas to write about. There are several ways to warm up before we write.

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[22] J.B Heaton, *writing english language test (new edition)*. (Longman inc. new york, 1998), p. 148

[23] Farid Helmi, *improving students writing recount text by using personal letters*, (semarang:walisongo state institute for islamic studies, 2012), p. 16-18

3.1.1 Brainstorming

Brainstorming is a prewriting activity that involves generating and listing ideas related to a topic. In this technique, you write down every single idea that comes to mind, without filtering or evaluating them initially.

3.1.2 Clustering

Clustering is another technique for organizing ideas. It involves visually representing ideas using circles and lines that connect them to one another. The main topic is placed in the center as a core circle, with related ideas spread out around it, interconnected by lines. There are steps of clustering process:

1. Write our topic in the center of blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic incircles around the main circle.
3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.

3.2 Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

3.2.1 Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

3.2.2 Stick the topic does not include information that does not directly support the main idea.

3.2.3 Arrange the sentences so that the other ideas make sense.

3.2.4 Use signal words to help the reader understand how the ideas in your paragraph are connected.

3.3 Revising

   The last steps is revising, it is important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this steps we can enrich our writing content with add new sentence to support others ideas, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

3.3.1 Add new ideas to support the topic.

3.3.2 Cross out sentences that do not support the topic.

3.3.3 Change the order of the sentences.

3.3.4 Using the following checklist to revise your paragraph.

3.3.5 Make sure you a topic sentence.

3.3.6 Cross out sentences that do not relate to the main idea.

3.3.7 Check to see if the sentences are in the right order.

3.3.8 Add new ideas if the support the topic sentences.

3.3.9 Make sure you have included signal words to help guide the rider.

3.3.10 Check the punctuation, spelling and grammar.

4. Goals of writing

   Lannon in Hanaria categorized the writing in college into three major goals. These goals are as follows:

   4.1 Expressing writing

   Expressing writing mostly about the writer himself, contains the writer's feeling, experience, personality and the like. Its goal is to help readers understand something about the writer's self with his audience.

   4.2 Explanatory writing

   Explanatory writing is mostly about writer's opinion, attitude, observation or suggestion on the outside subject. The goal is not so much to express emotion. It is to provide the readers with information that explain the writer's viewpoint or position, most or writing has a referential goal.

   4.3 Persuasive writing

   Persuasive writing is mostly about the audience beyond merely inform readers. The goal is motivate the audience to change their thinking or take some action on a controversial issue-persuasive writing is the designed to appeal to the audience seasons and something their emotion as well. The focus in each situation of persuasive writing is the audience's way of thinking.[24]

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[24] Hanari, Developing *writing skill of the eight class student of MTS Bajo by Ordering Sentence Activity into a Paragraph.* (STAIN Palopo : 2010). p. 7

5. The importance of writing

   The researcher has found some references of the importance of writing activities states there are a lots the reason why the writing is very important, as follows:

   5.1 Writing help us to organize our ideas, we can arrange them into the coherent form.

   5.2 Writing down ideas allows us to distance ourselves when we write the topic

   5.3 Writing is tool of discovery, we stimulate our though process by act of writing into information and image who have our unconscious mind.

   5.4 Writing can generate new ideas by helping us to make connecting and relationship.

B. Academic Writing

1. The Definiton of Academic Writing

   Academic writing is the way researchers articulate the intellectual limits of their disciplines and their specific areas of expertise.[25]

   According to Whitaker, academic writing involves writing specifically for university programs. While instructors may use different terms like essays and research reports (including research proposal and abstracts) to describe these tasks, they all share common goals and principles.[26] Besides, according to Bowker, Academic writing is a unique form of writing characterized by its own specific rules and conventions.[27]

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[25]Hartley,James. *Academic writing and publishing*: A partical guide, new york: Routledge, 2008

[26]Whitaker, A. (2009*). Academic writing guide: a step-by-step guide to writing academic papers*. Bratislava, Slovakia: City University.

[27]Bowker, N. (2007). *Academic writing: a guide to tertiary level writing*. Palmerston North: Massey University.

2. The Purpose of Academic Writing

According to Bailey, the aims of academic writing are to present the research conducted by the authors, address the questions posed or chosen by the author, explore topics of common interest and share the author's perspectives, and to integrate and analyze research done by others on a particular subject.[28]

C. Research Proposal

1. The definition of research proposal

According to Samuel. M, "The research proposal is a planning document about a research problem and describes what is to be studied and how. The research proposal helps you to focus your research aims, clarify the importance and the need, describe the methods, predicted the problems and outcomes, and plans alternatives and interventions".[29] Preparation of research proposal is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible, yielding maximal information with minimal expenditure of effort, time, and money.

Research proposal is a key requirement for students about a brief description of the research plan to be conducted to obtain a bachelor when they finish their study from university or college, it determines the specific areas of research, states the purpose, scope, methodology, overall organization and limitations of the study. According to Nawangpuli & Arsana, a good research proposal must have an interesting title, the background must be clear and support the research, the research statement must be delivered clearly and supported by purpose and aims, there are

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[28]Bailey, S. (2011). *Academic Writing : A handbook for International Students*. In Routledge Taylor&Prancis Group (Vol. 5, Issue 4).

[29] Samuel, M. (2015). *Research Proposal Guide*. University Cape Town: University of The Western Cape.

strong reasons why the research is important to be researched and supported by previous literature studies.[30]

2. The purposes of research proposal

The research proposal serves several purposes. As it is prepared by the students for conducting their study, it communicates their intentions by stating the purpose of their intended study and its importance together with step by step plan for conducting the study. It is also provides sufficient information to enable the reader to evaluate the proposed research and provide the reader with a clear indication of what the students are expecting to do, how, when, and why. As stated by Karanja on his book entitle "A Guide to Research Proposal and Thesis Writing", research proposal is a comprehensive plan for a research project. It is a written description of a research plan that has to be undertaken, it determines the specific areas of research, states the purpose, scope, methodology, and overall organization and limitations of the study.[31]

According to Samuel. M, the proposal aims to provide a description of an activity plan in a complete, clear, concise, and easy to understand as a consideration for supervisors who give approval for the proposed activity. Yet, a proposal is not merely a mini research paper. It should have a specific and narrow topic. The topic should be interesting and original.[32]

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[30] Arsana, A & Nawangpuli, B. (2012). *Panduan Mengenai Proposal Penelitian.*

[31] Karanja, J. (2016). *A Guide to Research Proposal and Thesis Writing.* Kenya: KIM school of Management & Kenya Prisons Service

[32] Samuel, M. (2015). Research Proposal Guide. University Cape Town: University of The Western Cape, p.5

3. The content of research proposal

Prior to conducting research, every researcher must prepare a research proposal properly. According to Arsana & Nawangpuli, a research proposal usually consist of cover page, introduction and background of study, research question, the aim of study, literature review, research methodology, instrument and data collection, data analysis and references.[33] Furthermore, Khuriyah mentions that the standard of research proposal structure has three sections: an introduction, a review on related study and research methodology. The sections are connected to each other and some of them may contain more than one chapter. The structure of the proposal in writing a research proposal consists of:

3.1 Title

Samuel. M, stated that after identifying a research problem, a suitable title of the research should be given. The title should be brief and provide a good idea about the focus thesis, specific, convey clearly, meaningful, easy to understandable, succinctly the topic being research, and not more than two lines. Most accurately represent the objective and indicate the purpose of the study.[34]

3.2 Introduction

This is a brief description of what the research proposal is about. According to Arsana & Nawangpuli, introduction of study should be clear, concise directly to the focus of research and should lead up to the statement of the problem which introduces the study and states the focus of the study, begins with background information regarding the problem under investigation. The introduction should have 6 aspects, there are: Background of study, research question,

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[33] Arsana, A & Nawangpuli, B. (2012). *Panduan Mengenai Proposal Penelitian.*

[34] Samuel, M. (2015). *Research Proposal Guide*. University Cape Town: University of The Western Cape, p.15

research objectives, limitation of study, significance of the study and definition of key terms.

3.3 Literature Review

According to Baron, "The purpose of Chapter II is to provide the reader with a comprehensive review of the theoretical related to the problem under investigation. The theoretical review should greatly expand upon the introduction and background information presented in Chapter I. This chapter may contain theories and models relevant to the problem, and significant research data published about the problem. The first section of Chapter II generally indicates how the chapter is organized and explains the subsections that comprise the chapter."[35]

3.4 Research Methodology

According to Baron, "Chapter III present a discussion of the specific steps used in the literature review and collection of data for the study. This chapter begins with a restatement of the research problem and usually includes accompanying hypotheses or research questions. The information regarding methodology should be comprehensive and detailed."[36] The research methodology have a few aspects, they are: Research setting, research participants, Data collection technique, research instrument, Data analysis technique.

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[35] Baron, M.A. (2008). *Guidelines for Writing Research Proposals and Dissertations*. Division of Educational Administration: University of South Dakota. p. 9

[36] Baron, M.A. (2008). *Guidelines for Writing Research Proposals and Dissertations*. Division of Educational Administration: University of South Dakota. p. 11

3.5 References

Kiranja, argues that the use of good references is one of the important things to show the ability and experience of the author in conducting research and making a valid reporting.[37]

In brief, a research proposal describes what the researchers will investigate, why it is important, and how they will do the research. The format of a research proposal varies between field, but most research proposals should contain at least with cover page, introduction, literature review, research methodology/research design and reference list. There may be some variation in how the sections are named or divided, but the overall goals are always the same.

D. The Difficulties in Writing Research Proposal

Josephine, describe that students with writing problem have difficulties in writing to communicate their ideas.[38] People who have trouble writing often find it hard to express their ideas clearly. Many undergraduate students, particularly those for whom English is not their first language, may encounter difficulties when writing a research proposal, especially if it's their first time doing so as undergraduates. These challenges can include various problems they face throughout the process.

According to Singh, Students face two categories of difficulties in writing a research proposal: academic and non-academic.[39]

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[37] Karanja, J. (2016). *A Guide to Research Proposal and Thesis Writing*. Kenya: KIM school of Management & Kenya Prisons Service

[38]Josephine, A. O. (2012). *Teaching Learners with Reading and Writing Problems in the Classroom.* ersity of Oslo: Department of Special Needs Education Faculty of Educational Sciences.

[39]Singh, M. K. M. (2017). International EFL / ESL Master Students " *Adaptation Strategies for Academic Writing Practices at Tertiary Level*. Journal of International Students, *7*(3).

1. Academic

    1.1 Inability to Write Academically

    Someone's inability to write a research proposal according to established academic standards. This can include various aspects such as writing structure, references and citations, argument quality, and technical skills. This inability can occur for various reasons, such as lack of training, experience, or understanding of what is required in academic writing.

    1.2 Grammatical Rules

    Grammatical rule is one of the difficulties leaners encounter when learning another language. As a result, grammar is an essential skill for language students to master. Grammar is the foundation of a languages proficiency. Therefore, students should master the grammatical rules to avoid misunderstanding the writing.

    1.3 Paraphrasing

    Paraphrasing is one technique for preventing plagiarism and improving students' academic writing skills. Plagiarism is defined as citing words or ideas from a source but not crediting the author. It is regarded as a form of stealing and is classified as an academic crime.

    1.4 Limited Vocabulary

    The limitation of vocabulary will limit their creativity in writing because they only know a small portion of words. While vocabulary mastery is important. students should master many words so they can easy to learn the target language.

2. Non-Academic

   2.1 Lack of Motivation

   Many students are unable to complete their thesis on time due to a lack of motivation. Two factors affect students' motivation. The factors may come from themselves and may come from their environment. Unmotivated people are those who have no impetus or inspiration to act, whereas motivated people are those who are energized or activated toward a goal. Therefore, students who lack motivation will affect their achievement in learning English, especially in writing.

   2.2 Lack of Suitable Feedback

   a. Non-Academic

   Feedback is important in interactive activities for learning a second language and in-process writing. Oral feedback may provide a better understanding of students' strengths and weaknesses. Therefore, providing feedback to the students writing is essential to produce quality writing of the research proposal.

E. Strategies in Writing Research Proposal

To face the problems in writing research proposal, there are many strategies that students did. Writing strategies assist students in producing proficient writing. It means that the strategies that students use in the writing process help students organize and perfect their writing.[40]

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[40]Mastan, M. E. B., Maarof, N., & Embi, M. A. (2017). The effect of writing strategy instruction on ESL intermediate proficiency learners' writing performance. Journal of Educational Research and Review, 5(5), P.71-78

Keumala M Firdani, it has been found that students develop multiple strategies in academic writing:

1. Students frequently exchange information and discuss their ideas with peers.

2. Students typically create an outline and draft before writing to gather and explore ideas.

3. Students often engage in organizational revisions for content and writing coherence with peers, asking them to review their work.

This is a common practice among students who may have limited time for revising their writing, particularly to ensure coherence, grammar, spelling, and punctuation are correct. When faced with challenges such as translation and ensuring correct grammar usage, students also rely on translation tools and grammar checkers. However, each student employs distinct strategies to overcome these challenges, adapting them according to their individual abilities.[41]

A study conducted by Singh, focused on finding strategies to overcome difficulties in academic writing, such as research proposals. Four strategies are mentioned in the results of this study:

1. Doing a lot of practice in writing

Doing a lot of practice in writing can enhance the quality of academic writing. Students can improve their skills in choosing suitable vocabulary and composing grammatically accurate sentences.

2. Utilizing tools to assist in their writing

Students can use both offline and online dictionaries to choose the right vocabulary for their academic writing. Additionally, they can leverage Google to find journals, articles, e-books, and other resources to support their writing ideas.

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[41]Keumala, M., Firdani, F., Ismail, N. M., Ramadhani, H., & Idami, Z. (2019). Strategies fashioned by EFL students in enduring academic writing. Proceedings of EEIC, 2, P. 42-49.

3. Asking advisors" guidance and feedback

Guidance and feedback from lecturers or advisors can assist students in enhancing their writing skills.

4. Asking friends" guidance and feedback

Receiving guidance and feedback can help us in drafting research proposal. They can correct grammatical errors, punctuation mistakes, word choices, etc. The primary role of peers is to assist researchers in revising and developing their skills. Therefore, this strategy has a positive effect on students' performance by enhancing their understanding and knowledge in writing research proposal.

5. Improving English language proficiency

Joining the English proficiency program in a course or university can improve writing ability. Besides, listening to spoken English through youtube videos and reading several transcripts of conversations from the internet can be the alternative a way to improve English proficiency.[42]

F. Previous Studies

Table 1.1 Previous Studies

No	Research Identify	Similarities	Differences	Research Originality
1	Cyntia Puspita, titled "*An analysis of Factors That Affecting Students' Difficulties in Writing Thesis*".	Focus of the research	Research design used Mixed-methods, research Instruments, research setting	The theory of the research
2	Putri Islamiah,	The research	Research setting.	

[42]Singh in Putri Islamiah (UIN AR-RANIRY, 2020), *"Students' Difficulties In Designing Research Proposals."*

	titled "Students' Difficulties in Designing Research Proposals".	design used Qualitative	Focus of the research	
3	Erlin Apriyani, titled "An Analysis of Students' Strategies to Overcome Difficulties in Writing Theses".	The limitation of the Problems	The instruments of the research, Research design used Qualitative descriptive,research setting	
4	Muh Riswan,titled "Analysis of Students' Difficulties in Writing Thesis in English Education Program at IAIN Parepare".	Focus of the Research	Research Design used Quantitative Approach, Research Intruments,research setting	
5	Raskova Octaberlina and Afif Ikhwanul Muslimin, titled "Error Analysis on EFL Students' Thesis Proposal Writing".	Focus of the Research	Research design used Quantitative, research setting	
6	Annisa Ismi, titled "Students' Strategy in Writing A Thesis (A Case Study at English Study Program of IAIN Curup)".	Research design used Qualitative	Focus of the researh, research setting	

There are several previous studies related to this research. First, a study from Cyntia Puspita who conducted research with the title *"An Analysis of Factors That Affecting Students' Difficulties In Writing Thesis"*. This research aims to determine students' difficulties in writing a thesis. In his research, he used A Mixed-Method with the population and research subjects being all 49 TBI students. This researcher took the instruments used in the form of questionnaires, interviews and questionnaires to determine students' difficulties in writing theses and the factors that influence students' difficulties in writing theses. The data obtained from this research shows significant findings (1) there are 82% or 40 students experiencing difficulties with personality factors, namely a lack of self-confidence in determining the thesis topic and in writing a good literature review. (2) there are 83% or 41 students experiencing difficulties with the sociocultural factors included in the university culture department's understanding of thesis writing format. (3) there are 86% or 42 students experiencing difficulties with linguistic factors, they have difficulty paraphrasing sentences from sources to writing their thesis.[43]

The second, a study from Putri Islamiah conducted research with the title *"Students' Difficulties In Designing Research Proposals"*. This research aims to determine students' difficulties in designing proposals and propose possible solutions to overcome students' difficulties in designing research proposals. This research uses a qualitative descriptive method and data collection is carried out through interviews. The participants of the study were two lecturers who taught English Language Research and six undergraduate English Department Students of UIN Ar-raniry batch of 2015 who designed a research proposal. The technique in selecting the participants in this study was random sampling. As a result of this research, researchers found that students'

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[43] Cyntia Puspita (IAIN Curup, 2019), *"An Analysis of Factors That Affecting Students' Difficulties In Writing Thesis"*

difficulties in designing research proposals include finding the title or problem, finding sources of information, understanding the proposal, developing ideas, designing research methodology and understanding journals. The solutions used by students in designing research proposals are lots of journals, international articles, looking for lots of reference materials and sources, asking for help from lecturers and friends and improving academic language.[44]

The third, a study from Erlin Apriyani conducted research with the title *"An Analysis of Students' Strategies to Overcome Difficulties in Writing Theses"*. This research aims to determine and analyze students' difficulties in writing their theses and their strategies for overcoming these difficulties. This study used descriptive qualitative method. The population of this research is 2019-2021 fresh graduate students majoring in English education and a sample of 30 people. Researchers used data collection with questionnaires and interviews. The results of this research show that students experience academic difficulties, namely including grammar rules, limited vocabulary and paraphrasing, and non-academic, namely including limited guidance and input from lecturers and a lack of motivation in writing a thesis. Apart from that, students use several strategies to overcome difficulties by using writing aids, asking for guidance from supervisors and input from friends, and also practicing writing a lot.[45]

The fourth, a study from Muh Riswan conducted research with the title *"Analysis of Students Difficulties in Writing Thesis in English Education Program at IAIN Parepare"*. This research aims to describe the difficulties and factors of English language education program students in completing their thesis. This research uses a quantitative method with an instrument in the

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[44] Putri Islamiah (UIN AR-RANIRY, 2020), *"Students' Difficulties In Designing Research Proposals"*.

[45] Erlin Apriyani (FTIK UIN Syarif Hidayatullah Jakarta, 2022), *"An Analysis of Students' Strategies to Overcome Difficulties in Writing Theses"*.

form of a questionnaire. The population is 7th semester English language education students and the sample is 25 students. The results of this research show that 51.68% of students have academic difficulties, 48.32% non-academic. Factors that cause students' difficulties in completing their thesis are caused by internal factors, where 51.23% are indicators of intelligence aspects and external factors, namely 48.77%, are indicators of the school and family environment.[46]

The Fifth, a study from Raskova Octaberlina, Afif Ikhwanul Muslimin conducted research with the title *"Error Analysis on EFL Students' Thesis Proposal Writing"*. This research aims to investigate the types of errors and determine the dominant errors found in preparing student thesis proposals. This research uses a quantitative descriptive method with a population of students majoring in English education with a sample of 42 students. The results of this study showed that there were 195 errors consisting of 71 (36%) addition errors, 64 (33%) arrangement errors, 48 (25%) omission errors and 12 (6%) sorting errors.[47]

Sixth, a study from Annisa Ismi conducted research with the title "*Students Strategy in Writing A Thesis (A Case Study at English Study Program of IAIN Curup)*". This research aims to find out students' strategies in writing a thesis. This study used descriptive qualitative method. There are 27 students majoring in English who will be researched using interviews. The results of this research show 2 strategies used by students in facing difficulties in writing a thesis, namely a problem-focused coping strategy and an emotion-focused coping strategy. And there are also 3 factors for students' difficulty in writing a thesis, namely general factors, psychological factors, and linguistic factors. Penelitian Annisa Ismi (2023) melakukan penelitian dengan judul

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[46] Muh Riswan (IAIN Parepare, 2023), *"Analysis of Students Difficulties in Writing Thesis in English Education Program at IAIN Parepare"*.

[47] Raskova Octaberlina, Afif Ikhwanul Muslimin (2022), *"Error Analysis on EFL Students' Thesis Proposal Writing"*.

"Students Strategy In Writing A Thesis (A Case Study at English Study Program of IAIN Curup)".[48]

However, from the previous studies mentioned above, it is evident that the similarity between the previous research and this study lies in the topics and issues discussed. What differentiates this study from the previous ones is the theoretical framework, research subjects, research methodology, research instruments, and research location. This study is conducted to thoroughly identify various problems students face in writing research proposals and to explore strategies that can improve their research proposal writing skills. The novelty of the research on students' difficulties in composing research proposals lies in the separate identification of academic and non-academic challenges, providing deeper insights into the factors affecting their writing process. This study employs a qualitative approach through in-depth interviews, resulting in richer and more contextual data compared to the commonly used quantitative survey methods. Furthermore, the research explores various strategies that students implement to overcome difficulties and offers practical recommendations for lecturers on how to support students effectively.

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[48] Annisa Ismi (2023), "*Students Strategy in Writing A Thesis (A Case Study at English Study Program of IAIN CURUP*"

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The words and sentences of the narrative or dialogue are used to extract data in qualitative research, which does not use numerical measurement.[49] qualitative method is the process of collecting, analyzing, interpreting, and writing the results of a study. It involves emerging questions and procedures, the data are usually collected in the participants' settings, and the researcher interprets the meaning of data. The final written report of qualitative research has a flexible structure and focus on individuals.[50]

Therefore, in this study, the researcher used qualitative research to analyze students' difficulties and the strategies in composing research proposal

B. Research Setting

This research was conducted at the State Islamic Institute (IAIN) Manado, located at Jln. S.H. Sarundajang, Malendeng, Kec. Paal Dua, Kota Manado, North Sulawesi. The duration for conducting this research was approximately one month (September-October 2024), and the research data consisted of 8th-semester students from the academic year 2020/2021.

C. Research Participants

The participants in this study were English Education students of the academic year 2020/2021 at the Faculty of Tarbiyah and Teacher Training, totaling 27 students, with a sample of 18 students consist of 3 males and 15 females who have completed their proposal examinations.

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[49] Lexy J. Moleong, 2007, *Metodologi Penelitian Kualitatif* (Edisi Revisi), PT Remaja Rosdakarya, p. 3.
[50] Creswell, J. W. (2009). *Research Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: SAGE, Publication. Inc.

D. Source of The Data

Source of data used in this research are:

1. Primary data : Primary data is the main data that is directly related to the discussion of learning.[51] This primary data was obtained directly from the first data source at the research site and became the first source of the data generated. In this primary data the acquisition of information data directly through interviews.

2. Secondary data : Secondary data sources are obtained indirectly, namely from official documents, books, related to the object of research.[52]

E. Data Collection Techniques

Lorraine Rumbel Gay & Peter Airasian, explained that semi-structured interviews aim to capitalize on the advantages of interviews by allowing participants the flexibility to delve into topics they find significant, with minimal interference from the researcher.[53]

In this research, the researcher conducted interviews to gather the necessary data to answer the research questions and a recording device to aid in data collection, which include students' difficulties in composing research proposal.

F. Research Instruments

This study used semi-structured interviews as a research instrument. Interviews are used to collect data or information related to the difficulties in Limited vocabulary, Paraphrasing, grammatical rules, lack of motivation and do not get the suitable feedback and strategies for students frequently exchange information and discuss their ideas with peers, typically create an

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[51] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), p. 308

[52] Zainuddin Ali, *Metode Penelitian Hukum* (Jakarta: Sinar Grafika, 2016), p.132

[53] Langan, John, *Writing skill with Reading*, (College,2001),p.4

outline and draft before writing to gather and explore ideas, and often engage in organizational revisions for content and writing coherence with peers, asking them to review their work of students in writing research proposals by asking the subjects 10 questions adopted from Putri Islamiah.[54] And can be seen in Appendix 1. This study also used to recorder and questions transcription to facilitate data collection.

G. Data Analysis Techniques

According to Miles and Huberman in (Sugiyono), qualitative data analysis involves ongoing interactive activities that continue until all data is thoroughly explored. These activities include data reduction, data display, and drawing or verifying conclusions.[55]

1. Data reduction

Data reduction involves condensing and selecting crucial elements, identifying key themes and patterns to improve clarity and facilitate subsequent data collection and retrieval. Electronic devices such as smartphones and mini computers aid in this process by coding specific aspects. In this study, researchers summarized valuable findings derived from interviews on students' difficulties in composing research proposal.

2. Data display

In qualitative research, data can be displayed using brief descriptions, charts, relationships between categories, flowcharts, and similar methods. According to Miles and Huberman, narrative text has traditionally been the most commonly used form for presenting qualitative research data.

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[54]Putri Islamiah (UIN AR-RANIRY, 2020), *"Students' Difficulties in Designing Research Proposals"*
[55]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Cet 3; Bandung: Alfabeta, 2021), p. 321-329.

3. Conclusion drawing/verification

      Conclusions in qualitative research might address the initial problem formulations, but this is not always certain. As mentioned, the problems and their formulations in qualitative research are typically provisional and develop further as the research unfolds in the field.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter discusses the findings of data interview guideline. The purposes of this study are to discover the possible causes of the students' difficulties in composing research proposal and to find out the possible strategies in minimizing the difficulties in composing research proposal.

A. Findings

The researcher uses interview as the data collection to answer the research questions. The participants in this study are English Education Students of the batch year 2020/2021 at The Faculty of Tarbiyah and Teacher Training, totaling 27 students with a sample 18 students concist of 3 males and 15 females who have completed their proposal examination. Based on the interview, the researcher found the results of the Students difficulties in composing research proposal and students strategies in minimizing the difficulties in composing research proposal through interview guideline.

1. The Students Difficulties in Composing Research Proposal

Based on the results of the interviews conducted, the researcher found issues that cause students to struggle in preparing research proposal.

1.1 Inability to Write Academically

The researcher found students' difficulties in composing research proposal. Namely, Difficulties in determining an appropriate research title; this process becomes challenging because a good title must reflect the essence of the research while also capturing the reader's attention. There is a lack of understanding about research proposal; they do not fully comprehend the structure and purpose of the proposal that need to be written. Students face difficulties in

composing the research background, struggling to articulate the context and urgency of their research clearly and engagingly. There are also difficulties in understanding and choosing the appropriate research methodology; students often find it challenging to determine the most suitable method for their research, which impacts the quality of the proposal. Furthermore, they encounter difficulties with the technical aspects of composing research proposal. Students do not understand the appropriate standards for margin settings, resulting in documents that appear untidy and are difficult to read. Students often struggle to find relevant theories or references to support their research, making this process time-consuming and frustrating. This related to statement from 17 Informants, who state:

"…*Menurut saya, pada awalnya saya mengalami kesulitan dan harus mengganti judul hingga empat kali, sehingga sulit untuk menentukan judul yang tepat. Saya juga kesulitan memahami dan mencari referensi seperti bahan pustaka, serta sering melakukan kesalahan dalam penulisan bahasa Inggris yang menyebabkan banyak typo. Kadang-kadang saya juga kesulitan mengenai tujuan proposal saya, dan saat menyusun lama-lama menjadi bingung. Selain itu, sangat sulit untuk menyusun footnote dari Mendeley…*"(In my opinion, at first, I struggled and had to change my title up to four times, making it difficult to determine the right one. I also had trouble understanding and finding references, such as bibliographic materials, and often made mistakes in my English writing, resulting in many typos. Sometimes, I found it challenging to clarify the objectives of my proposal, and as I worked on it for a long time, I became confused.

Additionally, it was very difficult to format footnotes using Mendeley.).[56]

"…*Bagian latar belakang penelitian harus dipikirkan dengan matang, dan saya juga perlu memahaminya dengan baik untuk Penelitian kita nantinya akan membahas tentang apa. waktu itu saya sempat ganti judul jadi disusun dari awal lagi. saya juga mengalami kesulitan dalam mencari teori di bagian teoritikal review karena sebelumnya penelitian saya memiliki previous studies yang sangat terbatas. sulit juga bagi saya untuk menemukan teori yang relevan dan sesuai dengan penelitian saya…*"(The background section of the research needs to be carefully considered, and I also need to understand it well for what our research will eventually address. At one point, I had to change the title, which meant starting from scratch. I have also faced difficulties in finding theories in the theoretical review section because my previous studies were very limited. It has been difficulties for me to find relevant theories that align with my research).[57]

"…*Saya mengalami kesulitan dalam mencari ayat/hadis yang sesuai dengan proposal saya, serta mencari teori-teori yang relevan. teori tentang tantangan ini membuat saya kesulitan karena tidak sesuai dengan judul yang saya miliki. saya juga menghabiskan banyak waktu untuk mencari teori-teori tersebut…*"(I am having difficulty finding verses/hadith that are relevant to my proposal, as well as searching for relevant theories. The theories related to this challenge are not aligned

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[56]Interview To D. N. M,25 september 2024
[57]Interview To J.F.S,24 september 2024

with the title I have, which makes it even more difficult for me. I have also spent a lot of time trying to find those theories).[58]

1.2 Grammatical Rules

Researchers have also found that students struggle with constructing correct grammar. Technical aspects also pose a challenge, as grammar issues in writing often disrupt the reader's understanding. Although they understand the importance of clear structure and effective language use, many of them find it difficult to express their ideas accurately. This related statement from 8 Informants, who state:

"…*Banyak teori atau jurnal yang saya ambil itu bahasa indonesia otomatis saya translate ke bahasa inggris, karena saya belum terlalu paham tentang grammar jadi mungkin grammar agak susah diperbaiki*…"(Many of the theories or journals I referenced were in Indonesian, so I had to translate them into English. Since I don't have a strong grasp of grammar yet, it might be difficult to correct the grammar).[59]

"…*saya juga memiliki kesulitan mentranslate indonesia ke english karna disaat mau mentranslate ke english grammarnya berantakan dan harus di perbaiki lagi dan itu sangat menguras waktu dan tenaga ini...*"(I also have difficulty translating from Indonesian to English because when I try to translate, the grammar often gets messed up and needs to be corrected. This process is very time-consuming and exhausting).[60]

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[58]Interview To N.I.M, 25 september 2024
[59]Interview To M. P, 24 september 2024
[60]Interview To M.F.M, 28 september 2024

1.3 Paraphrasing

Inadequate paraphrasing skills make it difficult for students to present information from other sources without altering the original meaning. This results in difficulties in preserving the original meaning of the information, which is essential for accuracy and reliability in research and academic writing. This related statement from 6 Informants, who state:

"…*Saat memparafrase kalimat sering kali aplikasi yang saya gunakan tidak dapat memparafrasenya dengan baik…*"(When paraphrasing sentences, the applications I use often cannot do it effectively).[61]

"…*saya juga kesulitan dalam memparafrase...*"(I also have difficulty paraphrasing).[62]

1.4 Limited Vocabulary

The difficulties experienced by students are also due to a limited vocabulary. The use of minimal vocabulary presents a significant challenge in writing research proposal, which can hinder the ability to convey ideas clearly and accurately. This limitation often makes it difficult for students to express complex concepts, resulting in proposal that are less effective and do not reflect the true quality of their thinking. Therefore, it is important for students to continuously develop their vocabulary to better express their ideas in academic work. This related statement from 1 Informants, who state:

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[61]Interview to M. F. M, 28 september 2024
[62]Interview To N.T.T, 24 september 2024

"…*Kadang-kadang, saya kesulitan mencari kosakata yang tepat untuk mencocokkan dengan apa yang ingin saya sampaikan…*"(Sometimes, I struggle to find the right vocabulary to match what I want to express).[63]

1.5 Lack of Motivation

A lack of motivation is also one of the difficulties faced by students in writing proposal, which can hinder the drafting process and diminish the quality of the final result. This related statement from 1 Informants, who state:

"…*Kesulitan itu bisa berasal dari kurangnya niat. Jika kita tidak ada niat, kita tidak akan pernah mau berusaha, meskipun sudah berjam-jam di depan laptop. Tanpa niat, akan banyak gangguan, misalnya dari ponsel. Selain itu, jika tidak ada target, kita juga tidak akan tahu tujuan yang ingin dicapai…*"(The difficulty can stem from a lack of intention. If we don't have the intention, we won't ever want to put in the effort, even if we spend hours in front of the laptop. Without intention, there will be many distractions, such as from our phones. Additionally, if there are no targets, we won't know the goals we want to achieve).[64]

1.6 Lack of Suitable Feedback

The difficulties experienced by students are often caused by a lack of feedback from their supervisors. When students are working on assignments or proposals, they heavily rely on guidance and direction from their instructors to understand if they are on the right track. However, when the feedback provided is insufficient or delayed,

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[63]Interview to D. H, 30 september 2024
[64]Interview to A. M,24 september 2024

students feel confused and uncertain about the steps they should take. This related statement from 1 Informants, who state:

"*…Untuk feedback, saya belum merasakan feedback itu ya, mungkin dikarenakan penguji saya tidak tegas dalam membimbing saya, jadi saya tidak merasakan feedback sepenuhnya. Tetapi ya saya berterima kasih karena salah satu pembimbing saya masih mau untuk memberi pembinaan lebih lanjut dengan saya…*"(Regarding feedback, I haven't really felt it, possibly because my supervisor isn't assertive in guiding me, so I haven't received complete feedback. However, I am grateful that one of my advisors is still willing to provide further guidance).[65]

Overall, the various issues faced by students in composing research proposal reflect an urgent need for greater support in this process. The difficulties that arise, from understanding concepts to technical aspects, indicate that students require more intensive guidance to overcome these obstacles. With the right support, they can significantly improve their writing skills and research capabilities.

2. **Students' Strategies in Minimizing The Difficulties in Composing Research Proposal**

The interview results show that students have developed several strategies to minimize difficulties in composing research proposal.

2.1 Doing a lot of Practice in Writing

One strategy used by students to minimizing difficulties in composing research proposal is to doing a lot of practice in writing. Students often face challenges in writing research proposal, particularly related to structure and the proper use of language. To

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[65]Interview to T. P. M, 25 september 2024

address these difficulties, one strategy they implement is to engage in a lot of writing practice. By practicing regularly, they can improve their ability to express ideas clearly and systematically. This related statement from 1 Informants, who state:

"…*Strateginya saya harus banyak belajar menulis penyusunan proposal agar tidak kesulitan saat proses penyusunan nanti. Setelah itu, saya bisa mencari informasi dan bertanya jika ada yang belum dipahami…*"(My strategy is to practice writing proposals extensively so that I don't face difficulties during the actual writing process. After that, I can seek information and ask questions if there are any aspects I don't understand).[66]

2.2 Utilizing tools to assist in their writing

Students also employ strategies by utilizing tools to write research proposal, such as Google Scholar, Google lens, QuillBot, and Grammarly, to enhance the quality and accuracy of their writing, as well as to find relevant references. This related statements from 10 Informants, who state:

"…*Strategi itu dibantu oleh Google Lens dan Google Scholar. Jika tidak menggunakan strategi tersebut, kemungkinan proposal tidak akan selesai…*"(This strategy is supported by Google Lens and Google Scholar. If these strategies are not used, the proposal is unlikely to be completed).[67]

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[66]Interview to A.N, 27 september 2024
[67]Interview to A.N, 27 september 2024

"*…untuk strateginya saya sering menggunakan website quillbot untuk mentranslate proposal saya…*"(For my strategy, I often use the QuillBot website to translate my proposal).[68]

2.3 Asking advisors guidance and feedback

Another strategy used by students is to asking guidance and feedback from their advisors. Students often face difficulties in composing research proposal, and one strategy they employ to overcome these difficulties is to asking guidance and feedback from their advisors. This related statements from 12 Informants, who state:

"*…Minta masukan dan arahan dari dosen pembimbing…*"(Seek input and guidance from the supervising lecturer).[69]

"*…strategi saya yaitu dengan meminta arahan dan masukan dari dosen…*"(My strategy is to asking guidance and feedback from my advisors).[70]

2.4 Asking friends guidance and feedback

One strategy used by students to minimize difficulties in writing research proposal is to seek guidance and feedback from their friends. Students often face various difficulties when composing research proposal, and one strategy they employ to overcome these difficulties is to asking guidance and feedback from their peers. This related statements from 3 Informants, who state:

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[68]Interview To A.M, 24 september
[69]Interview to T. S, 24 september 2024
[70]Interview with D.A.B, 24 september 2024

" … *Strategi saya yaitu selalu bertanya kepada teman yang sudah kelar ujian proposal*…"(My strategy is to always ask friends who have already completed their proposal defense).[71]

2.5 Improving English language proficiency

Improving English language proficiency is also one of the strategies used by students to minimize difficulties in writing research proposal. Mastery of the English language is crucial in the academic world, as much of the research material, guidelines, and communication with peers and lecturers are conducted in English. This related statements from 1 Informants, who state:

"…*Terus meningkatkan kemampuan Bahasa Inggris dengan membaca lebih banyak jurnal-jurnal*…"(Continuously improving English language proficiency by reading more journals).[72]

B. Discussion

This discussion is provided to answer the research question of this research. The purpose of this research is to identify students' difficulties in composing research proposal and students' strategies in minimizing the difficulties in composing research proposal. While gathering the data, the researcher did not find any obstacle, students were very helpful and well cooperating.

The first research question was asking about what are the students' difficulties in composing research proposal. After conducting interviews the researcher found several difficulties faced by students in preparing their research proposal. According to Singh, Students face two categories of

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[71]Interview to D. N. M, 25 september 2024
[72]Interview to D. H, 30 september 2024

difficulties in writing a research proposal; academic and non-academic.[73] Students face difficulties in composing research proposal academically, which include the inability to write academically, grammatical rules, paraphrasing, and limited vocabulary. Non-academic difficulties faced by students include lack of motivation and lack of suitable feedback. This statement is also consistent with previous research by Erlin Apriyani, which found that students experience academic difficulties, namely including grammar rules, limited vocabulary and paraphrasing. And non-academic, namely including limited guidance and input from lecturers and a lack of motivation in writing a thesis.[74]

The inability to write academically is someone's inability to write a research proposal according to According to Bowker, Academic writing is a unique form of writing characterized by its own specific rules and conventions.[75] This can include various aspects such as writing structure, references and citations, argument quality, and technical skills. This inability can occur for various reasons, such as lack of training, experience, or understanding of what is required in academic writing. Academic writing has a style and structure that differ from everyday writing, and students often find themselves unfamiliar with these norms. They may struggle to construct logical arguments, use formal language, and adhere to strict grammatical rules. As a result, their writing often lacks organization and persuasiveness, which can diminish the quality of their research proposal. This lack of understanding not only hinders their ability to communicate clearly but also disrupts their overall learning process. To address this issue, students need to practice writing consistently, study examples of academic writing, and seek

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[73]Singh, M. K. M. (2017). International EFL / ESL Master Students " *Adaptation Strategies for Academic Writing Practices at Tertiary Level*. Journal of International Students, *7*(3).

[74]Erlin Apriyani (FTIK UIN Syarif Hidayatullah Jakarta,2022),"An Analysis of Students' Strategies to Overcome Difficulties in Writing Theses".

[75]Bowker, N. (2007). *Academic writing: a guide to tertiary level writing*. Palmerston North: Massey University.

feedback from instructors or peers. With the right approach, they can develop the necessary skills to write effectively in an academic context.

Grammatical rule is one of the difficulties leaners encounter when learning another language. As a result, grammar is an essential skill for language students to master. Grammar is the foundation of a languages proficiency. Therefore, students should master the grammatical rules to avoid misunderstanding the writing. Grammar rules are an important element in academic writing, and many students face difficulties in understanding them. Errors in grammar can undermine the clarity and credibility of the writing, making the arguments presented difficult to comprehend. Students often struggle with the correct use of tenses, complex sentence structures, and appropriate word choice. This not only affects the quality of their writing but can also lead to misunderstandings among readers. Without a strong understanding of grammar rules, students may feel less confident in expressing their ideas, which can hinder their overall learning process. Grammar in descriptive and other forms of writing involves using correct language and grammatical rules. Adequate grammar should enable the production of coherent and correct sentences. Beyond creating individual functional sentences, good grammar helps students improve their use of formal language, enhancing the overall quality of their writing.[76]

Paraphrasing is one technique for preventing plagiarism and improving students' academic writing skills. Plagiarism is defined as citing words or ideas from a source but not crediting the author. It is regarded as a form of stealing and is classified as an academic crime.[77] Important skills in academic writing are often challenging for some students to apply effectively. Paraphrasing is an important skill in academic writing; however, some

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[76]J.B Heaton, *writing english language test* (new edition). (Longman inc. New york, 1998).
[77]Singh, M.K.M. (2017). International EFL/ESL Master Students " *Adaptation Strategies for Academic Writing Practices at Tertiary Level*". Journal of International Students, 7(3).

students struggle to apply it effectively. The ability to convey information from other sources in their own words without altering the meaning is crucial for avoiding plagiarism and demonstrating a deep understanding of the material. Without this skill, students often find themselves resorting to copying sentences, which can lead to misinterpretation. Therefore, practicing paraphrasing techniques, such as summarizing information and using synonyms, is essential for enhancing the quality of their writing and academic credibility.

Limited vocabulary is one of the challenges that students often face in academic writing. With a restricted vocabulary, they struggle to express their ideas clearly and accurately, which can lead to confusion among readers. Vocabulary is a crucial component of writing, as it is essential for expressing ideas. A lack of vocabulary can hinder someone's ability to articulate their thoughts. When writers struggle to find the right words, it becomes difficult to convey their message effectively. A rich vocabulary helps writers compose clear and coherent content, making it easier for readers to understand.[78] Additionally, students may feel frustrated when trying to explain complex concepts, as they lack the precise words to articulate their thoughts. This can hinder their ability to construct strong and convincing arguments in their research proposal. To address this issue, it is important for students to actively expand their vocabulary through reading, listening, and practicing writing. By improving their vocabulary, they can enhance the quality of their writing and communicate more effectively in an academic context.

Lack of motivation is one of the factors that can hinder students from effectively composing research proposal. Two factors affect students' motivation, The factors may come from themselves and may come from their

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[78]J.B Heaton, Writing english language test (New edition). (Longman inc. New york,1998).

environment.[79] When students lack motivation, they tend to put less effort into the research and writing process, resulting in unsatisfactory outcomes. Several reasons can contribute to low motivation, including high academic pressure. Without motivation, students may feel discouraged and struggle to manage their time effectively, often procrastinating until close to deadlines. To boost motivation, it is important for students to find clear and relevant goals in their research, as well as to seek support from instructors and peers. By doing so, they can rekindle their enthusiasm and commitment to completing their proposal with higher quality.

The lack of suitable feedback poses a significant barrier for students in composing research proposal. Feedback is important in interactive activities for learning a second language and in-process writing. Oral feedback may provide a better understanding of students' strengths and weaknesses. Therefore, providing feedback to the students writing is essential to produce quality writing of the research proposal.[80] Constructive feedback from supervisors is crucial for helping students understand the strengths and weaknesses of their writing. Without adequate feedback, students often feel confused about the direction of their research and may not recognize the mistakes that need to be addressed, resulting in lower quality proposals. Therefore, it is important for educational institutions to ensure that students receive clear and timely feedback so they can develop the necessary writing skills.

The second research question was about what are the students' strategies in minimizing the difficulties in composing research proposal. After conducting interviews the researcher found several strategies used by students

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[79]Singh, M.K.M. (2017). International EFL/ESL Master Students " *Adaptation Strategies for Academic Writing Practices at Tertiary Level*". Journal of International Students, 7(3).

[80]Singh, M.K.M. (2017). International EFL/ESL Master Students " *Adaptation Strategies for Academic Writing Practices at Tertiary Level*". Journal of International Students, 7(3).

to minimize their difficulties in preparing research proposal, namely; Doing a lot of practice in writing, utilizing tools to assist in their writing, asking advisors guidance and feedback, asking friends guidance and feedback, imrpoving english language proficiency. All of these strategies demonstrate students' efforts to overcome existing difficulties and produce high-quality research proposal. A study conducted by Singh, focused on finding strategies to overcome difficulties in academic writing, such as research proposal. Four strategies are mentioned in the results of this study; doing a lot of practice in writing, utilizing tools to assist in their writing, asking advisor guidance and feedback, asking friends guidance and feedback and improving english language proficiency.[81] This strategy not only helps them overcome difficulties but also contributes to the overall quality and clarity of their academic work. This statement is also consistent with previous research by Erlin Apriyani, which found that students use several strategies to overcome difficulties by utilizing writing aids, seeking guidance from supervisors, and obtaining input from friends, as well as practicing writing extensively.[82]

Doing a lot of practice in writing is an important strategy for students who want to enhance their academic skills. By writing regularly, students can improve their ability to express ideas clearly and coherently. This practice allows them to experiment with various styles, structures, and writing techniques, ultimately boosting their confidence. Additionally, consistent writing helps students become more familiar with academic conventions, enhancing their understanding of how to construct effective arguments and present research findings. In improving writing skill, there are five

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[81]Singh in Putri Islamiah (UIN AR-RANIRY, 2020), *"Students' Difficulties In Designing Research Proposals."*

[82]Erlin Apriyani (FTIK UIN Syarif Hidayatullah Jakarta,2022),"*An Analysis of Students' Strategies to Overcome Difficulties in Writing Theses*".

components of writing namely: Content, organization of writing, vocabulary, grammar and mechanics.[83]

Utilizing tools to assist in their writing is essential for students who want to enhance the quality of their academic work, as these tools facilitate the process of finding relevant reference sources for their proposals. Students use Google Scholar, Google Lens, Grammarly, and QuillBot to assist in drafting their proposals. Additionally, these tools allow students to capture and translate text from images, making it easier to gather information from various materials. By integrating these resources, students can not only improve the quality and accuracy of their work but also gain confidence in their writing abilities, enabling them to focus on developing ideas and arguments for more effective and compelling research proposal.

Asking advisors guidance and feedback is an important strategy for students to improve their research proposal. Advisors provide valuable insights that help students understand the strengths and weaknesses of their work. By receiving feedback, students can make necessary adjustments, enhance the clarity of their arguments, and ensure the relevance of their sources. This process not only supports the development of ideas but also boosts students' confidence in presenting their work, ensuring that the proposals produced meet the expected academic standards.

Asking friends guidance and feedback is an effective strategy for students to develop their research proposal. Classmates can often provide new perspectives and constructive criticism that help students identify aspects they may have overlooked. By discussing and sharing ideas, students can enhance the clarity of their arguments and strengthen the structure of their writing. Feedback from friends also creates a supportive environment where students feel more comfortable asking questions and exploring new ideas, ultimately

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[83]J.B Heaton, *writing english language test* (New edition). (Longman inc. New york, 1998)

improving the quality of their final research proposal. This statement is also in line with Keumala M. Firdani, it has been found that students develop multiple strategies in academic writing; Students frequently exchange information and discuss their ideas with peers; Students typically create an outline and draft before writing to gather and explore ideas; Students often engage in organizational revisions for content and writing coherence with peers, asking them to review their work.[84]

Improving English language proficiency is essential for students who want to succeed academically. With a good command of the language, they can more easily understand texts, engage in meaningful discussions, and express their ideas clearly in writing. Activities such as reading, practicing writing, and participating in conversations help them expand their vocabulary and enhance their grammar. In this way, students will feel more confident in their communication, allowing them to focus on the content of their research and produce higher-quality academic work.

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[84]Keumala, M., Firdani, (2019). Strategies fashioned by EFL students in enduring academic writing. Proceedings of EEIC,2.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher would like to present several conclusions regarding the difficulties faced by students in composing research proposal. Here are the conclusions:

1. The difficulties faced by students in composing research proposal consist of two categories: academic and non-academic. Academic difficulties include the inability to write academically, grammatical rules, paraphrasing, and limited vocabulary. Non-academic difficulties include lack of motivation and lack of suitable feedback.

2. The strategies used by students to minimize difficulties in composing research proposals consist of several points, namely: doing a lot of practice in writing, utilizing tools to assist in their writing, asking for guidance and feedback from advisors, asking for guidance and feedback from friends, and improving English language proficiency.

B. Suggestion

1. Lecturers

Lecturers are advised to provide individual feedback on students' drafts, enabling them to understand the strengths and weaknesses of their writing. They should also encourage students to break the writing process into smaller, manageable steps and implement regular feedback collection to enhance the quality of student proposal.

2. Students

Students are advised to learn adequately all the subject provided by English Department such as Reading Comprehension, English Academic Writing, English Language Research, English for Academic Purposes, and Research Methodology to support them in composing research proposal. Students are advised to enrich their knowledge by reading books that refers to research proposal and reading a lot of articles from journal to help them in developing ideas and designing their research proposal properly.

3. To further researchers

The results of this study are expected to serve as a reference for other researchers planning to conduct research focused on students' difficulties in preparing research proposals. It is recommended that future researchers follow up on this study using different methodologies to achieve more comprehensive results.

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Appendix 1 : Research Permit Application Form

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-1276/In. 25/F.II/TL.00.1/10 /2024   Manado, 7 Oktober 2024
Lamp   : -
Hal   : **Permohonan Izin Penelitian**

Kepada Yth :
Ketua Prodi Tadris Bahasa Inggris (TBI) IAIN Manado

Tempat

Assalamu 'alaikum Wr. Wb.
        Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama   : Citra Kirana Mokoginta
Nim   : 20126009
Semester   : IX (Sembilan)
Prodi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

        Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul*" Students' Difficulties In Composing Research Proposal"* Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Indah Wardaty Saud, M.Pd

        Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Oktober s.d Desember 2024.

        Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
        Wassalam Wr. Wb

                                        a.n. Dekan,
                                        Wakil Dekan Bid. Akademik dan
                                        Pengembangan Lembaga,

                                        Adri Lundeto

Tembusan :
1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi PGMI FTIK IAIN Manado
4. Arsip

Appendix 2 : Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN
NOMOR : 249/SKet/TBI/ ᵡ /2024

Yang bertanda tangan dibawah ini:
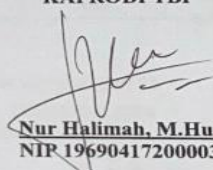
Nama   : Nur Halimah, M.Hum

NIP   : 196904172000032002

Jabatan   : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama   : Citra Kirana Mokoginta

NIM   : 20126009

Fakultas/Prodi   : FTIK/TBI

Judul Skripsi   : Students' Difficulties in Composing Research Proposal

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan September sampai dengan Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 18 Oktober 2024
KAPRODI TBI

Tembusan :
1. Kaprodi TBI
2. Arsip

Nur Halimah, M.Hum
NIP 196904172000032002

Appendix 3 : Informants Profile

No	Name	Student ID Number	Gender	Study Program	Year of Academic	Discription Completed Research Proposal
1	Tiara Juniati Putri Saini, S.Pd	20126001	Female	English Education Department	2020	✓
2	Dinda Hairunnisa Olii	20126025	Female	English Education Department	2020	✓
3	Dewi Almanda Batalipu, S.Pd	20126005	Female	English Education Department	2020	✓
4	Merlan Potabuga, S.Pd	20126016	Female	English Education Department	2020	✓
5	Rahmat Hidayat Baculu	20126020	Male	English Education Department	2020	✓
6	Andini Mamonto, S.Pd	20126004	Female	English Education Department	2020	✓
7	Annisa Astrid Jovanka Mokodongan S.Pd	20126029	Female	English Education Department	2020	✓
8	Maqfirah Fardayani Mokoginta S.Pd	20126010	Female	English Education Department	2020	✓
9	Inggrid Arnetha Datunsolang, S.Pd	20126011	Female	English Education Department	2020	✓
10	Nahrul T Taling	20126032	Male	English Education Department	2020	✓
11	Nirmala S Makalunsenge	20126021	Female	English Education	2020	✓

	S.Pd			Department		
12	Syarief Hidayat Hullah	20126026	Male	English Education Department	2020	✓
13	Sri Ayu S Labagou S.Pd	20126022	Female	English Education Department	2020	✓
14	Jihan Fahira Songkaton, S.Pd	20126014	Female	English Education Department	2020	✓
15	Try Putri Nindya Muchtar, S.Pd	20126018	Female	English Education Department	2020	✓
16	Fara Yustisiya Mamonto	20126002	Female	English Education Department	2020	✓
17	Nurul Inayah Mahmud, S.Pd	20126012	Female	English Education Department	2020	✓
18	Amalia Putri F Ngatenan, S.Pd	20126006	Female	English Education Department	2020	✓

Appendix 4 : Interview Guidelines

1. How is your research proposal? Do you find any difficulties in composing research proposal?
2. What are the difficulties you found in composing research proposal?
3. What are the solutions for those problems?
4. What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends, or other lecturer besides your proposal supervisors?
5. In your opinion, why is research proposal difficult to write?
6. Does English language ability affect you in composing research proposal, why?
7. Do you think learning how to composing reseach proposal is important, why?
8. What is the most difficult part in composing research proposal? Why?
9. Do you have any particular strategies in completing your proposal in time?
10. Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

(Adapted by Putri Islamiah, 2020 entitled "Students' Difficulties In Designing Research Proposals").

Appendix 5 : Transcript of Interview

Tuesday , 24 september 2024

Informants 1

(Information : R=researcher, I= informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Kalo dalam menyusun, iya mengalami beberapa kesulitan dalam menyusun proposal penelitian.

Question 2

R : What are the difficulties you found in composing research proposal?

I : kalo untuk kita pe penelitian di bagian hitung precentage (kuesioner) karena kan tape responden banyak jadi disitu kesulitan yg kita hadapi, selain itu karena kita pe penelitian masih kurang yang bahas tentang guru berpengalaman versus pemula jadi mo cari depe teori pendukung agak susah, dengan tape penelitian pake mixed method jadi depe teknik pengumpulan data banyak jadi bkeng kita agak bingung mo tentukan mana yg paling menonjol dari 4 teknik yang kita pake, juga kesulitan dalam memparafrase dan grammar karena harus pake dictionary, setelah itu parafrase baru check grammar nah itu yang bekeng kita agak kesulitan deng makan banyak waktu.

Question 3

R : What are the solutions for those problems?

I : kalo solusi biasanya kita pake aplika yang premium karena nda talalu makan banyak waktu karena kalo yang bulum premium biasanya mo itu parafrase ato

grammar check itu pake limit jadi misalnya hanya bisa 1500 kata nah itu yang bekeng makan banyak waktu.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : kalo soal rupa parafrase, check grammar ato translate biasa lebe tanya pa teman.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : karena proposal itu baru perencanaan jadi menurut kita depe susah itu harus merumuskan masalah, menemukan teori yang tepat, deng merancang metode penelitian.

Question 6

R : Does English language ability affect you in composing research proposa? why?

I : iya, karena kan jurusan bahasa inggris tentunya depe skripsi kan full english jadi itu juga salah satu yang sangat berpengaruh.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : penting supaya nantinya saat menyusun so tau rupa bagimana cara penulisan yang baik rupa depe spasi berapa, selain itu tentu juga sama deng kita bilang tadi kalo so pelajari depe cara ba susun nanti akan tau cara merumuskan masalah bagimana menentukan kerangka teori dll.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : kalo bagian tersulit di bagian metodologi susahnya karena kita harus tau bagimana nanti mo olah data kalo so selesai penelitian apalagi kita pake mixed jadi itu no yg menurut kita paling sulit.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in your research proposal?

I : Minta masukan deng arahan dari pa dosen.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: kalo kesulitan sih iya, kadang kita jaga tako kalo rupa mo bimbingan jadi pas bimbingan lengkali kita jaga tako mo batanya soal kita nintau dimana, cuman itu waktu awal-awal seiring berjalannya waktu so mulai ilang no cuman kalo mo bekeng janji jaga tako, kalo feedback dari dosen pembimbing sejauh ini kita paham deng apa yang dosen pembimbing bilang cuman itu dosen pembimbing 1 kalo dosen pembimbing 2 kadang kita nda mangarti soalnya depe revisi nda jelaskan rinci kadang cuman se tanda bagitu jadi kita nda paham mar kalo dospem 1 overall selama ini kita paham sih apa yang di arahkan.

Transcript of interview

Tuesday , 24 september 2024

Informants 2

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Ya saya mengalami kesulitan saat menyusun proposal.

Question 2

R : What are the difficulties you found in composing research proposal?

I : kesulitan saat menyusun proposal dikarenakan sulit mencari teori yg sesuai dengan penelitian proposal dan juga kesulitan dalam memparafrase.

Question 3

R : What are the solutions for those problems?

I : Solusinya saya terjemahkan terlebih dahulu kedalam bahasa Indonesia kemudian saya memparafrasenya.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Saya mendiskusikannya dengan teman saya yang telah selesai ujian proposal.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Menurut saya, sebenarnya proposal itu tidak sulit untuk disusun, mungkin karena belum tau saja langkah-langkah penyusunannya.

Question 6

R : Does English language ability affect you in composing research proposa? why?

I : Sangat mempengaruhi, karena saat penyusunan proposal kemampuan bahasa inggris sangat mempengaruhi kualitas proposal tersebut.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Sangat penting, apalgi ditahap metodologi, tanpa tahap ini proposal penelitian bisa di bilang akan cacat.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Yang pling sulit adalah latar belakang, karena dilatar belakang menggambarkan isi dari proposal yg kita susun.

Question 9

R : Do you have any particular strategies in completing your proposal in time?

I : Strategi yg saya gunakan adalah dengan berdiskusi dengan dosen pembimbing dan teman, kemudian setelah itu saya mencari jurnal atau artikel yang terkait dengan proposal penelitian saya.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Tidak ada kesulitan dalam berkomunikasi dengan dosen pembimbing dan feedback yang mereka berikan sangat memuaskan.

Transcript of Interview

Tuesday, 24 september 2024

Informants 3

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Proposal saja biasa biasa saja, dalam penyusunan proposal sendiri saya terkadang menemui beberapa kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Kesulitan yang saya temui hanya di bagian penyusunan saja Seperti margin, kelurusan huruf, ukuran huruf, penomoran, dan catatan kaki.

Question 3

R : What are the solutions for those problems?

I : Mempelajarinya secara mendalam lewat pedoman penyusunan proposal penelitian.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Saya mendiskusikannya bersama teman dan dosen pembimbing.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sebenarnya tidak sulit, hanya saya yang belum berpengalaman.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Sangat berpengaruh, Karena sesuai dengan jurusan yang saya ambil mengharuskan saya menyusun proposal dalam bahasa inggris.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Cukup penting, mengingat bahwa setiap mahasiswa diwajibkan dan diharuskan melakukan penelitian.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit dalam menyusun proposal adalah memastikan bahwa proposal penelitian yang saya buat sudah sesuai dengan pedoman dan aturan dalam penyusunan. Alasannya karena proposal penelitian berisi perencanaan dalam penelitian di masa mendatang, jadi harus dipastikan sesuai dengan tujuan dan maksud penelitian.

Question 9

R : Do you have any particular strategies in completing your proposal in time?

I : Mencatat dan mengimplementasikan saran dan perbaikan dari pembimbing.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Kalo secara komunikasi sih aman aja , kalo feedback sendiri alhamdulilah mantap, karena selalu diberi feedback yang positif.

Transcript of interview

Tuesday , 24 september 2024

Informants 4

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Kesulitan pas babekeng tidak ada, karena kita pikir selama ada bahan tidak susah untuk disusun.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Hanya kesulitan dalam meminjam buku proses peminjaman yang ribet, dan ternyata itu buku nda sesuai dengan ekspetasi kita pikir itu buku depe isi banyak materi dengan soal-soal ternyata depe isi cuman semua latihan-latihan.

Question 3

R : What are the solutions for those problems?

I : Setiap tape kesulitan itu setiap mo ta stuck so pasti mo ba tanya pa pembimbing, tiada hari tanpa mo ba tanya pa pembimbing kalau bagaimana, jadi setiap hari itu bajalang terus itu proposal nynda ta stuck dan langsung mo bkeng/revisi. Deng molia orang pe skripsi smpe 4-5 skripsi yang sesuai dengan tape previous study.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Full dospem, soalnya kalau mo tambah pemikiran dari tamang somo laeng lagi.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sulit no, karnakan baru pertama torag mo bekeng apa sabantar itukan tergantung proposal, jadi pasti perencanaan lebeh susah daripada depe pengerjaan. Deng terlebih nda malas, karna kypa proposal sulit disusun karna dia baru permulaan karna itu torag peperencanaan kedepan musti lebeh matang kalau so kurang ba susun depe isikan so tinggal iko proposal.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya berpengaruh, soalnyakan torang molia ada yang salah atau nda dari trg pe proposal.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting, soalnya dari situ torag smo tau depe tahap-tahap apa saja yang musti torang mo bekeng di proposal.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu di teknik analisis data, soalnya trg nntau mo pake teknik apa yg cocok dengan trg pe judul, musti pintar-pintar bcari teknik soalnya itukan yang paling penting to trg mo bkeng apa sbntar trg pe penelitian.

Question 9

R : Do you have any particular strategies in completing your proposal in time?

I : Nda ada strategi khusus sih selain minta saran dospem, supaya smua satu pemikiran dngan nda mo blunder nntinya.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Nda ada sama sekali, smua terasa lebih mudah dan selalu ada saran.

Transcript of interview

Tuesday , 24 september 2024

Informants 5

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?
I : Dalam proses penyusunan proposal penelitian tentu ada depe kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?
I : Dpe kesulitan itu 1 niat, kalau torag nda niat nda akan pernah mo tabekeng walaupun torag so berjam-jam dimuka laptop kalau nda niat nda mo klar krna banya gangguan misal dari hp, deng target kalau nda ada target torang nintau pe tujuan. Salah satu paling kesulitan itu mencari jurnal yang relevan dengan tape judul, misalnya di google itu ada tapi tahunnya itu yang mungkin yang so ka balakang skali depe tahun, ada yang so bagus so cocok dengan tape judul tapi depe tahun itu so kabalakang. Baru jaringan lagi krnakan mo bcari jrunal itu musti ad jaringan yg bagus karna kalau nda bagus nda akan terdownload. Depe kesulitan juga mentranslate, kadang nda sesuai dengan grammar. Dan salah satunya juga karna kurang tau dape cara penyusunan karna kalau torang tau dari awal nda akan sulit for mo ba susun. Karna memang dari awal kita nntau apa yg kita mo susun karna itu nintau depe cara basusun itu bagaimana.

Question 3

R : What are the solutions for those problems?

I : Jadi depe solusi itu harus ada target, jadi torang kalau mo susun sesuatu itu harus ada target seperti habis bimbingan itu harus langsung revisi supaya capat kelar karna mo mengejar target. Kemudian ini misalnya ee ini kan kebanyakan terjadi dilingkungan mahasiswa jadi pe abis bimbingan kan ada revisi dari dosen biasanya mahasiswa kalau dapa revisi itu langsung hay apa so ini langusng stress bagitu dang langsung nda mood babakeng karna saking banyaknya depe coret-coret dari dospem nah jadi depe kunci disitu ulang tanya pa dospem apa maksud dari revisi. Terus bagian translate, nah memang google ini nda sepenuhnya membantu pa torang tapi dorang cukup membantu, misalnya sama dengan kita mo ba translate, itu google nda mo ba translate sesuai konteks yang torang maksud jadi tinggal patorang sandiri yang cek grammar, banyak aplikasi atau website seperti grammarly, quillbot yang lumayan membantu, tapi itu no tinggal torang perhatikan baik-baik jangan langsung pe translate langsung copy di patorag pe proposal karna itu tetap nda sesuai dengan torang mau dan memakan waktu karna karja 2 kali tapi lumayan membantu. Kemudian referensi, bacari referensi itu bukang hanya 1 website supaya cepat dapat yang relevan sesuai dengan torang pe proposal, jadi masih banyak tempat for bacari referensi.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Jadi kita langsung jaga tanya pa tape tamang nanti kalau dorang nda tau baru tanya pa dospem, kalau misalnya revisi langsung dimuka dospem itu langsung tanya pa

dospem tapi kalau di kost kita tanya pa tamang kalau tamang nintau nanti tanya beso pa dospem.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Karna, menurut kita torang nda mangarti apa yang mo disusun, biasanya bagitu, kayak torang susun-susun tapi torang nda tau apa depe isi didalam, jadi depe kunci musti tau depe cara penyusunan proposal itu bagimana.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya mempengaruhi, jadi kalau misalnya seseorang punya kemampuan sama deng di 4 skill itu sama deng salah satu writing, kalau torang so ada kemampuan di bagian writing tetap akan mempengaruhi depe proposal akan mo jadi bagus jadi kayak dia so punya ability dibagian writing yah otomatis dia so tau bagaimana cara penyusunan yang baik.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Iya sangat penting dan harus karena sekarangkan kan kayak di FTIK itu kan ada pedoman to penyusunan karya ilmiah jadi penting karna supaya proses penyusunan itu terstruktur nda kasana kamari bagitu.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit bagian grammar karna kalau torang nda paham depe isi setengah mati baru google pun kadang depe translate nda sesuai depe grammar.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Dpe strategi itu ba tanya pa dospem deng sering-sering konsultasi dengan dospem, kalau soal depe translate itu website kita pake itu quillbot paling sering kita pake. Dan pelajari depe pedoman penulisan karya ilmiah supaya terstruktur.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Saya tidak kesulitan, dan juga setiap bimbingan selalu ada feedback dari dospem saya.

Transcript of interview

Tuesday , 24 september 2024

Informants 6

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?
I : Ada kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?
I : Yaitu pertama saat penyusunan bab 1 bagian latar belakang dan bab 3 tentang metodologi penelitian. Karna memang saya memang tidak tau atau tidak paham tentang metodologi peneltian jadi ada balajar sakli. Deng yang bagian latar belakang karna susah deng karna in english, banyak teori atau jurnal yang saya ambil itu bahasa indonesia otomatis saya translate ke english, nah grammarkan karna saya belum terlalu paham tentang grammar jadi mungkin grammar agak susah di perbaiki.

Question 3

R : What are the solutions for those problems?
I : Untuk menangani itu dibagian bab 1 latar belakang itu saya lebih menambah referensi-referensi atau membaca penelitian terdahulu bagaimana sih dorang pe latar belakang yang dorang ada susun itu. Kemudian untuk dibagian bab 3 metodologi saya belajar sendiri melalui juga referensi dan previous study yang ada.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Jika saya kesulitan saya mencari referensi dulu yang semampunya saya sampai sepaham saya dulu, kalau masih tidak paham lagi saya bertanya kepada teman jika masih juga kurang lalu saya bertanya kepada dospem.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sebenarnya research proposal itu tidak sulit jika kita paham komponen-komponen apa yang torang mo susun, tapi untuk orang-orang yang tidak paham itu sulit.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Ada pengaruhnya karna dalam penyusunan itu kan menggunakan bahasa inggris jadi otomatis kalau misalnya torang nintau apapun torang nintau depe arti itu akan mo susah karna torang harus salalu mengandalkan google translate dan lain sebagainya untuk mentranslate apa yang torang nintau, nah kalau torang ada kemampuan walau hanya sedikit, maksudnya pahamlah sedikit pasti itu sangat membantu sekali, baru dalam ujian juga kita menggunakan bahasa inggris apalagi tanya jawab dan presentasi jadi untuk kemampuan bahasa inggris itu harus ada.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : iyo karna itu membantu pa torang for kase selesai torang pe proposal penelitian

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu bagian bab 3 metode penelitian karna memang saya tidak tau sama skali apa itu metodologi penelitian, apa itu kuantitatif/kualitatif, tidak tau jenis-jenis kuali/kuanti dan bagaimana cara pengumpulan datanya. Dan bab 1 latarbelakang saya sudah belajar itu dari awal semester 6 disuru buat proposal jadi saya sudah belajar dari semester 6 dari pas semester 8 lagi saya sudah sedikit paham tentang cara menyusun latar belakang.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Strategi yang digunakan kan didalam proposal itu terdiri dari beberapa sub acd smpe bab 3, nah untuk meminimalisir juga saya bikin yang saya sudah paham, itu duluan supaya tidak membuang waktu untuk mencari tau hal yang belum tau jadi yang belum tau contohnya di bab 3, metodologi penelitian nanti ka balakang skali ada bakeng.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: sejujurnya dari pertama bimbingan sampai saya selesai alhamdullilah tidak mengalami kesulitan dalam berkomunikasi. Iya ada feedback dari dosen pembimbing dan mendapatkan dosen pembimbing yang bisa di ajak berkomunikasi.

Transcript of interview

Tuesday, 24 september 2024

Informants 7

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?
I : Pastinya ada rasa sulit.

Question 2

R : What are the difficulties you found in composing research proposal?
I : Bagian latar belakang torang musti pikir bae-bae to deng torang musti pahami bae-bae torang pe penelitian nantinya akan mo membahas tentang apa bulum waktu itu kita punya sempat ada ganti judul to jadi pas ada ganti judul itu smua ada ganti dari awal ulang. Dan depe kesulitan lagi bacari teori dibagian teoritikal review karna waktu itu tape penelitian depe previoud study itu sangat kurang skali jadi yg bekeng susah akang bacari teori yang relevan yang sesuai dengan tape penelitian.

Question 3

R : What are the solutions for those problems?
I : Depe solusi yah itu no banya ba baca-baca, banyak baca artikel, orang pe skripsi, pokoknya bacaan-bacaan yang berkaitan dengan torang pe penelitian nda Cuma previous study yang sama topik deng torang tapi boleh juga yang sama metode sama atau apa intinya ba baca sih.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Pertama cari tau dulu sandiri kalau kita rasa siksa kita mo cari tau dalu sandiri bagaimana mo atasi itu kesulitan, kita mo lia lewat orang pe skripsi atau nda kita mo cari tau depe cara di youtube, google kalau memang nda bisa baru kita mo ba tanya pa dospem pas bimbingan.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Menurut kita to kypa sulit mo susun karna sebelumnya mahasiswa itu nda paham dengan depe penelitian deng nda blajar mengenai depe pedoman penulisan proposal.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Karna berhubung torang pe proposal bahasa inggris jadi kemampuan bahasa inggris sangat berpengaruh, iyakan karna torang ba susun bahasa inggris kalau torang nintau ba bahasa inggris yang susah untuk ba susun, kalaupu pake AI atau google translate for bakase translate ke bahasa inggris tetap musti trg cek lagi apa depe grammar so butul atau nda. Jadi diperlukan kemampuan bahasa inggris yang baik dan benar.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting skali karna kalau torang nda blajar depe penyusunan bagaimana torang boleh ba susun karna ini kan proposal ini kan karya tulis ilmiah penelitian jadi semua itu harus iko akang depe pedoman penulisan depe cara bukang sekedar ba ketik.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Latar belakang karna biarpun torang so paham torang pe penelitian nantinya mo jadi bagimana depe objek bagimana tapi kalau torang nda pande nda pintar for ba susun kata-kata sandiri for mo ba tulis itu bakal siksa for bkeng latar belakang apalgi musti kaitkan dengan teori-teori yg relevan.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Strategi to misal nihari bimbingan klar dari bimbingan langsung revisi, baru depe beso print kita bimbingan ulang, begitu seterusnya.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: nda susah sih karna tape dosen pembimbing selalu baik deng ada di kampus. terus kalo feedback tentu saja ada, pokoknya kurang salah sandri nda mo ba bimbingan.

Transcript of interview

Tuesday, 24 september 2024

Informants 8

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Dalam menyusun proposal saya mendapatkan kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Kesulitan saya yaitu merumuskan metodologi penelitian yang tepat dan sesuai dengan tujuan penelitian itu dan mencari referensi.

Question 3

R : What are the solutions for those problems?

I : Ketika mendapatkan kesulitan, solusi yang saya lakukan itu mencari dan mempelajari jurnal ilmiah yang relevan dan sesuai dengan permasalahan penelitian yang saya lakukan, nah untuk apa untuk memahami srtuktur atau permasalahan yang saya dapatkan dalam metode penelitian itu, ini dapat membantu saya dalam memahami langkah-langkah yang benar dalam metode penelitian yang saya lakukan terus juga meminta saran dari dospem.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Saya hanya mendiskusikan dengan dospem krna dospem itu memiliki pengalaman dan keahlian yang lebih mendalam dalam akademik dan terus mereka dapat juga memberikan bimbingan yang lebih spesifik dan relevan dengan proposal penelitian yang saya teliti.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sulit karena penelitian itu harus menggunakan metode yang sesuai dengan proposal penelitian saya.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya sangat mempengaruhi krna kemampuan bahasa inggris yang baik itu membantu saya sebagai peneliti menghindari dan menemukan kesalahan grammar dalam struktur kalimat dari penelitiaan yang saya teliti.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Iya menurut saya penting krna itu dapat membantu dalam penyusunan proposal penelitian kita.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Ketika jawaban responden antara interview dan kuesioner yang tidak saling berkolerasi.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Strategi saya yaitu dengan meminta arahan dan masukan dari dosen.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: alhamdullilah tidak ada kesulitan selama saya bimbingan pada dosen pembimbing saya karena dosen pembimbing saya sangat baik hati dan tidak sombong. Tentu saja ada feedback dari dosen pembimbing saya, karena apa yang saya tidak tahu boleh dorang kase saran deng arahan.

Transcript of interview

Wednesday, 25 september 2024

Informants 9

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Iya sangat banyak kesulitan yang saya hadapi karna itu judul pertama kali.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Kesulitan mencari referensi, mencocokan dengan judul penelitian itu susah krna penelitian itu belum pernah diteliti, sudah pernah di teliti tapi yang mencari dpe research problem itu belum ada itu yang bikin susah.

Question 3

R : What are the solutions for those problems?

I : Depe solusi ambil skripsi peneliti sebelumnya tapi depe research problem itu agak beda no cuman depe media pengambilan data itu sama.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Dengan dosen pembimbing

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sebenarnya tidak sulit, dan sulit kalau torang malas dg nda mangarti.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iyo mempengaruhi, krna torang ini pake bahasa inggris kalau misalnya torang nda mangarti torang nda bisa mo membaca previous study sebelumnya atau jurnal-jurnal bahasa inggris krna belum tentu yang pake bahasa indonesia itu relate.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting karna itu basic dari menyusun proposal.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu mencari sampel karna dari proposal saya sendiri itukan pake selebgram to sedang di aplikasi baru sedangkan aplikasi itu baru di luncurkan tahun lalu jadi belum terlalu banya yang pake itu apalagi selebgram.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Depe strategi cari teori di google scholar yang mendekati tentang penelitian saya, nda mendekati skali tapi ada yang dibahas sedikit dang.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Tidak sulit berkomunikasi dengan mereka, hanya saja sulitnya itu ya untuk menyesuaikan waktu dengan mereka. Untuk feedback, saya belum merasakan feedback itu ya, mungkin dikarenakan penguji saya tidak tegas dalam membimbing saya, jadi saya tidak merasakan feedback sepenuhnya. Tetapi ya saya berterima kasih karena salah satu pembimbing saya masih mau untuk memberi pembinaan lebih lanjut dengan saya.

Transcript of interview

Wednesday, 25 september 2024

Informants 10

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Saya ada kesulitan bagian penyusunan

Question 2

R : What are the difficulties you found in composing research proposal?

I : Saya kesulitan bagian pencarian ayat/hadist yang sesuai dengan proposal saya. Dan mencari teori-teori yang relevan sesuai dengan proposal. karna yang tantangan itu nda sesuai dengan kita pe judul dpe tantangan jadi bekeng kita tlama juga karna bacari itu teori.

Question 3

R : What are the solutions for those problems?

I : Konsisten sih yang pertama, dengan sampingkan dulu hal yg lain fokus disitu jangan dulu mo bapikir susah tetap berusaha bekeng dg berusaha cari kalau nda paham ba tanya pa dosen pembimbing

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Dengan orangtua paling sering karnakan paling dekat, dosen pembimbing kadang.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Sulit krna dikit-dikit harus ada sumber-sumber, mengutip salah satu saja harus ada sumber, setiap data harus ada sumber.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Mempengaruhi, lumayanlah lebih mempelajari kata-kata terminologi yang baru itu dia termasuk.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting skali karna nyanda pake panduan begitu susah karnakan nanti dosen sakit kepala dan tidak berurutan jadi lebih bagusnya kita penting mempelajari bagaimana caranya.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu mencari ayat atau hadist yang relevan dengan proposal saya.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Strateginya saya fokus dan menggunakan google scholar untuk mencari referensi.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Ada beberapa tantangan komunikasi dengan dosen pembimbing. kadang penjelasan nya mungkin kurang jelas, tetapi saya berusaha untuk minta dijelaskan lagi sampai saya paham. Dosen pembimbing sering memberikan feedback mengenai struktur proposal, meski kadang saya merasa frustasi karena harus merevisi beberapa kali, pada akhirnya feedback tersebut membuat proposal menjadi lebih bagus, terstruktur dan juga terarah, thanks pembimbing ku

Transcript of interview

Wednesday, 25 september 2024

Informants 11

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Tidak kesulitan sih

Question 2

R : What are the difficulties you found in composing research proposal?

I : Hanya saja nda mngrti dpe cara ba susun itu bgmna. Dan memparafrase dan grammar.

Question 3

R : What are the solutions for those problems?

I : Depe solusi yah ba tanya no pa tamang , balajar, ba baca-baca peneliti sebelumnya.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : dengan dosen pembimbing

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Karna depe bahasa inggris sehingga sulit untuk disusun.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya berpengaruh, krna tpe bahasa inggris masih kurang sehingga sulit untuk menyusun proposal.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting skli krna itu cukup membantu memudahkan trg ba susun proposal.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit bab 3, research instrument krna sulit mo menentukan depe instrument penelitian.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Depe strategi ba konsultasi dengan dosen pembimbing, dengan menggunakan google.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: tidak ada, dosen pembimbing saya cukup membantu saya dalam pembuatan proposal

Transcript of interview

Wednesday, 25 september 2024

Informants 12

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Iya ada kesulitan ada beberapa kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Kesulitan dalam memahami referensi kayak bahan pustaka, kesalahan dalam penulisan atau grammar aplagi bahasa inggris selalu jaga typo kalau btulis, baru kadang nntau dpe tujuan proposal itu apa krna smntara ba susun to lama-lama jadi bingo, stengah mati mo ba susun dpe footnote dari mendeley itu susah menurut kita, waktu baru-baru tpe kesulitan itu 4 kali ganti jdul to susah mo menentukan depe judul.

Question 3

R : What are the solutions for those problems?

I : Solusinya itu lebih memperbanyak referensi lebih mendalami baca-baca trus dari peneliti terdahulu, lebih mo cari tau lebih jelas tentang referensi, kesulitan penulisan sma dg typo yah ulang perhatikan dan baca ulang bae-bae kong ganti mana yg typo, dan pake grammarly aplikasi untuk ejaan atau grammar yg nda sesuai, footnote krna susah untuk pake mendeley jadi manual bkeng satu-satu.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : So pasti mo diskusikan dengan dosen pembimbing 1 dengg 2, ada feedback antara kita dg dosen pembimbing

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Kenapa sulit disusun krna proposal itu dimana torang itu musti mo cari-cari masalah yang ada, torang harus ada ide-ide yg dimana menurut kita proposal dengan hasil itu atau skripsi masih stengah mati proposal yah krna trg musti mo cari sumber data yg jelas, musti mo cari referensi. Dimana trg harus bpikir menyampaikan ide-ide yg boleh org mo pahami terlebih dosen.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya berpengaruh karna sakarang kita so semester 9 kemampuan berbahasa inggris itu masih kurang dengan kayak mo menyusun proposal itu masih banyak kekurangan seperti masih minim pengetahuan vocabulary cman krna zaman skrang so canggih ada google dan macam-macam aplikasi jadi menggunakan google dan aplikasi no, tetapi kemampuan berbahasa inggris itu berpengaruh krna kalau cuman mo andalkan goolge deng aplikasi itu ribet 2 kali kerja memakan waktu.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting no katu krna supaya nanti nda kesulitan saat menyusun proposal, jadi torang blajar dpe cara penyusunan, footnote, sub bab, trg musti blajar supaya nanti nda ada kesulitan saat mo basusun proposal

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit, itu penyusunan kata turus depe ejaan atau perhuruf itu talebeh atau takurang dg slalu typo dang.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Strategi kita gunakan itu kita slalu ba bimbingan yah walaupun kadang bimbingan karna dosen sibuk tetapi strategi laeng kita slalu batanya pa senior-senior sama deng padorang kak fika, pokoknya senior di TBI, baru dengan sering tanya-tanya pa tamang yang so klar proposal, jadi bagimana depe cara bagini, de g trus ba uni di youtube depe cara penyusunan proposal itu bagimana.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Iya sedikit ada kesulitan ketika saya melakukan bimbingan adakalanya tidak paham apa yang di jelaskan dospem. Kalau untuk feedback dari dosen pembimbing jelas ada banyak juga yang saya tidak paham kemudian saya menjadi tahu, dan masi banyak kesalahan dalam menyusun dan sealu di perbaiki oleh dospem saya.

Transcript of interview

Friday, 27 september 2024

Informants 13

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Iya, saya menemukan kesulitan

Question 2

R : What are the difficulties you found in composing research proposal?

I : Kesulitan saya grammar dan parafrase dan selain itu saya kesulitan dalam mencari referensi.

Question 3

R : What are the solutions for those problems?

I : Banyak membaca di google scholar, cari-cari referensi di google scholar dan menggunakan google untuk parapfrase dan grammar

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Diskusi dengan teman, tidak dengan dospem

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Menurut kita sulit krna pertama itu belum paham caranya bsusun dengan belum paham masalah apa yang trg mo teliti.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya berpengaruh krna klau trg pe kemampuan bahasa inggris kurang trg kekurangan vocabulary, jadi trg kesusahan ba susun proposal.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting krna supaya torang pe proposal itu bisa tersusun dengan sesuai dengan dpe cara penyusunan proposal yang baik sesuai dengan kaidah penulisan bagitu.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu latar belakang dan bab 3 krna pertama biasa awal-awal itu kayak kurang pemahaman.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Minta arahan dan masukan dari dosen, baru banyak-banyak membaca peneliti terdahulu, dan menggunakan google untuk mentranslate dan parafrase dan grammar dan mencari referensi-referensi yang relevan.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: komunikasi dengan dosen pembimbing saya cukup baik sejauh ini, namun ada beberapa kali saya merasa kesulitan, terutama ketika menunggu respons yang agak lama. tapi, dosen pembimbing saya juga selalu memberikan arahan yang jelas saat bertemu, dan saya mendapat feedback yang baik mengenai perbaikan yang perlu dilakukan pada penelitian saya.

Transcript of interview

Friday, 27 september 2024

Informants 14

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Iya saya ada kesulitan dalam menyusun proposal

Question 2

R : What are the difficulties you found in composing research proposal?

I : Menurut kita, yang masih pemula itu masih belum tau dpe cara ba susun bgimana, kita kan nda prnah bsusun proposal, waktu semester 6 ada ba susun proposal itu kan kayak belum terlalu serius dsitu, ada ba susun hanya copy-copy dan belum paham, dan akhirnya itu jadi boomerang pkita saat kita bsusun proposal skrang, kita yang bingo nntau mo susun bgmna blum paham. Dpe faktor kesulitan kita nda tau dpe cara ba menyusunnya bagaimana itu yang bikin kita sulit.

Question 3

R : What are the solutions for those problems?

I : Depe solusi untuk grammar krna alat bantu sehingga nda tllu kesulitan dalam menyusun proposal

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Mendiskusikannya dengan dospem dan teman

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Kalau misalnya torang nda tau depe cara penyusunan sulit no, dan yang sulit itu ketika kita nda dapa kita pe referensi nda sesuai dan cari lagi sampe dpa yang sesuai.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Iya mempengaruhi, krna kalau menyusun proposal dibutuhkan trg minimal musti tau dg dpe arti dg kalau trg nntau apa-apa, skrang so ada alat bantu seperti google lens untuk mentranslate tetapi itu nda menjamin dpe grammar so btul atau ini so sesuai nda sih dengan yg kita maksud dan trg pe axienty dengan trg pe kemampuan cuman bgini saat ujian tako trg nda dpa jawab dengan bahasa inggris atau trg nda paham apa penguji tanyakan.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : Penting skli krna kalau kita baru bljar skrang baru mendalami skrang dpe penyusunan oh trnyata bgni kayak kita mnyasal dg so terlambat skli,teman- teman lain so klar tepat waktu kita blum krna kita nda tau cara ba susun. Itu tpe mnyasal krna nda belajar dpe cara penyusunan proposal penelitian.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Bagian tersulit itu bagian bab 2, krna cari teori yang relevan yang sesuai dengan judul proposal, dan dpe teori-teori itukan musti relate dengan isi proposal, kita harus cari data yang sesuai fakta harus berdasarkan para ahli.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Depe strategi kita musti banyak belajar menulis penyusunan proposal supaya torang nda mo susah saat penyusunan proposal nanti , baru kita cari tau deng tanya-tanya. strategi itu dibantu oleh google lens, google scholar kalau nda pake strategi itu kemungkinan kita nda mo klar. Pake aplikasi aplikasi yang membantu.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: saya tidak merasa kesulitan selama saya bimbingan dengan dosen pembimbing saya. Karena disitu saya mendapatkan solusi dari masalah kebingungan saya dan menyusun proposal penelitian saya. Dan saya selalu meminta pendapat dan juga tanggapan dari dosen pembimbing untuk mengatasi proposal penelitian saya.

Transcript of interview

Saturday, 28 september 2024

Informants 15

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?
I : iyaa saya memiliki kesulitan.

Question 2

R : What are the difficulties you found in composing research proposal?
I : saat memparafrase kalimat sering kali aplikasi yg saya gunakan tidak dapat memparafrasenya dengan baik. saya juga memiliki kesulitan mentranslate indonesia ke english karna disaat mau mentranslate ke english grammarnya berantakan dan harus di perbaiki lagi menguras waktu dan tenaga ini.

Question 3

R : What are the solutions for those problems?
I : saya mengatasi kesulitan tersebut dengan mencari apk atau link yang bisa dipercayai dan dapat membantu proses pembuatan skripsi ini seperti chat gt or AI lainnya hehe.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : iyaa saya akan mendiskusikan nya dengan dospem apabila dospem tidak mempunyai waktu saya akan mendiskusikannya denngan teman saya walau hanya menanyakan sedikit" saran penggunaan kalimat yang baik bagaimana.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : menurut saya karena kalo kita tidak mengetahui inti dan tujuan pembuatan proposal maka akan sulit apalagi ketika mencari tentang penelitian yang relevan dengan judul proposal, dsaat dospem menyuruh misalnya 5 penelitian relevan sedangkan yang di google schoolar atau di jurnal" hanya tersedia 3 atau 2 nd tau harus mo cari dimana lagi.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : iyaa sangat mempengaruhi karna dsaat mentranslate indo ke indo kan sering kali grammar yang muncul sesudah di translate sangat berantakan nah akan sangat jelas apabila grammar nya tidak beraturan jadi dengan pemahaman tentang grammar atau pembuatan kalimat sangat penting untuk menyusun proposal penelitian.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : iyaa sangat penting agar penyusunan proposal dapat sesuai dengan pedoman agar ketika hendak melakukan seminar proposal kita akan menguasai proposak kita

dengan baik dan dapat menjawab pertanyaan yang diajukan oleh dospem dan dosen penguji.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : menurut saya bagian tersulit menyusun proposal ketika mencari teori yang relate dengan penelitian saya, ada yang sama tapi objek nya yang berbeda lain kali membuat saya kesulitan mencari teori yang relate dgn proposal saya dan ketika sudah tapi teori ada kalanya kedua dospem 1 dan dospem 2 tidak sependapat jadi harus di revisi lagi dan lagi dan itu membutuhkan yg lama.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : saya akan mendiskusikannya dengan dospem mengikuti arahan yang diberikan dospem dan jikaa msh terjadi kesulitan saya akan menggunakan google untuk sedikit mempermudah pembuatan proposal penelitian.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Kesulitan yang saya alami hanya ketika dosen pembimbing tidak ada waktu untuk melakukan bimbingan sering juga sudah janjian jam 9 pagi tapi di undur jam 5 sore adakalahnya kesibukan lain juga tertunda, feedback yg saya rasakan ada proposal atau skripsi yang saya kerja menjadi lebih baik karena saran dan arahan dari dospem.

Transcript of interview

Saturday, 28 september 2024

Informants 16

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Saya menemukan kesulitan dalam menyusun proposal.

Question 2

R : What are the difficulties you found in composing research proposal?

I : kalau kesulitan dalam menyusun dan parafrase tidak ada, tapi kesulitan itu tentang masalah lain seperti menyusun background yang harus disertai dengan gap research itu yang sulit dan jika menentukan pendekatan yang tepat dan sesuai dengan skripsi saya.

Question 3

R : What are the solutions for those problems?

I : perbanyak membaca referensi yang berhubungan dengan skripsi saya, seperti artikel atau skripsi terdahulu.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : tidak, saya cari sendiri solusinya terus nanti dosen pembimbing saya yang menilai apakah solusi yang saya dapatkan benar atau salah.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : karena proposal disusun dari rumusan masalah yang kita dapatkan dan dari situ saya harus menyusun planning saya untuk melakukan penelitian dan harus juga menentukan pendekatan yang tepat dan dari semua itu proposal yang saya susun harus dimulai dari awal berbeda dengan menyusun hasil dan skripsi yang sudah berlandaskan dari proposal tersebut.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : iya, kemampuan bahasa inggris sangat mempengaruhi penyusunan proposal. karena waktu yang bisa saya pakai menyusun kalimat proposal saya tidak terbuang dalam menerjemahkannya lagi ke bahasa inggris serta penggunaan grammarnya.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : penting, agar bisa menyusun proposal dengan benar.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Benar di background, karena itu kita harus menjabarkan urgensi daru skripsi saya dan apa yang menjadi gap dari penelitian2 sebelumnya.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

I : Menggunakan google untuk mencari referensi yang tepat berdasarkan judul, metode, dan pendekatan skripsi saya.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Tidak ada kesulitan dalam berkomunikasi dengan dosen pembimbing saya, mereka sangat aktif memberikan feedback ketika saya stuck dengan pembuatan proposal saya.

Transcript of interview

Sunday, 30 september 2024

Informants 17

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : Yah saya menemukan beberapa kesulitan atau kendala dalam menyusun proposal penelitian.

Question 2

R : What are the difficulties you found in composing research proposal?

I : Terkait proposal penelitian saya, saat ini kita sudah menyelesaikan sebagian besar proposal dari bab 1 sampe bab 3. Namun, ada beberapa kendala yang kita hadapi, terutama dalam menentukan grand theory yg kita gunakan dan mencari referensi yang relevan dengan judul proposal. Sejauh ini, kita mengalami beberapa kesulitan, terutama dalam memparafrase dan memastikan grammar nya benar. Kadang-kadang, kita juga kesulitan mencari kata yang tepat untuk mencocokan dengan apa yg ingin kita sampaikan.

Question 3

R : What are the solutions for those problems?

I : Dengan menggunakan alat bantu seperti kita bisa memanfaatkan alat seperti Grammarly atau kamus online untuk memeriksa grammar terus menggunakan web yg bisa sekalian memparafrase.

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : Kita mencoba mencari solusinya sendiri dengan membaca referensi dari google. Jika masalahnya masih belum teratasi, kita akan mendiskusikannya dengan dosen pembimbing. Tapi kita lebih sering bertanya atau berdiskusi dengan teman-teman yang mungkin sudah pernah menghadapi masalah serupa, sehingga bisa saling membantu dan memberikan saran.

Question 5

R : In your opinion, why is research proposal difficult to write?

I : Kadang kendalanya yaitu pada saat mencari referensi yang relevan karena memerlukan banyak waktu dan usaha untuk menemukan literatur atau sumber yang mendukung penelitian. Terus pada bagian metodologi sulit untuk menyusun karena memerlukan pemahaman yang mendalam tentang bagaimana penelitian akan dilakukan dan emilih metode yang tepat yang sesuai dengan judul proposal.

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Ya, kemampuan Bahasa Inggris sangat mempengaruhi dalam menyusun proposal karena banyak referensi yang menggunakan Bahasa Inggris. Kalau kemampuan Bahasa Inggrisnya masih kurang, mungkin kita akan kesulitan memahami referensi dalam bahasa inggris atau menulis proposal dengan baik, sehingga proposal bisa menjadi kurang jelas dan sulit dipahami.

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : mempelajari cara menyusun proposal penelitian sangat penting karena dengan memahami cara menyusun proposal, kita bisa merumuskan masalah penelitian dengan jelas, menyusun metodologi yang tepat, dan memastikan penelitian kita relevan. Jadi, mempelajari cara menyusunnya sangat penting untuk memastikan penelitian berjalan lancar dan terstruktur.

Question 8

R : What is the most difficult part in composing research proposal? why?

I : Yang paling sulit itu menyusun metodologi karena kita perlu memilih pendekatan yang tepat, serta menjelaskan langkah-langkah penelitian dengan detail.

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

 I : meminta saran dan masukan dari dosen pembimbing untuk memastikan setiap bagian proposal sesuai dengan harapan. Terus meningkatkan kemampuan Bahasa Inggris dengan membaca lebih banyak jurnal² serta menggunakan alat bantu seperti Grammarly untuk memeriksa grammar. Serta memanfaatkan Google Scholar untuk mencari referensi yang relevan.

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Kadang mengalami kesulitan dalam berkomunikasi dengan dosen pembimbing. Tapi, dosen pembimbing saya biasanya memberikan feedback seperti memberikan masukan yang sering kali membantu saya memperjelas penelitian saya terutama pada bab 3 metodologi yang sering kali kurang saya pahami.

Transcript of interview

Tuesday, 01 october 2024

Informants 18

(Information : R=researcher, I=informant)

Question 1

R : How is your research proposal? Do you find any difficulties in composing research proposal?

I : sangat sangat sulit hingga membuat rambut rontok

Question 2

R : What are the difficulties you found in   composing research proposal?

I : karna kita nintau ba bekeng proposal

Question 3

R : What are the solutions for those problems?

I : meminta bantuan dari teman yang sudah selesai

Question 4

R : What do you do when you face the difficulties in composing research proposal, will you discuss it with your proposal supervisor, friends or other lecturer besides your proposal supervisors?

I : dengan tamang

Question 5

R : In your opinion, why is research proposal difficult to write?

I : sebenarnya tidak sulit kalau kita tau cara penyusunan, karna sulit yang karna nintau

Question 6

R : Does English language ability affect you in composing research proposal? why?

I : Yes, karena kesulitan dalam menyusun kata-kata harus menggunakan chatgpt karna saya belum tahu berbahasa inggris

Question 7

R : Do you think learning how to composing research proposal is important? why?

I : penting, karna berguna untuk masa depan yang cerah

Question 8

R : What is the most difficult part in composing research proposal? why?

I : bagian latar belakang, karna saya tidak tahu apa yang melatarbelakangi proposal saya dan saya maaih bingung

Question 9

R : Do you have any particular strategies in minimizing the difficulties in composing research proposal?

 I : melihat pedoman, ba tanya pa tamang

Question 10

R: Did you experience difficulties in communicating with your advisor? Did you receive any feedback from your advisor?

I: Tidak, saya sangat senang dengan dosen pembimbing saya sekarang karena ada feedback dari mereka, mereka benar-benar membimbing saya.

Appendix 6 : Documentation process of interview

The process involved interviews conducted both in person (face-to-face) and via WhatsApp (voice notes) with students from the English Education Study Program of the 2020/2021 academic year.

Interview To Nurul Inayah Mahmud S.Pd with the Title "*Students' Perception on the Use of AI paraphrasing tools in Writing Research Proposal*"

Interview To Amalia Putry Febrianty Ngatenan S.Pd with the Title "*The Pre-service Teacher Anxiety In Teaching English During Internship Program*"

Interview To Try Putry Ayu Nindya Muchtar S.Pd with the Title "*A Sociolinguistics Analysis of Indoglish Phenomenon*"

Interview To Fara Yustisiya Mamonto with the Title "*Students' Perception of Teacher's Code Switching Between English Learning at IAIN Manado*"

Interview To Annisa Astrid Jovanka Mokodongan S.Pd with the Title "*Students' Strategies in Learning Pronunciation at IAIN Manado*"

Interview To Maqfirah Fardayani Mokoginta S.Pd with the Title "*The Integration of Islamic Values in English Teaching at SDIT An-Nahl Kotamobagu*"

Interview To Sri Ayu S.Labagou S.Pd with the Title "*Analysis of Translation Techniques in Translating Dialogue Into Indonesian in the Novel Animal Farm by George Orwell*"

RESEARCHER BIOGRAPHY

Name	: Citra Kirana Mokoginta
Place and Date of Birth	: Solimandungan 1, 07 October 2003
Address	: Solimandungan 1, Kec. Bolaang, Kab. Bol-Mong
Phone Number	: 081523875632
E-mail	: citramokoginta025@gmail.com
Parents' Name	
Father	: Wawan Mokoginta
Mother	: Wiwi Paputungan

Educational Backgorund

Elementary School	: SDN 2 Solimandungan II	(2008-2014)
Junior High School	: SMP Negeri 4 Bolaang	(2014-2017)
Senior High School	: SMA Negeri 1 Bolaang	(2017-2020)
College	: Tadris Bahasa Inggris	(2020-2024)
	FTIK IAIN Manado	

Manado, 14th October 2024

The Researcher,

Citra Kirana Mokoginta