

**THE STUDENTS' PROBLEMS IN WRITING RESEARCH
PROPOSAL AT IAIN PALANGKA RAYA**

THESIS



BY

NURUL HIDAYATI NINGSIH

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1441 H/2020 M**

**THE STUDENTS' PROBLEMS IN WRITING RESEARCH
PROPOSAL AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



BY
NURUL HIDAYATI NINGSIH
SRN. 1401120940

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1441 H/ 2020 M**

ADVISOR APPROVAL

ADVISOR APPROVAL

Title of the Thesis : **The Students' Problems In Writing Research
Proposal At IAIN Palangka Raya**
Name : Nurul Hidayati Ningsih
SRN : 1401120940
Faculty : Tarbiyah and Teacher Training
Department : Language Education
Study Program : English Education

This is to certify that thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya

Palangka Raya, June 2020

Approved by:

Advisor I,

Sabarun, M.Pd.
ORN. 196803222008011005

The Vice Dean of Academic,

Advisor II,

Hesty Widiastuty, M.Pd.
ORN. 198709282015032003

Secretary of Language Education
Department,

Dr. Hj. Nurul Wahdah, M.Pd
ORN. 198003072006042004

Akhmad Ali Mirza, M.Pd
ORN. 198406222015031003

SURAT PERSETUJUAN

SURAT PERSETUJUAN

Judul Skripsi : The Students' Problems In Writing Research
Proposal At IAIN Palangka Raya
Nama : Nurul Hidayati Ningsih
NIM : 1401120940
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Program Studi : English Program
Jenjang : S-1

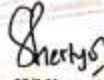
Palangka Raya, Juni 2020

Disetujui oleh:

Pembimbing I,


Pembimbing II,


Sabarun, M.Pd.
NIP. 196803222008011005


Hesty Widiastuty, M.Pd.
NIP. 198709282015032003

Wakil Ketua Bidang Akademik,

Sekretaris Jurusan Pendidikan
Bahasa,


Dr. Nurul Wahdah, M.Pd
NIP. 198003072006042004


Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

THESIS APPROVAL

THESIS APPROVAL

Thesis Title : The Students' Problems In Writing Research Proposal At
IAIN Palangka Raya
Name : Nurul Hidayati Ningsih
NIM : 1401120940
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasyah* on:

Day : Friday

Date : June 19th, 2020 M / 27 Syawal 1441 H

BOARD OF EXAMINERS

Zaitun Qamariah, M.Pd
(Chair/Examiner)



M.Zaini Miftah, M.Pd
(Main Examiner)



Sabarun, M.Pd
(Examiner)



Hesty Widiastuty, M.Pd
(Secretary/Examiner)



Approved by:
Dean, Faculty of Teacher
Training and Education



Dr. H. Rodhatul Jennah, M. Pd.
ORN. 19671003 199303 2 001

OFFICIAL NOTE

OFFICIAL NOTE

Palangka Raya, June 2020

Case : Examination of
Nurul Hidayati Ningsih's Thesis

To The Dean of Faculty of Education and
Teacher Training of State Islamic Institute of
Palangka Raya
In Palangka Raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : NURUL HIDAYATI NINGSIH
SRN : 1401120940
Thesis Title : The Students' Problems In Writing Research Proposal
At IAIN Palangka Raya

Can be examined in partial fulfillment of the requirements of the Degree of
Sarjana Pendidikan in the Study Program of English Education of the Language
Education of the Faculty of Education and Teacher Training of the State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

Advisor I

Advisor II


Sabarun, M.Pd

ORN. 196803222008011005


Hesty Widiastuty, M. Pd

ORN. 198709282015032003

NOTA DINAS

NOTA DINAS

Palangka Raya, Juni 2020

Hal : **Permohonan Ujian Skripsi**
Nurul Hidayati Ningsih

Kepada
Yth. Dekan Fakultas Tarbiyah dan
Ilmu Keguruan Institut Agama
Islam Negeri Palangka Raya
Di -
Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Nurul Hidayati Ningsih
NIM : 1401120940
Judul Skripsi : The Students' Problems In Writing Research Proposal At
IAIN Palangka Raya

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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Wassalamu'alaikum Wr. Wb.

Pembimbing I,


Saharun, M.Pd
NIP. 196803222008011005

Pembimbing II,


Hesty Widiastuty, M. Pd
NIP. 198709282015032003

MOTTO AND DEDICATION

ان مع العسر يسرا

Actually with difficulties there is ease

(*Q.S. Al-Insyirah [94]: 6*)

This Thesis is dedicated to:

First of all, thanks to Allah that give me chance to finish this study. My beloved Father Sya'ban M. Nur, S.Pd.I and Mother Waliyati Ningsih for their valuable endless prayer, sacrifice, and support that make me getting more spirit. Only this simple work that I can offer as proof of your success in educating and raise me. My beloved brother Lisy M. Nur, M.Pd and Sister Denik Setianingsih, S.Pd for their motivation, support, and advice. All of my friends in English Education Study Program academic year 2014, especially my best friend Mariana, Meiria Hijrianti, Heni Oktaviani, Sagita, Muzid Al Hafidz, and M.Huda Wijaya. Thank you so much for all your support.

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Nurul Hidayati Ningsih
NIM : 1401120940
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education


Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, June 2020

Yours Faithfully




Nurul Hidayati Ningsih
SRN. 1401120940

ABSTRACT

Ningsih, Nurul Hidayati. 2020. *The Students' Problems In Writing Research Proposal At IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Sabarun, M.Pd. (II) Hesty Widiastuty, M.Pd.

Key Words: Problem, Writing, Research Proposal.

This research aimed to investigate the students' problems in writing research proposal at IAIN Palangka Raya. The analysis focused on the problems investigated in the research proposals. The analysis attempted to describe the students' problems in writing a research proposal were faced by students.

The type of study was descriptive with a qualitative approach in finding out the answer of the problems of the study, the data collecting technique used observation, interview for students and documentation (students writing research proposal). The subject of the research were students in seventh semester. There were 10 students consisting of 3 male and 7 female.

Based on the result of analysis showed that most of students faced problems in 6 kinds of problems they were : First, students stated that the most significant problem was in vocabulary. Second, problem which has been revealed was in grammar. Third, students difficulties for paraphrasing. Fourth, students difficulties for found journal. Fifth, students difficulties for wrote methodology. The last problem was in wrote references. From the result of observation, it showed that there were students passive and were not focused to lecturers explanation in the class. From the result of interview, it showed that there were three aspects of factors. First was about lecturers explained the material less clearly. It became one of student's problems in writing research proposal. Second was the material of grammar less practice in the class. The third was about students lazy to read a book. From the result of documentation, it showed that there were pictures of the students interviews and students text research proposal.

ABSTRAK

Ningsih, Nurul Hidayati. 2020. *Masalah Mahasiswa Dalam Menulis Proposal Penelitian Di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd. (II) Hesty Widiastuty, M.Pd.

Kata Kunci: Masalah, Penulisan, Proposal Penelitian.

Penelitian ini bertujuan untuk menyelidiki masalah mahasiswa dalam menulis proposal penelitian di IAIN Palangka Raya. Analisis difokuskan pada masalah yang diselidiki dalam proposal penelitian. Analisis berusaha menggambarkan masalah mahasiswa dalam menulis proposal penelitian yang dihadapi oleh mahasiswa.

Jenis penelitian ini adalah deskriptif dengan pendekatan kualitatif dalam menemukan jawaban dari masalah penelitian, teknik pengumpulan data menggunakan observasi, wawancara untuk siswa dan dokumentasi (siswa menulis proposal penelitian). Subjek penelitian adalah mahasiswa semester tujuh. Ada 10 mahasiswa yang terdiri dari 3 laki-laki dan 7 perempuan.

Berdasarkan hasil analisis menunjukkan bahwa sebagian besar mahasiswa menghadapi masalah dalam 6 jenis masalah yaitu: Pertama, mahasiswa menyatakan bahwa masalah yang paling signifikan adalah dalam kosa kata. Kedua, masalah yang telah terungkap adalah tata bahasa. Ketiga, mahasiswa kesulitan untuk parafrase. Keempat, kesulitan mahasiswa untuk menemukan jurnal. Kelima, mahasiswa kesulitan untuk menulis metodologi. Masalah terakhir ada dalam referensi tulis. Dari hasil pengamatan, terlihat bahwa ada mahasiswa yang pasif dan tidak fokus pada penjelasan dosen di kelas. Dari hasil wawancara, terlihat bahwa ada tiga aspek faktor. Pertama adalah tentang dosen menjelaskan materi kurang jelas. Itu menjadi salah satu masalah mahasiswa dalam menulis proposal penelitian. Kedua adalah materi praktik tata bahasa yang kurang di kelas. Yang ketiga adalah tentang mahasiswa yang malas membaca buku. Dari hasil dokumentasi, terlihat bahwa terdapat gambar-gambar hasil wawancara mahasiswa dan proposal penelitian teks mahasiswa.

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Alhamdulillah, the researcher like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Rector of IAIN Palangka Raya, Dr. H. Khairil Anwar, M.Ag for his direction and permission of conducting the thesis.
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Finally, the researcher realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The researcher hopes this paper will be useful for the readers in general and for the researcher herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, June 2020
The Researcher

Nurul Hidayati Ningsih
SRN. 1401120940

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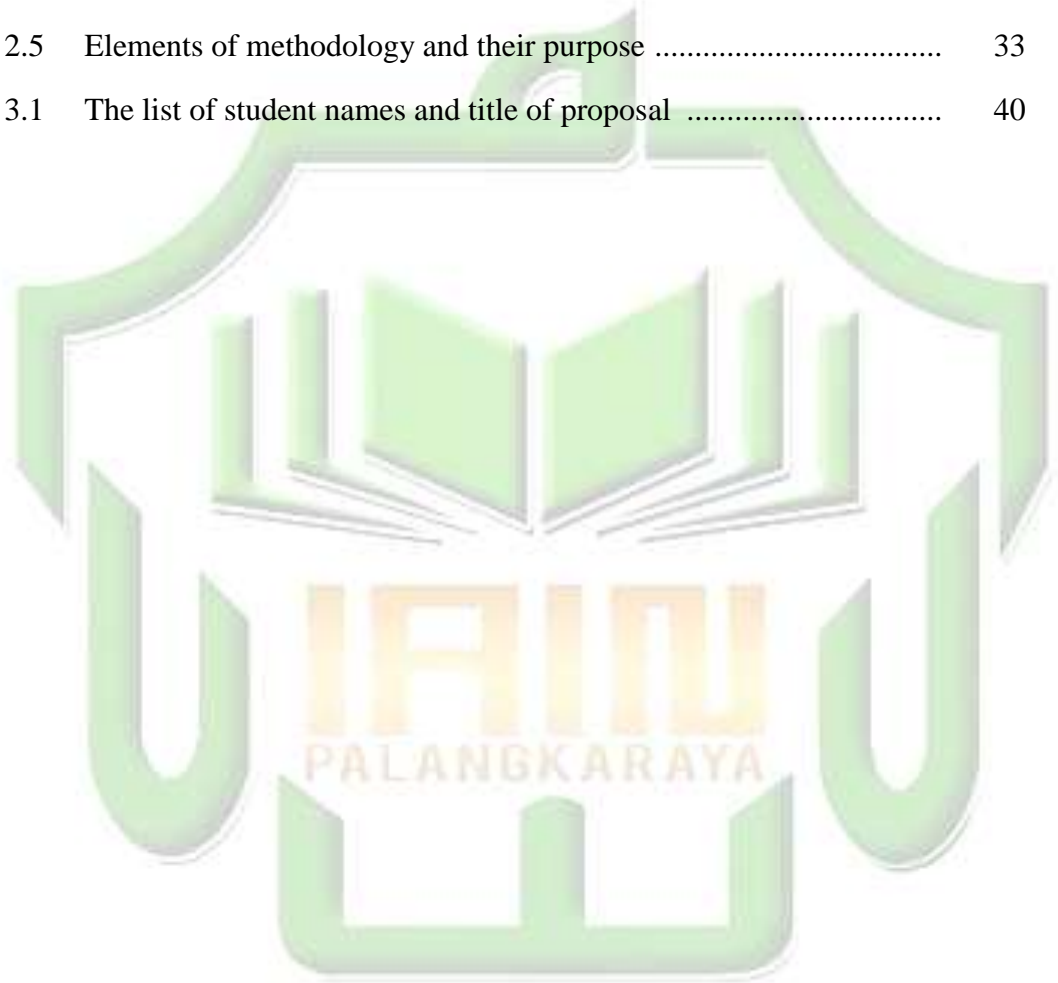
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LIST OF ABBREVIATIONS

IAIN : Institute Agama Islam Negeri

RP : Research Proposal

SW : Scientific Writing

JEFL : Journal of English in Foreign Language



CHAPTER I

INTRODUCTION

In this chapter, the researcher were discuss The Background of the Study, Research Problem, Object of the Study, Significances of the Study, Scope, and Limitation of the Study and Definition of Key Term.

A. Background of the Study

“English has now become a global language and an international language for human communication” (Crystal, 2003, p.2). This is mean that English is the linguistic communication used by all humans in the world. It can be seen especially in the context of English language teaching as a foreign language taught in Indonesia, started from elementary school up to university, they study English. Listening, reading, writing, and speaking are the four important skills in English teaching and learning. From the fourth language skills, writing is one of the language skills which is important in our life. Through writing, the writers can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, the writers know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

Writing activity is a kind of activity to deliver information to the readers by the writer in a written form. The information that is delivered is commonly arranged in a paragraph or text. A writer usually writes and arranges her/his ideas in a good paragraph or text to make the readers

understand what the writer means. Then, if the readers understand about the writers' writing, it signs that s/he is a good writer because the ideas that are delivered can be accepted by the readers/public. (Gusman, 2012, p.2)

The researcher chooses IAIN Palangka Raya because the researcher is still learned on this campus, and it was easier for her to do some research. Besides, the researcher gained a lot of experience and insight from the study of Islamic studies at IAIN Palangka Raya because these institutions maintain Islamic values that made it different from other institutions in Central Kalimantan, students can research anything related to the studied of Islam is likely to contribute some new progress, enlightenment, insight, etc. to the institution itself and the students in general. Thus, students did not need to study off-campus and went to the research subject is too far away to spend a lot of money. Second, the researchers themselves think that studying writing this difficult to do. When experienced from the first semester until now to learned to write is not easy. Third, some students study the English language saying that they are still confused and some even did not know about your goals and elements that should be included in the research proposal.

Although many previous studies as mentioned above have investigated the students' problems in thesis writing areas, little research has explored the students' problems in writing a research proposal which functions as the first step in producing a thesis. There is a need to increase

research-based knowledge of students' ability and problems in writing a research proposal since the researcher has found that in the research site, many students found it is difficult to write a research proposal. It is in line with Swales (1990) stating that a research proposal is one of 'occluded' genres; that is, genres that are difficult for students to have access to but play an important part in the students' lives. A study has also revealed the research proposal writing anxiety faced by the students which include four components: library anxiety, statistics anxiety, composition anxiety, and research process anxiety (see the previous study and related articles by Onwuegbuzie, 2002). Further, Fraenkel and Wallen (1993) also present a similar view and highlight several common mistakes made by the students as beginning researchers in preparing a research proposal.

The thesis is a scientific paper written or done in accordance with the scientific procedures and follows the guidelines or scientific principles. Writing a thesis is produced by means of research, also known as research. Etymologically research consisted of there syllables which means return, search means finding. According to Henry Mannheim, research in science "an inter-subjective, accurate, systematic analysis of determinate of body empirical data in order to discover the recurring relationship among phenomena". So reset aimed to find the relationship between the phenomenon through accurate and systematic analysis of the empirical data. In the book "Survey Methods for Communication Research", Prajarto outlines that include research activities revealed issues, seek common

ground for the understanding of these issues, the effort to solve the problem, determine the right way to solve problems, and concludes with a report.

Planning research is the began of activities in research that included an introduction to the issues and the background, purpose, and benefits of the research, the premise to solve the problem and determine methods of research. The next step is the implementation of research activities included data collection, data processing, and data presentation concluded with activities began. Activities end of the reporting of the research, the writing is on the implementation of research activities and results, which included a presentation of data, analysis, and conclusions of research results. In a research proposal, the final part of making the report does not constitute the scope of the research proposal.

Before doing writing a thesis, students are required to start with writing a research proposal. (Nasution, 2008, p.141) said that the proposal aims to study the efficiency of the time, money, and effort if a comprehensive thesis proposal should be rejected entirely. Before researchers conduct research activities required to begin the most important thing is to make the study design. It is intended as a reference or guide researcher to study. The design or design research is the foundation for planning or designing research studies. Fachruddin outlines the research design is a framework or detailed work procedures to be performed at the time of research, so it is expected to provide an overview

and direction to be taken in carrying out the study, as well as give you an idea if the study had been finished or completed research is implemented. So as to produce good researches then have to design a good research design. It will facilitate researchers to design basic or core of research and illustrates the expected results.

Based on the students' problems in the research proposal, in the English education study program department in IAIN Palangka Raya, writing is one of the compulsory skills learned by the seventh semester. However, writing is not an easy thing to do for students of the English education study program at IAIN. The students of IAIN still have many problems to made a research proposal. Especially when attempted to write thesis proposal in their writing because of many factors and reasons as a result at IAIN Palangka Raya.

Based on the explanation above, in this research, the researcher would like to conduct research about **“The Students’ Problems In Writing Research Proposal At IAIN Palangka Raya”**.

B. Research Problem

The problem of this study are :

1. What are the students' problems in writing a research proposal?
2. What are the resolve students' problems in writing a research proposal?

C. Objective of the Study

The objective of this study are

1. To investigate the students' problems in writing a research proposal.
2. To know the resolve students' problems in writing a research proposal.

D. Scope and Limitation

This study is a case study of undergraduate English Study Program students in IAIN Palangka Raya. It uses text analysis and in-depth interviews to investigate the students' performance in writing chapters 1,2 and 3 proposals. The analysis focuses on the elements are employed in the research proposals. The analysis attempts to describe the students' problems in writing a research proposal and the possible causes of the problems are faced by students.

E. Significance of the Study

The user of this research is expected by the author as follows:

1. Theoretically, first, this research is expected to contribute to improving concepts that support lectures in the process of learned to write English, which is related to the preparation of a good thesis proposal. The second is expected to provide readers with knowledge in analyzing problem students in writing a thesis proposal.
2. Practically, this study will provide general guidance by the experts to write a research proposal, especially in terms of its elements.

For students, the results provide information to understand how they organize a research proposal and to see how this organization

may lead to problems and to better understand the expectations of a discourse community to which they will be initiated.

For teachers, the results can be used to help them understand better the problems faced by the students so they can provide more meaningful feedback to their students and can provide students with better analytic tools for use in writing a research proposal.

F. Definition of Key Term

The researcher attaches some definition of key terms to help the readers to understand the thesis easily, as follow:

1. Problems: students' problems in elements of a research proposal based on their text of research proposal.
2. Writing: the most difficult skill for any language in the world; writing means making sentences and before making sentences usually, someone must make a paragraph. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. Among the four skills above, writing skill is the most difficult.
3. Research Proposal: Parts of a research proposal and each chapter of it. Such as introduction, review literature, methodology.
4. Scientific Writing: Scientific writing is a technical form of writing that is designed to communicate scientific information to other scientists.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss Related Studies, Problem, Writing Research Proposal, Research Proposal, and Scientific Writing.

A. Related Studies

In this study, there are some related studies will conduct in this study, the researcher related studies.

First, research was conducted by Mary Ann Pescante-Malimas and Sonrisa C. Samson (2017) *Linguistic Error Analysis on Students' Thesis Proposals*. The finding revealed that there really is a need for an intensive language refresher course for incoming fourth year students in order to prepare them for thesis proposal writing. The short refresher course, or writing workshop, which may be conducted during the summer term immediately preceding the semester the students are due to enroll in the thesis writing course, should not just be a review of the basic rules of writing but must be focused on the identified error-prone areas in grammar, syntax and mechanics with samples taken from the students' writing outputs to serve as authentic examples or exercises. If their focus is not only content but also linguistic accuracy, instructors should bear in mind that students' writing flaws can greatly obscure content or hamper clarity of meaning or message; therefore, equal importance should be given to both content and form or linguistic accuracy in thesis proposal

writing. Finally, it bears noting that, of all the significant writing projects students do in their college years, thesis proposal/thesis writing is the one that they tend to take most seriously, considering that the thesis is unquestionably an important graduation requirement. Therefore, students have a vested interest in writing their theses well, and a stronger grasp of grammar, syntax and mechanics in their written English will help them achieve that goal.

Second, research was conducted by Dini Hadiani (2017) *The Students' Difficulties In Writing Thesis Statement*. The finding revealed that the first students' text analysis and interview, it can be concluded that the students' difficulties in writing thesis statement are in terms of delivering ideas and implementing the correct grammar rules. The second, The students' difficulties in delivering ideas could be caused by their low capacity in determining a specific main idea that will be developed into an essay. And the third, the teacher should pay attention to improve the students' understanding in writing a good thesis statement not only in terms of grammar rules , but also in terms of delivering their ideas by focusing on one specific main idea that will be developed into an essay.

Third, research was conducted by Muh Yusuf (2013) *Students' Problems in Writing Research Proposal*. The finding revealed that the first cause of Students did not understand and confused in the introduction is caused lecturer less clear in explaining the material. The second cause of students who did not understand and confused in the review literature is

caused Lecture explained the material less clearly and the third cause of students did not understand and confused in methodology is the impact of research methods courses before.

Fourth, research was conducted by Nur Habibah (2012) *Analysis of plagiarism in seminar proposals by the eighth-semester students of PBI at IAIN Sunan Ampel in academic years 2012*. The finding revealed that the first, the finding proved that all of the seminar proposals by eight-semester students of PBI that have been analyzed were found plagiarism. The second, the finding that the students did not plagiarize all the indicators. And the third, there are two kinds of factors underlying they did plagiarism, it can be intentional and unintentional. Yet most of the students plagiarized their that seminar proposals intentionally. There are many intentional factors underlying why they plagiarized.

Fifth, research was conducted by Supardi (2006) *The English Department Students' Motivation Of Writing Thesis*. The finding revealed that from 31 respondents from English Department students in writing thesis were a). 19.4 % of the students have very high motivation. b). 54.8% of the students have high motivation. c). 25.8% of the students have moderate motivation. In general, the researcher concludes that the English Department students in the academic year 2001/2002 have high motivation in writing a thesis.

Sixth, research was conducted by Heru Susanto (2006) *Students' Difficulties Of Writing Thesis (Linguistic Aspect)*. The finding revealed

that many students had difficulty in writing a thesis, especially in grammar, choosing vocabulary, punctuation, and spelling. a). Grammar was the most difficult aspect faced by the research students with a percentage 67.56%. b). The vocabulary was the difficulty faced by the students with 18.54%. c). Punctuation was the difficulty faced by students with 10.73%. d). The difficulty was spelling with 3.17%.

Table 2.1
Related Studies

Related Studies	Similarities	Differences
Mary Ann Pescante-Malimas and Sonrisa C. Samson (2017) <i>Linguistic Error Analysis on Students' Thesis Proposals.</i>	Finally, it bears noting that, of all the significant writing projects students do in their college years, thesis proposal/thesis writing is the one that they tend to take most seriously, considering that the thesis is unquestionably an important graduation requirement. Therefore, students have a vested interest in writing their theses well, and a stronger grasp of grammar, syntax and mechanics in their written English will help them achieve that goal.	Focused on students error analysis thesis proposals
Dini Hadiani (2017) <i>The Students' Difficulties In Writing Thesis Statement</i>	the first students' text analysis and interview, it can be concluded that the students' difficulties in writing thesis statement are in terms of delivering ideas and implementing the correct grammar rules. The second, The students' difficulties in delivering ideas could be caused by their low capacity in determining a specific main idea that will be developed into an essay. And the third, the teacher should pay attention to improve the students' understanding in writing a good thesis statement not only in terms of grammar rules , but also in terms of	Focused on students difficulties writing thesis

	delivering their ideas by focusing on one specific main idea that will be developed into an essay.	
Muh Yusuf (2013) Students' Problems in Writing Research Proposal.	The first cause of Students did not understand and confused in the introduction is caused lecturer less clear in explaining the material. The second cause of students who did not understand and confused in the review literature is caused Lecture explained the material less clearly and the third cause of students did not understand and confused in methodology is the impact of research methods courses before.	Focused on students problems in writing a research proposal
Nur Habibah (2012) Analysis of plagiarism in seminar proposals by the eighth-semester students of PBI at IAIN Sunan Ampel in academic years 2012	The first, the finding proved that all of the seminar proposals by eight-semester students of PBI that have been analyzed were found plagiarism. The second, the finding that the students did not plagiarize all the indicators. And the third, there are two kinds of factors underlying they did plagiarism, it can be intentional and unintentional. Yet most of the students plagiarized their that seminar proposals intentionally. There are many intentional factors underlying why they plagiarized.	Plagiarism often found in writing the research proposals.
Supardi (2006) The English Department Students' Motivation Of Writing Thesis.	The English Department students in academic year 2001/2002 have high motivation in writing thesis	Motivation very need when wrote thesis
Heru susanto (2006) Students' Difficulties Of Writing Thesis (Linguistic Aspect).	Many students had difficulty in writing a thesis, especially in grammar, choosing vocabulary, punctuation, and spelling.	Difficulties who often is found are grammar, vocabulary, and spelling.

From the table can be understood that this recent study focuses on problems students about their research proposal using descriptive qualitative.

B. Problem

1. Definition of Problem

The problem is that it is hardly easy to write an understandable research report. It means that research is not complete until the researchers have summarized and presented the work in such a manner that others in their field can understand and reproduce all they have accomplished (Brotowidjoyo, 1997). Considering this, viewed from the duration of learning English, students are seemingly able to write well because they have been studying English since they were at the first grade of Junior High School to University level. However, it was surprising when I saw some smart students who were initially able to smoothly complete the courses, yet proven incapable when they were asked to write a thesis. Even, some of them, later, dropped out of their study.

A research problem is a specific issue, difficulty, contradiction, or gap in knowledge that you will aim to address in your research. You might look for practical problems aimed at contributing to change, or theoretical problems aimed at expanding knowledge.

Your topic is interesting and you have lots to say about it, but this isn't a strong enough basis for academic research. Without a well-

defined research problem, you are likely to end up with an unfocused and unmanageable project.

You might end up repeating what other people have already said, trying to say too much, or doing research without a clear purpose and justification. You need a problem in order to do research that contributes new and relevant insights.

Whether you're planning your thesis, starting a research paper or writing a research proposal, the research problem is the first step towards knowing exactly what you'll do and why.

Step 1: Identify a broad problem area

As you discuss and read about your topic, look for under-explored aspects and areas of concern, conflict or controversy. Your goal is to find a gap that your research project can fill.

Practical research problems

If you are doing practical research, you can identify a problem by reading reports, following up on previous research, and talking to people who work in the relevant field or organization. You might look for:

- Issues with performance or efficiency in an organization
- Processes that could be improved in an institution
- Areas of concern among practitioners in a field
- Difficulties faced by specific groups of people in society

If your research is connected to a job or internship, you will need to find a research problem that has practical relevance for the organization.

Theoretical research problems

Theoretical research focuses on expanding knowledge and understanding rather than directly contributing to change. You can identify a research problem by reading recent research, theory and debates on your topic to find a gap in what is currently known about it.

You might look for:

- A phenomenon or context that has not been closely studied
- A contradiction between two or more perspectives
- A situation or relationship that is not well understood
- A troubling question that has yet to be resolved

Theoretical problems often have practical consequences, but they are not focused on solving an immediate issue in a specific place (though you might take a case study approach to the research).

Step 2: Learn more about the problem

Next, you have to find out what is already known about the problem, and pinpoint the exact aspect that your research will address.

Context and background

- Who does the problem affect?
- Has it been an issue for a long time, or is it a newly discovered problem?

- What research has already been done?
- Have any solutions been proposed?
- What are the current debates about the problem, and what do you think is missing from them?

Specificity and relevance

- What particular place, time and/or people will you focus on?
- What aspects will you not be able to tackle?
- What will be the consequences if the problem is not resolved?
- Whose will benefit from resolving the problem

How to write a problem statement

After you have identified a research problem for your project, the next step is to write a problem statement. An effective problem statement is concise and concrete. It should:

- Put the problem in **context** (what do we already know?)
- Describe the **precise issue** that the research will address (what do we need to know?)
- Show the **relevance** of the problem (why do we need to know it?)
- Set the **objectives** of the research (what will you do to find out?)
- an organization or future researchers)?

There are various situations in which you might have to write a problem statement. In businesses and other organizations, writing a problem statement is an important step in improvement projects. A clearly defined and well-understood problem is crucial to finding and

implementing effective solutions. In this case, the problem statement is usually a stand-alone document.

In academic research, writing a problem statement can help you contextualize and understand the significance of your research problem. A problem statement can be several paragraphs long and serve as the basis for your research proposal, or it can be condensed into just a few sentences in the introduction of your paper or thesis.

The problem statement will look different depending on whether you're dealing with a practical real-world problem or a theoretical scientific issue. But all problem statements follow a similar process.

Step 1: Contextualize the problem

The problem statement should frame your research problem in its particular context and give some background on what is already known about it.

Practical research problems

For practical research, focus on the concrete details of the situation:

- Where and when does the problem arise?
- Who does the problem affect?
- What attempts have been made to solve the problem?

Theoretical research problems

For theoretical research, think about the scientific, social, geographical and/or historical background:

- What is already known about the problem?

- Is the problem limited to a certain time period or geographical area?
- How has the problem been defined and debated in the scholarly literature?

Step 2: Show why it matters

The problem statement should also address the relevance of the research: why is it important that the problem is solved?

This doesn't mean you have to do something groundbreaking or world-changing. It's more important that the problem is researchable, feasible, and clearly addresses a relevant issue in your field.

Practical research problems

Practical research is directly relevant to a specific problem that affects an organization, institution, social group, or society more broadly. To make it clear why your research problem matters, you can ask yourself:

- What will happen if the problem is not solved?
- Who will feel the consequences?
- Does the problem have wider relevance (e.g. are similar issues found in other contexts)?

Theoretical research problems

Sometimes theoretical issues have clear practical consequences, but sometimes their relevance is less immediately obvious. To identify why the problem matters, ask:

- How will resolving the problem advance understanding of the topic?
- What benefits will it have for future research?

- Does the problem have direct or indirect consequences for society?

Step 3: Set your aims and objectives

Finally, the problem statement should frame how you intend to address the problem. Your goal should not be to find a conclusive solution, but to seek out the reasons behind the problem and propose more effective approaches to tackling or understanding it.

The aim is the overall purpose of your research. It is generally written in the infinitive form:

- The aim of this study is to **determine**...
- This project aims to **explore**...
- I aim to **investigate**...

The objectives are the concrete steps you will take to achieve the aim:

- Qualitative methods will be used to **identify**...
- I will use surveys to **collect**...
- Using statistical analysis, the research will **measure**...

Practical research aims and objectives

The aim of this research is to investigate effective engagement strategies to increase voter turnout in region X. It will identify the most significant factors in non-voting through surveys and interviews, and conduct experiments to measure the effectiveness of different strategies.

Theoretical research aims and objectives

This project aims to better understand young people's experiences in the gig economy. Qualitative methods will be used to gain in-depth insight into the motivations and perceptions of under-30s engaged in freelance and zero-hour work across various industries. This data will be contextualized with a review of recent literature on the gig economy and statistical analysis of demographic changes in the workforce.

The aims and objectives should lead directly to your research questions.

How to write a research question

The process of developing your research question follows several steps:

- Choose a broad topic
- Do some preliminary reading to find out about topical debates and issues
- Narrow down a specific niche that you want to focus on
- Identify a practical or theoretical research problem that you will address

When you have a clearly-defined problem, you need to formulate one or more questions. Think about exactly what you want to know and how it will contribute to resolving the problem.

Types of research questions

Both qualitative and quantitative research require research questions. The kind of question you use depends on what you want to find out about and the type of research you want to do. It will shape your research design.

What makes a strong research question?

Writing questions isn't a difficult task in itself, but it can be hard to work out if you have a *good* research question. Research questions anchor your whole project, so it's important to spend some time refining them. The criteria below can help you evaluate the strength of your research question.

2. Kinds of Problems

As it was explained in the previous section, a thesis statement plays a vital role in an essay because its function which informs readers about the contents of the essay and points out the sub-topics that will be developed in it.

But, in reality, a researcher often makes mistakes in writing a thesis statement. As it is stated by Langan (1996, p.42) who explains the common mistakes people make in writing the thesis statements. The mistakes are: (1) It is usually an announcement of a subject, not a statement (2) The statement is either too broad or too specific; and (3) The statement has more than one idea. The explanation shows that writing a thesis statement requires a specific skill and continuous exercise. Good thesis statements can be seen in the following examples:

(1).Women generally live longer than men for two reasons: they tend to take better care of their health, and they have better resistance to stress. (2).Capital punishment should be abolished not only because it

deprives another person of life but also because it does not stop crime.
(Oshima & Hogue, 1998, p.106)

In conclusion, the researcher often makes mistakes in writing a thesis statement. It has more than one idea and either too specific.

C. Writing Research Proposal

1. Definition of Writing Research Proposal

Writing is the most difficult skill for any language in the world; writing means making sentences and before making sentences usually, someone must make a paragraph. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. Among the four skills above, writing skill is the most difficult.

There are a lot of definitions of writing that have been given by some experts. According to Olson (1982, p.4), someone is writing when she puts her thoughts and feeling into words and puts those words onto paper. Olson also states that writing is more than that; however, those thoughts on paper must make sense to someone else, in this case, the reader.

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as of the product of an individual but also as a social act because

writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a well written text.

Brown (2001, p.336) states that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Richard (2002, p.303) said that writing is the most difficult skill for a second language learners to master of putting together strings of grammatically correct sentences.

In conclusion, write the thesis proposal needs an act that takes place in a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.

2. Common Problem in Writing Research Proposal

1. A statement of the problem is used in research work as a claim that outlines the problem addressed by a study.

The ultimate goal of a statement of the problem is to transform a generalized problem (something that bothers you; a perceived lack) into a targeted, well-defined problem; one that can be resolved through focused research and careful decision-making. Writing a statement of the problem should help you clearly identify the

purpose of the research project you will propose. Often, the statement of the problem will also serve as the basis for the introductory section of your final proposal, directing your reader's attention quickly to the issues that your proposed project will address and providing the reader with a concise statement of the proposed project itself. A statement of problem need not be long and elaborate: one page is more than enough for a good statement of problem.

2. A good research problem should address an existing gap in knowledge in the field and lead to further research.
 - a. It should address a gap in knowledge.
 - b. It should be significant enough to contribute to the existing body of research
 - c. It should lead to further research
 - d. The problem should render itself to investigation through collection of data
 - e. It should be of interest to the researcher and suit his/her skills, time, and resources
 - f. The approach towards solving the problem should be ethical
3. To write a persuasive problem statement, you need to describe (a) the ideal, (b), the reality, and (c) the consequences.

Part A (The ideal): Describes a desired goal or ideal situation; explains how things should be.

Part B (The reality): Describes a condition that prevents the goal, state, or value in Part A from being achieved or realized at this time; explains how the current situation falls short of the goal or ideal.

Part C (The consequences): Identifies the way you propose to improve the current situation and move it closer to the goal or ideal.

Here is an example:

Example 1

Part A: According to the XY university mission statement, the university seeks to provide students with a safe, healthy learning environment. Dormitories are one important aspect of that learning environment, since 55% of XY students live in campus dorms and most of these students spend a significant amount of time working in their dorm rooms.

However,

Part B: Students living in dorms A B C, and D currently do not have air conditioning units, and during the hot seasons, it is common for room temperatures to exceed 80 degrees F. Many students report that they are unable to do homework in their dorm rooms. Others report having problems sleeping because of the humidity and temperature. The rooms are not only unhealthy, but they inhibit student productivity and academic achievement.

Part C: In response to this problem, our study proposes to investigate several options for making the dorms more hospitable. We plan to carry out an all-inclusive participatory investigation into options for purchasing air conditioners (university-funded; student-subsidized) and different types of air conditioning systems. We will also consider less expensive ways to mitigate some or all of the problems noted above (such as creating climate-controlled dorm lounges and equipping them with better study areas and computing space).

3. Technical and Nontechnical Problem

a. Technical writing

Technical writing is a specialized form of exposition: that is, written communication done on the job, especially in fields with specialized vocabularies, such as science, engineering, technology, and the health sciences. (Gerald J. Alfred, et al, 2006, p.100)

b. Characteristics of Technical Writing

Here are its main characteristics:

- Purpose: Getting something done within an organization (completing a project, persuading a customer, pleasing your boss, etc.)

- **Your knowledge of the topic:** Usually greater than that of the reader
- **Audience:** Often several people, with differing technical backgrounds
- **Criteria for evaluation:** Clear and simple organization of ideas, in a format that meets the needs of busy readers
- **Statistical and graphic support:** Frequently used to explain existing conditions and to present alternative courses of action

c. Nontechnical Writing

Nontechnical Writing is a type of business writing that is intended to provide general information that is likely to be helpful to the reader in some manner, but is not concerned with assembling facts, figures and instructions for the benefit of that reader. In terms of relations to business activities, non-technical work is often a component in the creation of copy for advertising campaigns. This includes the preparation of press releases or even sales collateral pieces that are intended to motivate potential customers to learn more about the goods and services offered by a business.

While both technical and non-technical writing has a goal of informing readers, the type of information provided is different. With technical writing, the focus is on providing hard facts that are backed up with verifiable information. A common example in

technical writing for businesses would be a brochure that includes a step by step process of how to operate an appliance sold by a particular company, or the instructions for making use of a given service such as initiating a conference call with a particular service provider.

D. Research Proposal

In a research proposal, there are major elements or schematic structure required to be included as proposed by the theorists. These elements include table of content, introduction, literature review, methodology, and references. The major elements of a research proposal and their purpose can be seen in Table 2.2. (Muh Yusuf, 2013, p.16)

Table 2.2 Major elements of a research proposal and their purpose

Elements	Purpose
Table of contents	To give an overview of the scale and anticipated organization of the proposal.
Introduction	To create a research space.
Literature Review	To show that the student is familiar with the previous research and opinion on the topic and understands their relevance to the study being planned.
Methodology	To describe how the research will be conducted, and how the data will be obtained and analyzed.
References	To provide detailed references and bibliographic support for the proposal.

1. Introduction Chapter

This section will discuss a second area associated with the first chapter of a research proposal, i.e. introduction. It covers the purpose, typical moves, and linguistic features of the introduction.

A. Purpose of Introduction

The communicative purpose of an introduction chapter is to create a research space for the writer. It is in the introduction that the writer makes claims for the centrality or significance of the research in question and begins to outline the overall argument of the thesis.

B. Elements of Introduction

The introduction leads the reader from a general research issue or problem to your specific area of research. It puts your research question in context by explaining the significance of the research being conducted. This is usually done by summarizing current understanding (research to date) and background information about the topic. This is followed by a statement of the purpose of your research issue or problem. This is sometimes followed by a hypothesis or a set of questions you attempt to answer in your research. You may also explain your methodology (how you will research this issue) and explain what your study can reveal. It also may contain a summary of the structure of the rest of the paper.

2. Literature Review Chapter

This section will discuss the third area associated with the second chapter of a research proposal, i.e. literature review. It describes the purpose and the nature of literature review for undergraduate students, including its elements and linguistic features.

A. Purpose of Literature Review

The communicative purpose of a literature review chapter is to show that the student is familiar with the previous research and opinion on the topic and understands their relevance to the study being planned. It suggests that the student should indicate the relevance or implication for the study they have planned before they cite the references.

Literature review varies depending on the level of the thesis or dissertation the student is working on Table 2.3 summarizes these differences. As can be seen from this table, the higher the level of the study, the more depth and breadth is expected in the review of the literature. (Muh Yusuf, 2013, p.19)

Table 2.3 Degrees and the nature of the literature review

Degree and research product	Function and format of the literature review in research at these level
BA, BSc, BEd project	Essentially descriptive, topic focused, mostly indicative of main current sources on the topic. Analysis in the topic is in terms of justification.
MA, MSc, MPhil dissertation or thesis	Analytical and summative,

PhD, DPhil, DLitt thesis	<p>covering methodological issues, research techniques and topics. Possibly two literature-based chapters, one on methodological issues, which demonstrates knowledge of the advantages and disadvantages, and another on theoretical issues relevant to the topic/problem.</p> <p>Analytical synthesis, covering all known literature on the problem, including that in other languages. High level of conceptual linking within and across theories. Critical evaluation of previous work on the problem. Depth and breadth of discussion on relevant philosophical traditions and ways in which they related to the problem.</p>
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B. Elements of Literature Review

A literature review needs to be an extensive review of the area with reference to many sources and previous research. The literature review may be arranged according to the various questions to be asked, the various topics and sub-topics that are central to the study, specific variables in study, chronologically from oldest to more recent research, different points of view, or a combination of these.

Table 2.4 below shows the elements of literature review and their purpose and criteria used as the main theories in the analysis of the students' literature review chapter. (Muh Yusuf, 2013, p.20)

Table 2.4 Elements of literature review and their purpose and criteria

Elements	Purpose	Criteria
Coverage	To show that the researcher is familiar with the major trends in previous research and opinion on the topic	<ol style="list-style-type: none"> 1. The criteria for the inclusion and exclusion from review is justified 2. The review is essentially descriptive, topic focused, mostly indicative of main current sources on the topic. 3. The major finding on the research topic is presented, by whom and when.
Synthesis	To show the researcher understands the relevance of the topic and previous study to the study being planned	<ol style="list-style-type: none"> 1. The topic is analyzed in terms of justification to be correlated to the present study. 2. The main findings of previous research are focused to be correlated to the present study.

3. Methodology Chapter

This section will discuss a fourth area associated with the third chapter of a research proposal, i.e. methodology. It presents the purpose, elements and linguistic features of methodology chapter.

A. Purpose of Methodology

The communicative purpose of a methodology chapter is to describe how the research will be conducted, and how the data will be obtained and analyzed. It develops an explanation as to why the research method(s) under discussion have been chosen. This chapter will require a restatement of research aims/questions and involve explaining to the reader how the chosen research method(s) will help answer the research questions.

B. Elements of Methodology

Methodology chapter is not simply a descriptive account of the way in which data is to be collected. It should be far more than that. Table 2.5 will show the elements required in the methodology chapter. It has been used as the main theories in the analysis of the students' methodology chapter. Table 2.5 Elements of methodology and their purpose. (Muh Yusuf, 2013, p.21)

Elements	Purpose
Research Design	To show the plan for conducting and organizing the study including the steps taken to ensure rigors. This is defined for the methodology used.
Research site and participants	To describe where the study will be conducted, who will participate and how they will be selected.
Data collection Techniques	To show the details of what data will be collected and how.
Data analysis	To describe how data will be processed, analyzed, and

	managed.
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This chapter has provided a theoretical background of the study including a detail description of the two main theories, i.e. genre analysis and SFL. It has been demonstrated that despite the distinctiveness of each theory reviewed, aspect of these two theories emphasized in this study are interrelated and complementary. In addition, it has also been argued that each area of the two theories is relevant to the present study as it has been the standard in academic writing, particularly in writing a research proposal.

E. Scientific Writing

Scientific writing is a technical form of writing that is designed to communicate scientific information to other scientists. Depending on the specific scientific genre—a journal article, a scientific poster, or a research proposal, for example—some aspects of the writing may change, such as its purpose, audience, or organization. Many aspects of scientific writing, however, vary little across these writing genres. Important hallmarks of all scientific writing are summarized below.

A research proposal has three main points: 1) Explanation of proposed research (what will be done) 2) Methods and techniques to be employed (how it will be done) 3) Novelty and/or importance of the study (why it should be done)

a. Title

This should provide a specific summary of the proposed work.

Example 1:

NO (too much detail) A three-year study of population decline in the spotted salamander (*Ambystoma maculata*) following logging, road building and wetland mitigation near vernal pools in a hardwood forest of northeastern Connecticut .

YES A study of population decline in the spotted salamander (*Ambystoma maculata*) following logging in northeastern Connecticut .

Example 2:

NO (not enough detail) Habitat models for use in rivers

YES Validation of in-stream habitat models for the Fenton River, Storrs, Connecticut

b. Abstract (one paragraph)

This is a brief description of the hypothesis and the goals of the experiment. It should indicate what questions you, as a researcher, will be seeking to answer. An abstract provides a summary that allows readers to quickly assess the basic premise of your proposal.

c. Introduction and Literature Review

You should begin with the basics of your research topic and then narrow the focus of those details that are especially pertinent to the proposed work. Present what is currently known by plant

biologists, and how these discoveries were made. This is the place to show what is interesting and cutting-edge in the field that led to your research idea. You are laying the groundwork for your proposal with the material that you present. Use a plethora of sources especially primary sources such as journal articles. Textbooks, web sites (with great caution) and personal communications with professors can also be useful sources. Make sure to cite appropriately in the text (more to follow on citation) This is the heart of your assignment and will probably be the lengthiest piece of it. Your sentence structure should look something like this:

- “According to Thullen et al. (1999), nitrate removal rates were highest in those wetlands that contained a divers number of plants species.”
- “Within organisms cellular nitrogen generally exists as either ammonia-nitrogen or amino-nitrogen, which are the most reduced forms of nitrogen (Delwiche, 1981).”

Never leave your reader in doubt as to the source of your information! Cite thoroughly and cite properly.

***A note on sources, paraphrasing, and citations:

Unlike the style you might use in English expository writing, technical science writing is terse, clear cut, and lacking in artistic enhancements. When using information from a source avoid

quoting directly. Read the piece, put the article down, and then put the important points into your own words. By setting the article aside you are allowing yourself to process the information, instead of just spitting the idea back out in a slightly altered sentence.

Created by a UConn Writing Center Science Liaison

Citations tend to be (author, year). If you refer to the author in the sentence, immediately follow the name with (year) (see examples above).

d. Research Hypothesis

What is the hypothesis that you are testing? What are the questions that you seek to answer? Based on what is known in this field, explain what you expect to see and hope to show through your result? This is where you share your thoughts.

e. Material and Methods

Describe your proposed experiment in depth. What processes are you going to use? What kind of equipment and supplies will be necessary for the project? What will you use for a control, and what will be your replicate? Be thorough, but not excessive. It might be useful to construct an outline before completing this section, as this will give you an idea of what should be occurring when, and if your goals are attainable in the given time.

f. Conclusion and Justification

Your literature review will have already helped to lead the reader to an understanding of why your topic is of importance. This is where you will explicitly state how your proposed research will advance knowledge. What are the far-reaching effects? Will your study potentially change practices or policies? Why is it that your research deserves funding?

g. Bibliography

Include all the resources that were used in the writing of the paper. Follow your instructor's guidelines for formatting, which will resemble the styles that you would find in a plant biology journal.

Example:

Caspar T, Huber SC, Somerville C (1985) Alternation in growth, photosynthesis, and respiration in a starchless mutant of *Arabidopsis thaliana* (L.) deficient in chloroplast phosphoglucomutase activity. *Plant Physiol* 79: 11-17

***A note on Voice: There is no one format for voice in scientific writing. Active voice is usually encouraged (use of "I" or "We"), but in practice many writers switch between active and passive voice to keep the writing from becoming too repetitive.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher will discuss the research design, subject of the study, source of the data, population and sample, the data collection and instrument, and the data analysis procedure.

A. Research Design

In this case the researcher will use the design descriptive qualitative. Because the researcher want to get the information about the students' problem in writing a research proposal. According to Donald Ary (2002, p.15) Descriptive research studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic. Cristine Marlow (2002, p.13) stated that qualitative the interpretive approach generally uses words (qualitative data) rather than numbers or concepts that can be quantified (qualitative data), rich description of phenomena can be produced.

This research includes the type of case study using descriptive qualitative method. Case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon. Case can be an individual, an institution or a group considered as a unit in the research.

Correlating to the explanation, this research is a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research has students' problems in writing a research proposal and the subject is the seventh semester students of English education department, IAIN Palangka Raya.

Due to this research is a case study, it will descriptive qualitative method. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe.

B. Subject of the Study

The Subjects of the study are the students who takes thesis proposal in the English Education Study Program of IAIN Palangka Raya. In this case in 7th semester into 10 students .

Table 3.1 The list of student names and title of proposal

No	Name	Year	Title Proposal
1.	Nor Harisha	2016	The Correlation Among Self-Confidence, Vocabulary Size, And Speaking Performance Of EFL Students At IAIN Palangka Raya
2.	Siti Fatimah	2016	The Correlation Among Reward Strategies, EFL Learning Motivation And Vocabulary Size At Islamic Boarding School Of

			Raudhatul Jannah Palangka Raya
3.	Muhammad Yuswana	2016	EFL Student' Perception On Speaking Anxiety Of Teacher-Student At English Departement Of IAIN Palangka Raya
4.	Levika Egita Sulistiyana	2016	An Analysis Of English Four Skills In "When English Rings A Bell" English Textbook Based On Alan Cunningsworth Criteria
5.	Amiatul Hasanah	2016	The Effect Of Free Writing Technique On Writing Skills Of The Tenth Grade Students Of Ma Darul Ulum Palangka Raya
6.	Moh. Rudi Taufana	2016	The Correlation Between Students' Anxiety And Speaking Ability At The Third Semester Students Of English Department IAIN Palangka Raya
7.	Roniy Yanggara	2016	The Perception On Lecturer Oral Corrective Feedback During Students' Presentation At IAIN Palangka Raya
8.	Raudatul Hasanah	2016	The Effect of One-Day One Paragraph Online Writing on Vocabulary Size on Second Semester TBI Students at IAIN Palangka Raya in Academic Year 2019/2020.
9.	Kiki Andiyana	2016	The Correlation Between Using Instagram And Vocabulary Size At IAIN Palangka Raya
10.	Yuliana	2016	The Effect Of Collaborative Writing Technique On Student's Writing Ability And Learning Motivation At SMP-3 Bulik Timur

C. Source of Data

The principle of data sources in this research in interview, observation and documentation. The data sources in this research is interview. Because the researcher analyzing documents of students in identifying the problem in writing the research proposals.

As mentioned in the research problems the expected answers are the problem in research devices use the seventh-semester students of English Department of IAIN Palangka Raya. Problem of research can be only found in students writing. They never stand in isolated forms. Therefore, the sources of the data are the collections of the students Descriptive paragraph. Those data shows that the paragraph has a Problem of research proposal that is used by the ninth semester students of English Department of IAIN Palangka Raya.

D. Research Instrument

The researcher chooses three instruments in collecting all the data, they are interview, observation, and documentation of students' text research proposal.

1. Interview

Interview is a method of data collection with the question and answer unilateral and done in a systematic and based on the research objectives. In general, two or more people to be physically present in the process of question and answer. Meanwhile, according to Moleong "interview is a conversation with a purpose".

There are three types of interviews which are used to gather data in qualitative research such as structured interviews, semi-structured interviews, and unstructured interviews.

a) Structured Interviews :

Structured interviews are kind of verbally presented questionnaire. In structured interviews, a list of pre-determined questions is asked to the respondent. The questions are not altered during the interview and no follow-up questions are asked to get an explanation on a given answer. These interviews can be conducted fast because there is almost no chance for both interviewer and respondent to get deviated from the topic. The responses can be compared and analyzed easily because of the uniformity of the questions asked.

However, a little bit explanation can be provided to the respondents in case they require your help to answer a question better. You need to prepare questions in such a way so that they will get you maximum information. Therefore, preparing questions for structured interviews is a long and difficult process. only a limited number of respondents can be interviewed by the use of structured interview method.

b) Unstructured Interviews :

On the other hand, unstructured interviews are conducted with a little or no preparation. Unstructured interviews are kind of

regular conversation between two people. Unstructured interviews can begin with an opening question like “Can you tell me about your experience visit a retail store?” and then the interview will progress by asking questions on the basis of the response of the first question.

These interviews also require your skills to form questions in such a way so that they will get you a detailed response. Let us understand this with the help of our first example “Can you tell me about your experience visit the retail store?”. This question is formed in such a way that it will stimulate the respondent to answer it in deep detail. However, the same question formed in “How was your experience of visiting the retail store?”.

The respondent will answer this question by simply saying “good or bad”. Though you will get your answer, you will not learn anything from it. hence, you will miss the purpose of your interview. therefore, a person who conducts unstructured interviews must know how to ask questions so that they will get him a detailed response. In addition to this, you should have a good presence of mind to form questions on the spot.

Unstructured interviews are very time-consuming and they usually last for long hours and they are difficult to participate in and manage, because of the lack of pre-determined questions list. Unstructured interviews are suitable for those researches where the

interviewer has little or almost no-knowledge about the research topic or researcher want to get information about a topic from a different perspective.

c) Semi-Structured Interviews

Semi-structured interviews are a combination of both structured and unstructured interviews such as, a researcher will come up with a list of questions to be asked in the interview, but she can also ask follow-up questions to get deeper detail or explanation from the respondent on the basis of his response. This type of interviews is mostly used for research in the health care industry, where interviewer provide guidance to participants on what they should talk about. This helps the participant to provide accurate information.

The flexibility of unstructured interviews and preparation of structured interviews make this interview type a suitable option for qualitative research purpose.

It is important to design interviews in such a way so that they will yield as much information about the research topic as possible and also don't abandon the purpose of research. In qualitative research, questions should be open-ended (that means they should provide you answer more than Yes or No), understandable, and sensitive in nature.

You should start interviews with questions that people feel comfortable to talk about rather than the sensitive or difficult to answer questions. by doing this, you can make your respondent feel comfortable, build-up their confidence so that they will provide you quality data which will help you to extend your interview further.

The purpose of the qualitative research interview is to study the experiences, views, or belief of an individual on a specific subject or topic. In qualitative research methods, interviews help you to get a deeper understanding of social trends as compared to the data collected using quantitative methods such as questionnaires.

In conclusion, The researcher used semi-structured interviews because she would come up with a list of questions to be asked in the interview, but she can also ask follow-up questions to get deeper detail or explanation from the respondent on the basis of her response.

2. Observation

Observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

The purpose of observation is to find the information to get a result of this research.

There are two types of observations which are used to gather data in qualitative research such as Participant Observation and Direct Observation.

a) Participant Observation

One of the most common methods for qualitative data collection, participant observation is also one of the most demanding. It requires that the researcher become a participant in the culture or context being observed. The literature on participant observation discusses how to enter the context, the role of the researcher as a participant, the collection and storage of field notes, and the analysis of field data. Participant observation often requires months or years of intensive work because the researcher needs to become accepted as a natural part of the culture in order to assure that the observations are of the natural phenomenon.

b) Direct Observation

Direct observation is distinguished from participant observation in a number of ways. First, a direct observer doesn't typically try to become a participant in the context. However, the direct observer does strive to be as unobtrusive as possible so as not to bias the observations.

Second, direct observation suggests a more detached perspective. The researcher is watching rather than taking part. Consequently, technology can be a useful part of direct observation. For instance, one can videotape the phenomenon or observe from behind one-way mirrors. Third, direct observation tends to be more focused than participant observation. The researcher is observing certain sampled situations or people rather than trying to become immersed in the entire context. Finally, direct observation tends not to take as long as participant observation. For instance, one might observe child-mother interactions under specific circumstances in a laboratory setting from behind a one-way mirror, looking especially for the nonverbal cues being used.

In conclusion, The researcher used direct observations because she would know students activities with scientific writing lecturer in the class, the students responded to the lecturer and pay attention the students to the lecturer in front of the class.

Observation Checklist

Day/Date :

Material :

Lecturer :

Time/Place :

No	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Lecturer opens the lesson by greeting the students			
		Pray before study			
		Lecturer checks the student's attendance list			
		Lecturer tells the aim of the subject that will be reached			
		Lecturer asks students randomly about their activities in the past			
2	Main Activity	Lecturer explain the Material			
		Lecturer uses dialogue for Teaching			
		Make some examples of reference			
		Tell the students how to write clearly of the reference			
		Make the students thinking about the meaning of reference			
		Practice with the students			
		Help the students			
3	Closing	Lecturer gives an opportunity for students to ask their difficulties			
		Tell the students to do exercise in their papers			
		Closing the activity			

3. Documentation of students text research proposal

Documentation is the investigation, collection, control, preservation, preparation, use and supply of documents, with a view to obtain descriptions and enlightened knowledge and evidence, in this case, including the usefulness of archives and libraries (E. Martono).

According Suharsimi Arikunto (2003), documentation explaining the technique is to look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines. inscription. agenda for information embodied data relating to clients under investigation.

The purpose of documentation is to complement the data that has not been mentioned by the informant and to know how much data can be accounted for. Documentation methods in this study are intended to get the data the students through personal book. student registration books. psychological test results and the study of students. (Muh Yusuf, 2013, p.27)

The first method of data collection was the documentation of the students' text reseach proposals. The researcher asked to the lecturer writing task of reseach proposal has been done by students. The research proposals was then analyzed in the term of elements to answer the first research question, i.e. to identify the students' problems in writing a research proposal based on their work.

E. Data Collection Procedure

In order to give a clear understanding of the data collection, the “what,” of the data collection is explained as follows. In terms of the “what” of the data collection, the data needed for the study were the students.

In terms of the “how” of the data collection, the following procedures were explained as follows.

1. The researcher asked permission from writing lecturer to conduct the observation.
2. The researcher invited the students of fifth to participate in the observation.
3. The researcher checked the number of the students, the research instruments and other things that support the observation in the classroom.
4. The researcher asked permission from students seventh to conduct interview.
5. The researcher give the students question and their answer it.

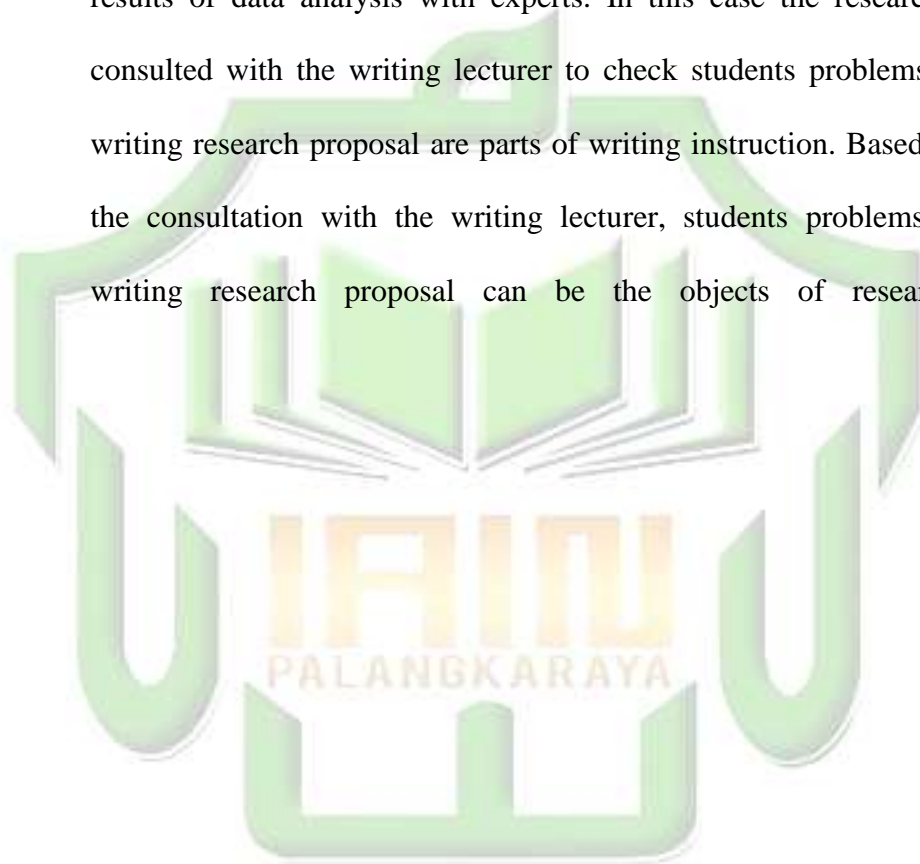
F. Data Analysis Procedure

After collecting the data do separation selectively adapted to problem raised in the study. After the processing is done with the editing process, by recheck the data obtained the data, whether the data is good enough and can be quickly prepared for the next process. A

systematic and consistent that the data obtained, contained in a draft concept was made into a primary basis in providing analysis.

G. Data Endorsement

In order to maintain the data endorsement, the triangulation was conducted. One of the ways that be done is to cross-checked the results of data analysis with experts. In this case the researcher consulted with the writing lecturer to check students problems in writing research proposal are parts of writing instruction. Based on the consultation with the writing lecturer, students problems in writing research proposal can be the objects of research.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher were discuss Data Presentation, Research Findings, and Discussion.

A. Data Presentation

1. Interview

The Result Interview by Students:

1. Interview by NH

SRN.1601121149

According NH, the Research Proposal is important thing because student obligation for finished their studied in college. She have problems in writing Research Proposal, there are vocabulary, grammar and tenses. For the first Vocabulary, she has not much vocabulary and made difficult to write her thesis proposal. Second, grammar absolutely not good but in the middle. So She needs to helping from advised for corrected her grammar. For she resolve the problem, She used google translate for check her vocabulary to knew vocabulary that does not know and then used plagiarism checker and last used grammarly. She advice for student if have same problems is to be confident with the what they wrote, after that found the those that can helped us for resolve problem. We can used google translate, grammarly and plagiarism checker.

2. Interview by SF

SRN. 1601121096

According SF, she opinion, research proposal is one of final project in the university and requirement for the thesis. She problem in writing research proposal is difficult for paraphrase, less of vocabulary and grammar. She cause problem is found synonym vocabulary to paraphrased and lazy to red thesis, journal article and there are about research. For she resolve the problems are you must be diligent to red journal article and thesis, and found synonym word for paraphrased because we always use paraphrase in writing research proposal. She advice for student if have some problems is we must diligent and always read and read journal and thesis. All of journal article releated to our research proposal.

3. Interview by MY

SRN. 1601121118

According MY, in he opinion, Research Proposal is the last subject for finished discuss in our university. He problems in writing research proposal are grammar and vocabulary. He cause problem is lazy to read. He resolved problem are many read journal and thesis. You can ask to advisor and friend those have many knew about wrote reserch proposal. He advice for student if have problem are red and red journal article and thesis and asked to friend and advisor about it.

4. Interview by LES

SRN. 1601121070

According LES, Research Proposal is A planning, what you want to do, what problems to research. She problem in writing research proposal are references and lazy to looked for journal for references. She cause problems are Lazy to looked for journal and time if the student beetwen worked and studied. She resolved the problems are red a book and journal so much. She advice to the other students is submit mini sources likes book, journal for did proposal because in a book many theories for your proposal.

5. Interview by AH

SRN. 1601121101

According AH, Research Proposal is one of the completed the final projected such as thesis. She problems in writing research proposal is vocabulary when completed sentences in her proposal. The cause her problem is Lazy to red and wrote . The resolved her problem is a lot of red and multiplayied references of journal article. She advice for there other student is don't be lazy to reading and writing and did exercise.

6. Interview by MRT

SRN. 1601121087

According MRT, Research Proposal is to finished our study in university, Institution, Such as our institution is IAIN Palangka

Raya. We got thesis proposal in six semester before you made research proposal, we have to finished kind of course quantitative research methodology and qualitative research methodology. We got both of them in fourth and six semester. Research proposal is the first think that finished to made the outline of our thesis in order our finished degree of education. He problems in writing research proposal are vocabulary, paraphrase and references. He caused problems is it hard to found mood to red some article, thesis and article about thesis. He think is better if we are trying to found good mood in order to red someone thesis or article about our thesis proposal. He resolved problems is push ourselves to red a lot and red a lot journal and thesis. Do not be shy to asked if you do not know, we can learned anyperson and anybody not only from lecture. He advice for other student if have same problems is the first you have to do is red a lot if it difficult you still have to be force, and also in order to made your thesis proposal, you have to red a lot of thesis interest for research. For example the something you liked, found something never research because is going to helped you in your presentation on thesis proposal seminar.

7. Interview by RY

SRN. 1601121098

According RY, research proposal is one think that have to complies in six semester to do the next step, so if you want to do

thesis proposal, you should finished your proposal. He problems in writing research proposal are gramatical and vocabulary. He caused problems is to found idea because if you have title but you do not know about the next step, we will do : he think you just looked our proposal without do anything because we do not know what the next step, we will do our proposal and then lack of materials if the title is not difficult and is not understood, maybe it can caused us difficulty found the next ideas. He resolved problems is you should looked previous friend, red more about article, journal and thesis. Someone have already finished the same title with us and collected your friend to learned together about thesis proposal. He advice for other student if have same problems is for the next researcher, please red more and then let critical thinking about your proposal that you should finished in on time, so lets study hard and then found the subject, idea before you do and red more about article, often asked with have completed proposal if you do not understand and always communicate with the supervisor.

8. Interview by RH

SRN. 1601121100

According RH, Research Proposal is how to going the conducted research and it is releated to final projected in our study. She problems in writing research proposal is difficult to found

journal and methodology. She caused problems are First is Lecture explained the materials clearly and her needed more understand what she or he explained before and second is difficult to compared the sentences in her research other. She resolved problems are be diligent, pay attention when lecture explained about research. The lecture shoot a looked time to mch and also learned clearly in their students. She advice for students have same problem is she or he continue her research with different research from her research before.

9. Interview by KA

SRN. 1601121141

According KA, research proposal is requirement graduated from college. She problems in writing research proposal are vocabulary, is not better writing and reading. She caused problem is lazy to red a lot. She resolved the problem are typed thesis and asked to help brother, sister and friends, used google translate and supported from her parent. She advice for the other student have same problem are you must to do, consultation with your advisor and you got to knew wrong and correctly from your proposal.

10. Interview by Y

SRN. 1601121130

According Y, in she mine, Research Proposal is to be a thesis there are included our theory, research problem and research

proposal. She problem in writing research proposal are if she wrote have a lot Vocabulary and difficult for paraphrasing. She caused problem are for vocabulary is so difficult when she wrote proposal. For paraphrase, if she made paraphrasing is so different in journal used difficult word, she difficult found in the similiar word. She resolved problems are we can learned so much in journal, reading a book, red a thesis in library and can found in youtube. She advice to the other students is you can went to library, learned in journal and red a book so much.

2. Observation

The result observation in the class Scientific Writing by Mr. M.Zaini Miftah, M.Pd

a) Monday, on December 16th 2019.

The analysis of observation is the opening activity of the lecturer inculcated the religious attitude, polite, and logical thinking. Steps on preliminary activity with lecturer inculcated polite greetings by giving a smile to the students when entering the classroom and said “Assalamu’alaikum”. Lecturer instilled religious attitude by choosing one of the students to pray together "Let’s pray together hopefully learning today can run well!" The students together read the prayer before studying. The lecturer came to class and began the activity. The lecturer is saying basmallah to opened the activity and then checked the students attendance list. The students who came there are 22 students. Lecturer asked the

students about their activities in the past or at the time in Indonesian and submitted the past assesment. The assesment is analyzed journal article from Journal English Foreign Language (JEFL). The students active in the class. But just a little of the student knew that material at the time, the lecturer explained that material about how to wrote references before after that the teacher moved to the next material.

b) Monday, on December 23th 2019

The analysis of observation is the opening activity of the lecturer inculcated the religious attitude, polite, and logical thinking. Steps on preliminary activity with lecturer inculcated polite greetings by giving a smile to the students when entering the classroom and said "Assalamu'alaikum". Lecturer instilled religious attitude by choosing one of the students to pray together "Let's pray together hopefully learning today can run well!" The students together read the prayer before studying. The lecturer came to class and began the activity. The lecturer is saying basmallah to opened the activity and then checked the students attendance list. The students who came there are 21 students and a student was not come. Lecturer asked the students about their activities in the past or at the time in Indonesian. But just a little of the student knew that material at the time, the lecturer explained that material about exercise from the past and checked the result exercise before after that the lecturer moved to the next material. While studied the students were not noisy. The students did assesment review of journal.

3. Documentation

The documentation is attached in the attachment section.

B. Research Findings

1. Analysis of students problems in writing research Proposal

Based on the result of interview and observation by the researcher, From 10 students have been researcher interviews. The students have some problems. There are vocabulary, grammar, paraphrase, found journal, methodology, and wrote references. And the answers of the students interview were divided into 2 part techniques

a. Technical Writing

1. Vocabulary

8 students have same problems there is vocabulary. They difficult for searching the similar vocabulary if they determine paraphrase.

2. Grammar

4 students have the other problem is grammar. They difficult for do to used present, past and future in writing proposal.

b. NonTechnical Writing

1. Paraphrase

3 students difficulties for paraphrasing because they must be determine similar word for explained their thesis. The

students confused for determine another word for changes word in thesis.

2. Journal

2 students difficulties for found journal because they are confusing to determine the title of journal.

3. Methodology

a student difficult for wrote methodology because she or he does not understand about methodology. She or he ever studied about it but have not understood. She or he wanted to study again with her or his supervisor or advisor for understand the lesson.

4. References

2 students difficult for wrote references. Began from name, year, title of a book, city and publiser. They often confused for arrange in order or can upside down.

2. The resolved of students problems in writing reserach proposal

From the 10 students resolved the problem can be drawed into 5 conclusions were:

- a. The students used google translate for check her vocabulary to knew vocabulary that does not know and then used plagiarism checker and last used grammarly.

- b. The students must be diligent to read journal article and thesis, and found synonym word for paraphrased because we always use paraphrase in writing research proposal.
- c. The students push ourselves to read a lot and read a lot journal and thesis. Do not be shy to ask if you do not know, we can learn from anyone and anybody not only from lecture.
- d. The students should look previous friend, read more about article, journal and thesis. Someone has already finished the same title with us and collected your friend to learn together about thesis proposal.
- e. The students be diligent, pay attention when lecture explained about research. The lecture should take a little time to teach and also learn clearly in their students.

The relation between result of observation and interview are :

- a. The course scientific writing in fifth semester has the material about writing research proposal.
- b. The observation to investigate how scientific writing review about how to write a research proposal.
- c. The interview to answer students problems of writing research proposal.

In conclusion, from 10 students were found more students have the same problems is vocabulary, more difficult to use vocabulary than other problems. The lack of vocabulary made it

difficult for them to arrange words in writing thesis proposal. They used google translate and grammarly and plagiarism to checked the vocabulary. The related both of them were complement each other to review how to wrote research proposal.

C. Discussion

There are some related studies that concern in writing proposal. One of the related studies was conducted by Muhammad Yusuf with title “Students’ Problems in Writing Research Proposal” his study focused on students problems and causes in writing research proposal. The research problems of that research are: 1) What are the students’ problems in writing a research proposal? 2) What the possible causes of the problems in writing a research proposal are faced by students? This study Find out : The first cause of Students did not understand and confused in introduction is caused lecturer less clear in explaining material. The second cause of students did not understand and confused in the review literature is caused Lecture explained the material less clearly and the third cause of students did not understand and confused in methodology is the impact of research methods courses before.

The difference between this study and previous studies is this study focus on problems in writing research proposal and the previous study concern to focus on elements of research proposal.

The researcher found equation in problems with the result observation, interview and documentation. Observation did in scientific

writing class to get information about how to writing and reviewed research proposal, Interview to get information about problems faced by students, and documentation to take pictures about text students research proposal and all students activities for writing research proposal.

This research emphasizes on students' problems in writing research proposal. The problems of students in writing research proposal have been stated by students. From the result of interview, observation (in scientific writing class), and documentation.

First, 8 students stated that the most significant problem was in vocabulary. Because the lack of vocabulary made it difficult for them to arrange words in writing thesis proposal.

Second, problem which has been revealed was in grammar. Because they difficult for do to used present, past and future in writing proposal.

Third, students difficulties for paraphrasing because they must be determine similar word for explained their thesis. The students confused for determine another word for changes word in thesis.

Forth, students difficulties for found journal because they were confusrd to determine the title of journal.

Fifth, student difficulties for wrote methodology because she or he was not understand about methodology. She or he ever studied about it but was not understood. She or he wanted to study again with her or his supervisor or advisor for understand the lesson.

The last problem was in wrote references. Because they often confused for arrange in order or can upside down. From the result of interview, it shows that there were three aspects of factors. First was about Lecture explained the material less clearly. It became one of student's problems in writing research proposal. Second was the material of grammar less practice in the class. The third was about students lazy to read a book.

Resolved Problem From the 10 students resolved the problem can be drawn into 5 conclusions were:

- a. The students used google translate for check her vocabulary to knew vocabulary that does not know and then used plagiarism checker and last used grammarly.
- b. The students must be diligent to red journal article and thesis, and found synonym word for paraphrased because we always use paraphrase in writing research proposal.
- c. The students push ourselves to red a lot and red a lot journal and thesis. Do not be shy to asked if you do not know, we can learned anyperson and anybody not only from lecture.
- d. The students should looked previous friend, red more about article, journal and thesis. Someone have already finished the same title with us and collected your friend to learned together about thesis proposal.

- e. The students be diligent, pay attention when lecture explained about research. The lecture shoot a looked time to mch and also learned clearly in their students.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher were discuss Conclusion and Suggestion.

A. Conclusion

The conclusions of this research are students' problems in writing their research proposal.

1. Students' Problems in writing research proposal.

There are six elements of research proposal that become serious problems for students in writing their research proposal. Those six problems are classified as follow:

- a. Vocabulary
- b. Grammar
- c. Paraphrase
- d. Found Journal
- e. Wrote Methodology
- f. Wrote References

And the answers of the students interview were divided into 2 part techniques :

1. Technical Writing

- a. Vocabulary

8 students have same problems there is vocabulary. They difficult for searching the similar vocabulary if they determine paraphrase.

b. Grammar

4 students have the other problem is grammar. They difficult for do to used present, past and future in writing proposal.

2.NonTechnical Writing

a. Paraphrase

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d. References

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2. The resolved of students problems in writing research proposal

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- c. The students push ourselves to red a lot and red a lot journal and thesis. Do not be shy to asked if you do not know, we can learned anyperson and anybody not only from lecture.
- d. The students should looked previous friend, red more about article, journal and thesis. Someone have already finished the same title with us and collected your friend to learned together about thesis proposal.
- e. The students be diligent, pay attention when lecture explained about research. The lecture shoot a looked time to mch and also learned clearly in their students.

In conclusion, from 10 students were found more students have the same problems is vocabulary, more difficult to used vocabulary than other problems. The lack of vocabulary made it difficult for them to arrange words in writing thesis proposal. The related both of them were complement each other to review how to wrote research proposal.

B. Suggestion

The results of this research encourage the researcher to give some suggestions to the others.

1. For the students

This research can be as references studied in writing research proposal and then used as a solution and helps students to understand their problems in writing research proposal. It is suggested to the students to read and practice more how to write good research proposal. The students should understand well the components in making good research proposal, so that the students will not face any problems when the process runs. Beside that, they should be diligent also to attend the class and pay any attentions to the lecturers' explanation.

2. For the lecturer

Considering the results this research, it is suggested that the lecturers should give clear information to the students about writing research proposal in teaching the students in the class and also made the learning runs effectively. This research can be as teaching materials for lecturers who taught courses related to research proposals and writing proposals.

3. For the next researcher

The findings of the study are expected to be used as a consideration for next researchers who plan to conduct the study focused on students' problems in writings research proposal and the cause problems because this research still limited only to the extent of the problem.



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