

## **CHAPTER IV**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter presents the analysis and the interpretation of the data acquired through the students research proposal and the interviews. The chapter involves findings and discussions. Each finding has discussions of the data that is presented in relation to the research questions.

As previously stated in chapter I, this study aims to explain students problem in writing research proposal and the possible causes of the problems in writing a research proposal are faced by students. After collecting and analyzing the data, the study found that there were a lot of writing problems in research proposal.

#### **A. PRESENTATION OF DATA**

Based on the data that the writer conducted by used instrument documentation (students writing research proposal) and interview, he found some students problems in writing research proposal and the causes of problems are faced by students of the fifth semester. The following problems are:

##### **1. Students' problems in writing a research proposal**

The researcher found some problems through his instruments (analyzing students' research proposal text)

##### **a. Table of contents**

An analysis has been conducted on student's text research proposal.

The result was the researcher found that students faced problems in the

table of content. It can be seen from the analysis of student research proposal that had be done by researchers. Researcher found 15 proposals from 14 research students research proposal there is no table of contents in their research proposal, it shows that the table of contents to be a problem for students in preparing research proposals. It is described in the table below

Table of content is to give an overview of the scale and anticipated organization of the proposal. But Table of content was not included in their research proposal.

No	Problem	Students
1.	Table of content was not included	Student 1,2,3,4,5,6,7,8,9,10,11,12,13,14

#### b. Introduction

In the introduction be came another problem that faced by the students in writing a proposal. It can be seen from the analysis of students' research proposal by researcher. Researcher found there were some students that do not include elements that must be included in the introduction (move 1c, 2a move, and move 3a, c)

Element, some obligatory and optional sub moves of three typical moves (Move 1-Move 3) in Introduction were not included

No	Problems	students
Move 1	<i>Establishing a research territory</i> c. by introducing and reviewing items of previous research in the area (obligatory)	Move 1 c (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15)
Move 2	<i>Establishing a niche</i> a. by indicating a gap in the previous research,	Move 2 a (students 1, 5, 7, 8, 9, 10, 11, 12, 14)

	raising a question about it, or extending previous knowledge in some way (obligatory)	
Move 3	<i>Occupying the niche</i> a. by outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses (obligatory) c. by indicating the structure of the thesis and providing mini-synopses (preview)of each subsequent chapter (obligatory)	Move 3a (all students)  Move 3c (all students)

From table above shows that from 15 students research proposals 11 student research proposal were not listed move 1c (by introducing and reviewing items of previous research in the area) that was performed by the students (students 1, 3, 4, 5, 6, 7, 9 , 10, 11, 12, 15).

Then on the element of move 2 a (by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way) 9 of 15 students research proposal were not listed a move 2, it was done by the (students 1, 5, 7, 8, 9, 10, 11, 12, 14)

While on the element of move 3a (by outlining purposes / aims, or stating the nature of the present research or research questions / hypotheses) and move 3c (by indicating the structure of the thesis and providing mini-synopses (preview) of each subsequent chapter), all of students research proposals were not move 3a and 3c in their research proposal.

### c. Literature Review

In literature review be came a subsequent issue facing students in writing a proposal. It can be seen from the analysis text research proposal by researcher. Researcher, found there were some students text proposal

that does not include previous study, then there were also from several students text proposal that outlines previous study but did not focus on their research topic. It can be seen in the table below.

Literature review 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. However, the content of each was still problematic

Problems	Students
<b>a. Coverage</b> 1. The criteria for inclusion and exclusion from review was not justified 2. The literature review was not topic focused 3. The main sources were not the current one	1. All students 2. Students 1,5,10,11,12 and 13 3. Students 1, 5, 7, 8, 10,12 and 13.
<b>b. Synthesis</b> 4. The topic was not analyzed in terms of justification to be correlated to the present study. 5. Previous research was reported, however, the main findings of previous research were not focused to be correlated to the present study	6. All students 7. Students 5, 6, 10, and 13.

From the table above shows the criteria for inclusion and exclusion from review was not justified, it is present on student's entire text research proposal.

Then from 15 student research proposal text, 6 students' text proposal on literature review did not focus on their research topic. it is contained in the text proposal 1,5,10,11,12 and 13 research students.

From 15 students' text research proposal 7 students' text research proposal the main sources were not the current one. it is contained in the text students research proposal 1, 5, 7, 8, 10.12 and 13.

The topic was not analyzed in terms of justification to be correlated to the present study. That was present in all student research proposals. And the last matter on literature review is Previous research was reported, however, the main findings of previous research were not focused to be correlated to the present study. It was shown from 10 students' text research proposal 4 students' text research proposal were not focused to be correlated to the present study. The problem was found on the student's text research proposal, students 5, 6, 10, and 13.

**d. Methodology**

In this methodology, researcher assumes that the methodology is the main problem facing students in their writing research proposal. It can be seen from the analysis students' text research proposal by researcher. Researcher, found some students' text proposal did not include component methodology such as in research design, research site and Participants, data collection techniques, data analysis and study, then there are also from several students text proposal that outlines the data collection techniques and data analysis but did not detail in explaining the processes and procedures in starting their research. It can be seen in the table below.

The elements of research methodology were included, i.e. research design, research site and participants, data collection techniques, and data analysis. However, the content of each was still problematic.

Problems	students
1. The choice of paradigm, methodology, and methods, data collection, and data analysis employed was not justified to answer the research questions.	1. All students.

2. The research site was not included .	2. Students 2, 4, 5, 6, 8, 9, 11 and 12.
3. A detailed description of the research processes and procedures as well as explanation of the reason for doing so was not provided.	3. All students.
4. A detailed description of procedures and materials was not provided to allow for replication.	4. All students.
5. Component of methodology such as The research design, research site and participants, data collection techniques, and data analysis is not included.	5. Student 3,7,10,and 13

From the table above shows that the table number 1 all of student's the text research proposal voter research methods, how to collect data, how data analysis is not in accordance with the formulation of the problem in their research.

Then the sub-element of methodology research further showed that the site from 15 students' text research proposal, there are 7 students' text research proposals that do not include research sites in their research proposal. It was found in the text research proposal Students 2, 4, 5, 6, 8, 9, 11 and 12.

While the collection techniques, researcher found all students' text research proposal did not explain in detail about the research process and research procedures and the reason why did not explained it well.

And the last problem on the methodology that the student does not enter the component in the methodology such as the research design, research site and Participants, data collection techniques, and data analysis

From 15 students text research proposal, 4 students' text research proposals that are not included the research design, research site and Participants, data collection techniques, and data analysis in their research proposal.

**e. Reference**

A reference was to provide detailed references and bibliographic support for the proposal. on the reference, researcher found only 1 of 15 students research proposals that do not state reference in their research proposal, it is contained in the text and 13 student research proposals can be seen in the table below.

References are to provide detailed references and bibliographic support for the proposal.

No	Problem	Students
1	References were not included	(Student 13)

this references section, the researcher assumed that it's not that a problem for students in their writing research proposal because from analysis their text research proposal, scientists have only got 1 students text research proposal that did not comply with the procedures of writing a research proposal, which did not list the references. While 14 students text research proposal had been included table of content in their research proposal.

**2. The possible causes of the problems in writing a research proposal**

Besides exploring students' problems in writing research proposal, the researcher also tried to reveal the causes of problems are faced by students of fifth semester. To get the answer, researcher has conducted the

interview with students and English teacher to find out what the causes of problems they faced. From the interview, the researcher got some causes of problems. For more details about the causes of problems in writing research proposal, it can be seen in the table bellow.

Table.4.1 students' problems in writing research proposal and the causes of problems are faced by students

<i>The students' problems gained from the result of text analysis</i>	<i>Data gained from interviews</i>
	<i>Possible causes of problems</i>
<p><b>a. The major elements of the research proposal</b></p> <ol style="list-style-type: none"> <li>1. Table of content was not included (student 1,2,3,4,5,6,7,8,9,10,11,12,13,14)</li> <li>2. References were not included (student13)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ditunda karena baru proposal, akan ditulis di skripsi (students 1,2,3,4,7,8,9,11,12,13 and 14) Memang tidak diajarkan (students 5,6,10)</li> <li>2. Belum ditulis karena referensi masih kurang (student 13) dan (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15) sudah memasukkan references diproposal penelitian mereka.</li> </ol>
<p><b>b. The elements and sub elements of each chapter</b></p> <p>□ <b>Introduction Elements</b> Some obligatory and optional sub moves of three typical moves (Move 1-Move 3) in Introduction were not included</p> <p><b>a. Move 1 (1a-1d)</b> Establishing a research territory</p> <p><b>b. Move 2 (1a-1b)</b> Establishing a niche</p> <p><b>c. Move 3 (3a-3e)</b> Occupying the niche</p> <p><b>Obligatory:</b> Move 1c (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15) Move 2a (students 1, 5, 7, 8, 9, 10, 11, 12, 14) Move 3a (all students) Move 3c (all students)</p>	<p><i>The interview guide focused only on obligatory sub-Moves the students do not include.</i></p> <p><b>Elements</b> (Dari 15 students, 9 students masih bingung dan tidak tahu dalam introducton)</p> <ol style="list-style-type: none"> <li>1. Move 1c –introducing and reviewing items of previous research in the area- and Move 2a – indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way- (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15) <ul style="list-style-type: none"> <li>• Sudah tahu, tapi sulit mencari yang sesuai dengan topik dan metode yang dipakai (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15)</li> <li>• Masih bingung antara previous study yang harus dimasukkan dalam background of study and literature review seperti apa (student 1, 5, 7, 8, 9, 10, 11, 12, 14))</li> </ul> </li> <li>2. Move 3a –Outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses. <ul style="list-style-type: none"> <li>• Lebih focus pada latar belakang masalah (students 2, 4, 5, 6, 8, 9, 12, 13, 14, and 15)</li> <li>• Lupa (students 1, 3, 7, 10, and 11)</li> </ul> </li> <li>3. Move 3c –Indicating the structure of proposal and providing mini-synopses (preview) of each subsequent chapter. <ul style="list-style-type: none"> <li>• Belum tahu (all students)</li> </ul> </li> </ol>



<p>□ Literature Review Elements</p> <p>a. Coverage</p> <ol style="list-style-type: none"> <li>1. The criteria for inclusion and exclusion from review was not justified (all students)</li> <li>2. The literature review was not topic focused (students 1,5,10,11,12 and 13)</li> <li>3. The main sources were not the current one (students 1, 5, 7, 8, 10,12 and 13).</li> </ol> <p>b. Synthesis</p> <ol style="list-style-type: none"> <li>4. The topic was not analyzed in terms of justification to be correlated to the present study (all students)</li> <li>5. Previous research was reported, however, the main findings of previous research were not focused to be correlated to the present study (students 5, 6, 10, and 13).</li> </ol>	<p><b>Elements</b> (Dari 15 students, 7 students masih bingung dan tidak tahu dalam literature review)</p> <p><b>a. Coverage</b></p> <ol style="list-style-type: none"> <li>1. Tidak tahu, jadi hanya dijabarkan saja (students 1, 2, 6, 7, 8 and 9) Hanya mencari yang sesuai topic (students 3,4,10,11,12,13,14 and 15)</li> <li>2. Sulit mencari yang sesuai topik (students 1, 5, 10, 11, 12 and 13)</li> <li>3. Sulit mencari sumber yang baru (students 1, 5, 7, 8, 10,12 and 13).</li> </ol> <p><b>b. Synthesis</b></p> <ol style="list-style-type: none"> <li>4. Tidak tahu caranya (students 1,2, 3, 4, 5, 6, 7, 8,9,10,11,12,) Sulit menuliskannya (students 13,14 and 15)</li> <li>5. Sulit mencari yang sesuai dengan topik dan metode yang dipakai (student 13) Belum menguasai (student 5,6 and 10)</li> </ol>
<p>□ <b>Methodology</b> <b>Elements</b></p> <p>The elements of research methodology were included, i.e. <b>research design, research site and participants, data collection techniques, and data analysis.</b> However, the content of each was still problematic.</p> <ol style="list-style-type: none"> <li>1. The choice of paradigm, methodology, and methods, data collection, and data analysis employed was not justified to answer the research questions (all students).</li> <li>2. The research site was not included (students 2, 4, 5, 6, 8, 9, 11 and 12).</li> <li>3. A detailed description of the research processes and procedures as well as explanation of the reason for doing so was not provided (all students).</li> <li>4. A detailed description of procedures and materials was not provided to allow for replication (all students).</li> <li>5. Component of methodology such as The research design , research setting, , data collection, and data analysis is not included (Student 3,7,10,13)</li> </ol>	<p><b>Elements</b> (Dari 15 students, 11 students masih bingung dan tidak tahu dalam methodology)</p> <ol style="list-style-type: none"> <li>1. Tahu, tapi sulit cara menulisnya (Student 9,12,14,15) Tidak tahu (students 1,2,5,6,8) Masih bingung (student 4,11,)</li> <li>2. Masih bingung (student 4,5,6,8,and 9) Belum ada tempat untuk penelitian (students 11 and 12 )</li> <li>3. Tidak tahu caranya (students 1,2, 3, 4, 5, 6, 7, 8,9,10,11,12,13,14,15)</li> <li>4. Tidak tahu caranya (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)</li> <li>5. Tidak tahu (students 3, 10, 13) Masih bingung (student 7)</li> </ol>

The researcher also explained the content of table into sentences to make it

easier be understood by the reader. The explanations were described as follows:

**a. Table of contents**

<i>The students' problems gained from the result of text analysis</i>	<i>Data gained from interviews</i>
	<i>Possible causes of problems</i>
<b>The major elements of the research proposal</b> 1. Table of content was not included (student 1,2,3,4,5,6,7,8,9,10,11,12,13,14)	1. Ditunda karena baru proposal, akan ditulis di skripsi (students 1,2,3,4,7,8,9,11,12,13 and 14) Memang tidak diajarkan (students 5,6,10)

From the table above shows that the causes of student's problem in writing research proposals especially in the element table of contents was due to several factors. That is the first the material was postponed because it is still to be written description of the proposal and will be written in the thesis and it is proved from the recognition of students who did not write the table of contents in their research proposals from 14 respondents 11 respondents they were students 1,2,3,4,7,8,9,11,12,13 and 14 which states that did not write the table of contents because suspended material, and it is still to be written description of the proposal and will be written in the thesis and the second cause that is not taught in writing a research proposal. It can be proved from the recognition of students who did not write the table of contents in their research proposals from 14 respondents 3 respondents are students 5,6,10 said this was caused students do not write table of content in their research proposal.

Besides the statement of English lecturer said that in writing the research proposal, most of them did not include table of contents because I did not teach the table of contents in write a proposal, it is because the

time given to me to teach research proposals are too little, so that I emphasized in teaching research proposal is an important and difficult element in the research proposal as introduction, literature review and others.

## b. Introduction

<i>The students' problems gained from the result of text analysis</i>	<i>Data gained from interviews</i>
	<i>Possible causes of problems</i>
<p><b>The elements and sub elements of each chapter</b></p> <p><b>Introduction</b></p> <p><b>Elements</b></p> <p>Some obligatory and optional sub moves of three typical moves (Move 1-Move 3) in Introduction were not included</p> <p><b>a. Move 1 (1a-1d)</b> Establishing a research territory</p> <p><b>b. Move 2 (1a-1b)</b> Establishing a niche</p> <p><b>c. Move 3 (3a-3e)</b> Occupying the niche</p> <p><b>Obligatory:</b> Move 1c (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15) Move 2a (students 1, 5, 7, 8, 9, 10, 11, 12, 14) Move 3a (all students) Move 3c (all students)</p>	<p><i>The interview guide focused only on obligatory sub-moves the students do not include.</i></p> <p><b>Elements</b></p> <p>1. Move 1c –introducing and reviewing items of previous research in the area- and Move 2a – indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way- (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15)</p> <ul style="list-style-type: none"> <li>• Sudah tahu, tapi sulit mencari yang sesuai dengan topik dan metode yang dipakai (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15)</li> <li>• Masih bingung antara previous study yang harus dimasukkan dalam background of study and literature review seperti apa (students 1, 5, 7, 8, 9, 10, 11, 12, 14)</li> </ul> <p>2. Move 3a –Outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses.</p> <ul style="list-style-type: none"> <li>• Lebih focus pada latar belakang masalah (students 2, 4, 5, 6, 8, 9, 12, 13, 14, and 15)</li> <li>• Lupa (students 1, 3, 7, 10, and 11)</li> </ul> <p>3. Move 3c –Indicating the structure of proposal and providing mini-synopses (preview) of each subsequent chapter.</p> <ul style="list-style-type: none"> <li>• Belum tahu (all students)</li> </ul>

From the table above shows that the cause of the students' problems in writing a research proposal, particularly on the elements of

introduction and the sub element of introduction was caused by several factors.

The first student did not enter move 1c (by introducing and reviewing items of previous research in the area) and move 2a (by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way) because the first students still difficult to find the material according to their research topic and the methods they use. it is proved from the recognition of students from 15 respondents, 11 respondents are (students 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15) which states so. Then the second cause that they are still confused to distinguish between the previous study that should be included in the background of study and literature review. This was evidenced from the admission of students from 15 respondents, 9 respondents are (students 1, 5, 7, 8, 9, 10, 11, 12, 14) stated that they are still confused to distinguish between the previous study that should be included in the background of study and literature review. It was the reason for them did not include the move 1c and 2a move in introduction

Second all of students did not include move 3a (by outlining purposes / aims, or stating the nature of the present research or research questions / hypotheses). It was caused by several factors: first students in writing research proposals focus only on the background of problems. This was confirmed by student recognition of the 15 respondents, 10 respondents (students 2, 4, 5, 6, 8, 9, 12, 13, 14, and 15) who stated that

statement. then the second factor that students forget to include move 3a (by outlining purposes / aims, or stating the nature of the present research or research questions / hypotheses. this was confirmed also by 5 respondents (students 1, 3, 7, 10, and 11) who said they forgot to include move 3a in their research proposal.

Third all of students (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 12, 13, 14, and 15) did not include the move 3c (by indicating the structure of the thesis and providing mini -synopses (preview) of each subsequent chapter) and this is caused they do not yet know if the move 3c should be included in the introduction.

Besides the recognition of English lecturer stated that the causes of students did not include students move 1c (by introducing and reviewing items of previous research in the area), move 2a (by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way), move 3a (by outlining purposes / aims, or stating the nature of the present research or research questions / hypotheses, and move 3c (by indicating the structure of the thesis and providing mini-synopses (preview) of each subsequent chapter) were caused students still did not understand very well about the sub-elements that should be included in the introduction., and they also still confused in differentiating a previous study should be included in the introduction and literature review looks like.

**c. Literature review**

<i>The students' problems gained from the result of text analysis</i>	<i>Data gained from interviews</i>
	<i>Possible causes of problems</i>
<p><b>The elements and sub elements of each chapter</b></p> <p><b>Literature Review</b></p> <p><b>Elements</b></p> <p><b>a. Coverage</b></p> <ol style="list-style-type: none"> <li>1. The criteria for inclusion and exclusion from review was not justified (all students)</li> <li>2. The literature review was not topic focused (students 1,5,10,11,12 and 13)</li> <li>3. The main sources were not the current one (students 1, 5, 7, 8, 10,12 and 13).</li> </ol> <p><b>b. Synthesis</b></p> <ol style="list-style-type: none"> <li>4. The topic was not analyzed in terms of justification to be correlated to the present study (all students)</li> <li>5. Previous research was reported, however, the main findings of previous research were not focused to be correlated to the present study (students 5, 6, 10, and 13).</li> </ol>	<p><b>Elements ( Dari 15 students, 7 students masih bingung dan tidak tahu dalam literature review)</b></p> <p><b>a. Coverage</b></p> <ol style="list-style-type: none"> <li>1. Tidak tahu, jadi hanya dijabarkan saja (students 1, 2, 6, 7, 8 and 9) Hanya mencari yang sesuai topic (students 3,4,10,11,12,13,14 and 15)</li> <li>2. Sulit mencari yang sesuai topik (students 1, 5, 10, 11, 12 and 13)</li> <li>3. Sulit mencari sumber yang baru (students 1, 5, 7, 8, 10,12 and 13).</li> </ol> <p><b>b. Synthesis</b></p> <ol style="list-style-type: none"> <li>4. Tidak tahu caranya (students 1,2, 3, 4, 5, 6, 7, 8,9,10,11,12,) Sulit menuliskannya (students 13,14 and 15)</li> <li>5. Sulit mencari yang sesuai dengan topik dan metode yang dipakai (student 13) Belum menguasai (student 5,6 and 10)</li> </ol>

From the table above shows that the causes of students problem in writing research proposals specifically on the elements of literature review was due to several reasons.

First in writing the proposal, the student in determining the criteria of inclusion and exclusion from the review is not in accordance with his research because they did not know and just elaborated it. It was confirmed from the results of interviews from 15 respondents 6 respondents (students 1, 2, 6, 7, 8 and 9) which states so. Then next cause

was they are just looking for material according to research topic. It is said by 8 respondents (students 3, 4, 10, 11, 12, 13, 14 and 15).

Second the literature review was not focused topic because they find it difficult to find a suitable topic material. It was evident from the 15 respondents, 6 respondents (students 1, 5, 10, 11, 12 and 13) who stated that they were difficult to find material suitable research topic.

The three main sources of the literature review were not a new source is included in the literature review. This is because they find it difficult to find a new source to be used as the primary source in their research. It was evident from the 15 respondents 7 respondents (students 1, 5, 7, 8, 10, 12 and 13) who stated that they found it difficult to find a new source.

The fourth topic was not analyzed in terms of justification to be correlated to the present study. That was caused they did not know how to analyze the relationship between the research topic by doing research. This was stated by 12 respondents (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12). While three respondents (13, 14 students and 15) stated that they are difficult to write.

The five previous researches were reported, however, the main findings of previous research were not focused to be correlated to the present study. That was caused first they are hard to find in accordance with the topics and methods used, and secondly they have not mastered the material about the literature review.

However, according to the English language lecturer stated that according to me in the Literature Review, they already understand because I always emphasize in writing proposals is literature review and I always ask them to make Journal from the research of others, and I have always taught in class or through face book but in practice they are still difficult to choose a theory according to their topic.

#### d. methodology

<i>The students' problems gained from the result of text analysis</i>	<i>Data gained from interviews</i> <i>Possible causes of problems</i>
<p><b>The elements and sub elements of each chapter</b></p> <p><b>Methodology Elements</b></p> <p>The elements of research methodology were included, i.e. <b>research design, research site and participants, data collection techniques, and data analysis.</b> However, the content of each was still problematic.</p> <ol style="list-style-type: none"> <li>1. The choice of paradigm, methodology, and methods, data collection, and data analysis employed was not justified to answer the research questions (all students).</li> <li>2. The research site was not included (students 2, 4, 5, 6, 8, 9, 11 and 12).</li> <li>3. A detailed description of the research processes and procedures as well as explanation of the reason for doing so was not provided (all students).</li> <li>4. A detailed description of procedures and materials was not provided to allow for replication (all students).</li> <li>5. Component of methodology such as The research design , research setting, , data collection, and data analysis is not included (Student 3,7,10,13)</li> </ol>	<p><b>Elements ( Dari 15 students, 11 students masih bingung dan tidak tahu dalam methodology)</b></p> <ol style="list-style-type: none"> <li>1. Tahu, tapi sulit cara menulisnya (Student 9,12,14,15) Tidak tahu (students 1,2,5,6,8) Masih bingung (student 4,11,)</li> <li>2. Masih bingung (student 4,5,6,8,and 9) Belum ada tempat untuk penelitian (students 11 and 12 )</li> <li>3. Tidak tahu caranya (students 1,2, 3, 4, 5, 6, 7, 8,9,10,11,12,13,14,15)</li> <li>4. Tidak tahu caranya (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)</li> <li>5. Tidak tahu (students 3, 10, 13) Masih bingung (student 7)</li> </ol>



Based on the table above explains the cause of the student's problem in methodology they are:

The first choice of paradigm methodology, and methods, data collection, and data analysis employed was not justified to answer the research a question was caused students did not know the purpose and the components of methodology. It can be proved from the statement of students from 15 respondents, 5 respondents (students 1, 2, 5, 6, 8) which states did not know the purpose and the components of methodology. Then the 2 respondents (student 4, 11) states are still confused about the methodology.

Secondly the research site was not included in their research proposal is because students are still confused about the element of research site. This was evidenced from the results of interviews of 15 respondent, 5 respondents (student 4,5,6,8, and 9) states are still confused about the element of research sites and 2 respondents (students 11 and 12) said they did not include the methodology of research site because there is no place to study.

Thirdly a detailed description of the research processes and procedures as well as explanation of the reason for doing so was not provided. It was caused they did not know how to do so they do not explain in detail about the process and procedures of the study. It was evident from the statement of all respondents (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) that said they did not know how to do.

Fourth a detailed description of procedures and materials was not provided to allow for replication. It was caused they did not know how to do so they did not explain in detail about the research procedures. It was evident from the statement of all respondent (students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) that said they did not know how to do.

Fifth Components of methodology, such as the research design, research setting,, data collection, and data analysis is not included. It was caused the students did not know about the purpose and the component of methodology. This was evidenced from the statement 3 respondent not know (students 3, 10, 13) which states no idea about the purpose and the component of methodology and 1 respondent (student 7) states are still confused about the purpose and the component of methodology.

Also according to the English language lecturer stated that according to my methodology Shares have not been so understand the methodology because most of them are still confused in choosing a research design and instruments appropriate to the research.

The results from analysis of students' text research proposals and results of interview by students and lecturer. The researchers concluded that the most significant issue in the proposal is the element of research methodology. It can be seen from the text proposal that most of students did not include the element in the methodology such us research design, research setting, data collection, and data analysis and based on the recognition of students they did not understand and were confused in the methodology. It too, strengthened explanation of English

lecturer who said that in this section of methodology they did not too understand in the methodologies because most of them are still confused in choosing a research design and instruments appropriate to the research. The second problem is in the element introduction it was caused students still confused in differentiating a previous study should be included in the introduction and literature review, the third is in literature review.

Table 4.2 the problem of students in writing a research proposal based on interview from students

No	Problems	N	Percentage
1	In the methodology	11	$\frac{11}{15} \times 100\% = 73.3\%$
2	In the introduction	9	$\frac{9}{15} \times 100\% = 60\%$
3	In the review of literature	7	$\frac{7}{15} \times 100\% = 46.6\%$

From the table above we can see that the most significant and the most important thing in writing a research proposal is Students do not understand the methodology. It can be seen from percentage 73.3% students having problems in research methodology.

The second problem was in introduction. Percentage in the table shows that the Students feel difficult in composing sentences in introduction gets a share 60% the student responses neighbor problem.

While most small problems experienced by students was in literature review. Table shows the percentage only 46.6% the student responses to the Students are confused in review of literature.

### **3. The causes of problem causes in writing research proposal**

At research question number 2 that was the possible causes of problems are faced by students, researcher not only unravels the cause of the common problems faced by students. However, researchers also described in detail the causes of the problems faced by students as researchers discover the cause of problems causes are faced students based on the results of interviews conducted by researcher of the students.

#### **a. Introduction**

An analysis has been conducted thought interview; the result was the researcher found 3 causes from the causes are faced by students. They were:

- i. The student seldom joined the class,

It can be seen from the analysis of the student interviews that was conducted by the researcher. Researcher found that 2 out of 15 respondents said the student seldom joined the class was caused of their problems.

- ii. Lecturer in less detail or less clear in explaining the material in the introduction.

The statements above proved 9 of 15 respondents said that Lecturer in less detail or less clear in explaining the material in the introduction.

- iii. Difficult coherent sentences

Difficult coherent sentences are the cause of students the problem in writing the introduction. This is evident from the statement 5 of 15 respondents

**b. Literature review**

Students are confused in determining the review of literature because of several factors as stated in the student interview:

i. Lecturer is less clear in explaining the material

As the cause of the first problem was the lecturer is less clear in explaining, it can be seen from the analysis of student interviews conducted by the researchers. Researchers found that of the 15 respondents there were 6 respondents said that the lecturer is less clear in explaining the material it is caused of the problem are faced by them.

ii. Literature review never did practice in class but described only through face book.

The cause of the above proved from the statement 6 of 15 respondents said that Literature review was never practiced in class, just directing it through face book.

If the students meant that the Literature review never did practice in class is by teaching the material literature review one by one about the elements of literature review and practiced in the classroom. Researchers conclude that the learning process might not be

resolved because it took quite a bit less than a semester to be able to explain in detail and practiced in the classroom.

However it is meant 6 students who said that the Literature review never did practice in class is knowledge and the learning process of literature review then it is refuted by keeping a journal processes made by them. See appendix 6

iii. Lazy to read a book

This is evident from the analysis of student interviews conducted by the researchers. Researchers found that from 15 respondents said there were 3 students who are lazy to read a book that is the cause of they did not understand in Literature review.

**c. Methodology**

Students do not understand the methodology it became the problems faced by students in writing a proposal. It is caused by several factors as stated in the student interview:

i. Lecturers teach only through face book

Lecturers teach only through face book, this factor that caused the problem students in methodology. it can be seen from the analysis of student interviews conducted by researchers. Researchers found that of the 15 respondents 3 of respondents who said that lecturers taught only through face book this is the cause of the problem.

In this case three students said that Lecturers teach only through face book. May be Electronic method via face book is not as

possible in accordance with the conditions of students, but lecturers seemed to make face book itself but with the agreement between students and lecture.

And might be they did not follow the information that has been agreed by them that learning and teaching through face book because basically lecturers have been teaching 16 sessions and then felt the material was lacking explained and practiced methodology, students and lecture have agreed to make a face book to help the learning process of research proposal particular methodology. It can be seen appendix 7.

ii. The impact of research methods courses before,

The purpose of the "Impact of the courses prior research method" is a lecturer in research methods in the previous semester was never entered in teaching, this is causes student felt confused and student did not know when they write research proposals especially in the methodology. From the 15 respondents 10 respondents who stated that the impact of research methods courses is the cause of the problem so that students feel they are still confused in writing the research proposal.

iii. Limited time in learning

Limited time in learning is also a factor that causes students still feel confused in choosing their research methodology. From 15 respondents 2 respondents stated that limited time in learning the

cause of the problem in understanding the methodology. With limited time, they just get a little explanation from the lecture about research methodology. Consequently the quality of students achievement in the understanding of the research methodology to be not optimal.

To sum up the explanation of the causes of the problem causes in writing research proposal, the researcher presented a table to provide a simpler understanding.

Table: 4.3. The cause of problem causes in writing a research proposal

No	The cause of problem	The cause of problem causes	N	Percentage
1	Students did know or confused in methodology	1. The Effect of previous subject of research method	10	$\frac{10}{15} \times 100\% = 66,6\%$
		2. Lecture just taught by used face book	3	$\frac{3}{15} \times 100\% = 20\%$
		3. Limited time in learning	2	$\frac{2}{15} \times 100\% = 13,3\%$
2	Students did not know or confused in Introduction	1. Lecture explained the material less clearly	9	$\frac{9}{15} \times 100\% = 60\%$
		2. Difficult to compose the sentences	5	$\frac{5}{15} \times 100\% = 33,3\%$
		3. Student seldom joined the class	2	$\frac{2}{15} \times 100\% = 13,3\%$
3	Students did not know or confused in Review Literature	1. Lecture explained the material less clearly	6	$\frac{6}{15} \times 100\% = 40\%$
		2. The material of literature review never did practice in the class	6	$\frac{6}{15} \times 100\% = 40\%$
		3. Lazy to read a book	3	$\frac{3}{15} \times 100\% = 20\%$



From the previous paragraph above it can be seen that in methodology became a major of problems are faced by the students in writing a research proposal because most of them do not understand and are confused in methodology. It is caused by several factors or causes that have been experienced by students in writing their research proposal. The first cause of students did not understand and confused in methodology is the impact of research methods courses before. It can be seen from the percentage of 66.6% from 100% stated that "the impact of the research methods course before" it became the first cause of the problems faced by them. And the second leading cause of students do not understand and confused in methodology is "lecture thought only through face book". 20% of the 100% the percentage who said it and the cause of the latter is a "limited time for learning" that can be seen from 100% percentage only 13.3% said that "time limitations in learning" that causes problems for them.

Students did not understand and confused in introduction it became second problems are faced by them. It is caused by several factors or causes that have been experienced by students in writing their research proposal. The first cause of Students did not understand and confused in introduction is caused lecturer less clear in explaining material. It can be seen from the percentage 60% from 100% said that "lecturer are less clear in explaining the matter" was the cause of the first problems faced by them. And the second leading cause of Students did not understand and confused the in introduction was "students are difficult in coherent sentences. 33.3% percentage of 100% percentage the stated terms of the causes of Students did not understand and confused in introduction. And a third reason is

"rarely entered college student" that can be seen from 100% percentage only 13.3% said that " Student seldom joined the class" it is because causes of Students did not understand and confused in introduction.

The third problem faced by students was students did not understand and confused in the review literature. it is caused of some the causes: The first cause is Lecture explained the material less clearly. It can be seen from the percentage 40% from 100% said that "Lecture explained the material less clearly" was the cause of the first problems faced by them. And the second leading cause is "material review of the literature was never put into practice in the classroom" 40% of the 100% who said it. And the cause of the low in the review of literature is "lazy students read the book" that can be seen from 100% percentage only 20% percentage said that "the students are lazy to read the book" that is causing the problem for them.

## **B. THE DISCUSSION**

There are some previous studies that concern in writing proposal. One of the previous studies was conducted by Nur Habibah with title "analysis of plagiarism in seminar proposals by the eighth semester students of PBI at IAIN sunan ampel in academic years 2012 Surabaya" her study focused on plagiarism in seminar proposals. The research problems of that research are: 1) Is there really any plagiarism in seminar proposals by eighth semester students of PBI? 2) What are the forms of plagiarism that most likely occur in seminar proposals by eighth semester students of PBI? 3) What are the students' perceptions of plagiarism?

This study Find out 1<sup>39</sup>) Find out the certainty of plagiarism incidents in eighth semester students' seminar proposals. 2) Find out the forms of plagiarism occurring in seminar proposals by eighth semester students of PBI. 3) Find out the students' perceptions of plagiarism.<sup>39</sup>

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

This research emphasizes on students' problems in writing research proposal and the causes problems are faced by students. The problems of students in writing research proposal have been stated by students in interview and documentation (students writing research proposal). From the result of documentation (student writing research proposal) and the interview, there were 15 respondents stated that the most significant problem was in methodology. It was caused by the effect of previous subject of research method; Lecture just taught by used face book and Limited time in learning.

Other problem which has been revealed was in Introduction. It was caused by some factors they are: Lecture explained the material less clearly, the students Difficult to compose the sentences, Student seldom joined the class.

The last problem was in review literature. The problems in review literature happened because of some factors. 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

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<sup>39</sup> Nur habibah, "*analysis of plagiarism in seminar proposals by the eighth semester students of PBI at IAIN sunan ampel in academic years 2012* Surabaya.

proposal. Second was the material of literature review never did practice in the class. The third was about students Lazy to read a book.

Considering the results this research, it is suggested that the teachers should give clear information to the students about writing research proposal. The teachers should allocate much more time in teaching the students in the class and also made the learning runs effectively.

And 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 teachers' explanation.