

**UNDERGRADUATE EFL STUDENTS' PROBLEMS IN WRITING A
THESIS PROPOSAL**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of Education in English Education Department



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Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title : Undergraduate EFL Students' Problems in Writing a Thesis Proposal
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This study aims to discover which undergraduate EFL students face different problems in writing their thesis proposals and how students solve problems in writing thesis proposals. Five students in the English Education Department class of 2019 UIN Walisongo Semarang, who have completed writing their thesis proposals, were involved in this study. This research used a descriptive qualitative, using interviews to collect data. Data collection was analyzed using thematic analysis (Braun & Clarke, 2006) and reflective practice. The findings of this study showed that the undergraduate EFL students had overcome their problems and completed their thesis writing well. However, in the process, when they did their thesis writing, they encountered internal problems like difficulty finding a title or idea, finding theories related to what will be researched, and determining research methods, lack of confidence and motivation. In terms of external problems, there is insufficient support from supervisors. However, from these problems, they create and design several ways to solve problems while writing their thesis proposals. This improves their ability to solve problems as best as they can. Reading many international and national journal references is crucial in writing a thesis proposal, using self-management while working on the thesis, and exchanging information with friends dealing with similar issues. They are not without confidence, lazy, or feel stuck, but they also always motivate themselves.

Keywords: Problems, Undergraduate EFL, Writing Thesis Proposal

MOTTO

يحب الله العامل إذا عمل أن يحسن. رواه لطبراني

Allah loves a job that, when worked, he finishes nicely. (H.R
Thabrani)

“Everything in The World Has a Meaning.”

-Im Yoona

DEDICATION

I dedicate this Final Project to:

1. My beloved parents (Mr. Ernawan Listiyanto and Mrs. Sri Bayinah)
2. My sister, brother-in-law, and my twin (Anistya Nurul Kharimah, Agung Rahmadi, and Dika Rahman)
3. My beloved niece and nephew (Almashyra Afsheen Shanum and Alkaff Alfarizi).
4. Many thanks to PBI A 19 and all of the friends of the English Education Department for the past four years.
5. For all lecturers and all those who support, pray for the completion of this final project. May Allah SWT always bestow his guidance, grace, love, compassion, kindness, and gentleness on them.

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This writer realizes that because she is an ordinary human being who depends on others, she will need many people's help, support, cooperation, and encouragement to finish her final thesis. The author wants to express her sincere thanks to:

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CHAPTER I

INTRODUCTION

This chapter presents the research background, reason for choosing the topic, questions, limitations, objectives, and significance.

A. Background of Study

According to their level, language education students in higher education study writing subjects. They began writing paragraphs in their first year of study, focusing on the part of paragraph writing that includes developing the main idea and supporting ideas to form a coherent paragraph. The highest level of writing instruction that students receive is in the second year of their studies in essay writing, where they are required to register an analytical text about current events, and in the third year of their studies in academic writing. Among all writing levels, academic writing is the most challenging. The students had to find solutions to a variety of issues that they encountered. Undergraduate students are required to conduct research as part of the requirements for their degrees. A thesis proposal is crucial to thesis production in tertiary institutions worldwide. Without a well-written proposal, students can likely start a systematic inquiry into or discuss a challenging problem in their field of study (Ashipala & Livingi, 2021). The purpose of creating an idea is to practice conducting research investigations and reporting research results. In a nutshell, writing a thesis proposal

involves conducting research and summarizing the results.

Students learning a foreign language may encounter some writing challenges. A study found that students had trouble finding references because they lacked confidence in using technology. Additionally, students' ability to use technology to find references needed special attention in non-English-speaking countries. These challenges arise when students construct research proposals (Gilmore & Ed, 2010). According to (Arisanti, 2019), as a requirement for a degree, students must develop a thesis that summarizes their research in the context of their field of study. Graduate students' first step is to write a research proposal. The proposal "gives continuous to the different phases and stages of the work to be done" and "outlines the research that needs to be followed during the research action." Students benefit from proposal writing as a research planning tool since it helps them establish a clear objective for the research objective course of action (Paltridge, 1997).

According to (Mali, 2023), writing a good research proposal might be challenging for the research participants' specific sections (i.e., introduction, literature review, and method) and different coping strategies to deal with those challenges. Students who write a thesis proposal gain experience that will help them think more critically when approaching a problem. A literature review, according to (Machi & Mcevoy, 2020), is a written report that presents a rationally argued case supported by a thorough

comprehension of the current state of knowledge regarding a topic of study. As a result, (Shahsavari & Kourepaz, 2020) claim that without a thorough literature review, students will not be able to comprehend their thesis topic, the keywords, and the related studies in that field. The literature review also explains a gap in prior research that needs to be filled and helps the researcher respond to research questions in their thesis. Researchers believe a thriving literature review section should be comparable to research findings in a different study (Wee & Banister, n.d.).

The students' attitudes about seeking help from their supervisors differed. Still, they all had trouble choosing a study topic, planning the proposal research, understanding the genre of the thesis proposal, and doing a critical literature evaluation. They eventually finished crafting their research proposals by talking with their supervisors, watching their classmates present their research proposals, and reading pertinent literature. By conducting interviews with undergraduate students who had just finished writing their thesis proposals at UIN Walisongo Semarang in the academic year 2022–2023, the researcher wanted to identify and analyze the problems that Undergraduate EFL students had with this process. This research is entitled "Undergraduate EFL Students' Problems in Writing a Thesis Proposal".

B. Reason for Choosing the Topic

This topic was chosen by the researcher in order to learn about the problems that EFL undergraduate students encounter when writing thesis proposals and how they overcome such problems.

C. Research Questions

Based on the explanation above, the problems to be discussed in this study are:

1. What are the students' main problems in writing thesis proposals?
2. What are possible solutions to the students' difficulties in designing research proposals?

D. The Objective of the Research

The goal of the study might be introduced as follows based on the research question mentioned above:

1. To determine the problems students have when writing a thesis proposal.
2. To look into how students can solve the problems of writing a thesis proposal.

E. Limitation of the Research

This study focuses on the problems undergraduate EFL students face in writing their thesis proposals and how they

overcome them.

F. Significance of the Research

The researcher hopes that these findings can provide brief information in both theoretical and practical terms as follows:

1. For College Students

This research can assist them in creating a research proposal, help them realize their writing problems, and analyze the various mistakes made while writing a thesis proposal and how to correct them.

2. For Advisors and Lecturers

Lecturers can use the findings in this study to better understand the problems students face, which will enable them to provide more insightful feedback to students. They can also use the findings to identify solutions to problems students face by creating research proposals.

3. For The Next Researchers

This research can be a reference for other researchers with similar research interests. In addition, this research can also be used as a source to understand better and know the problems faced by students and as a source for developing research that is almost the same as the research that has been done.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are several literature reviews related to this research: The theories consist of thesis proposal theory, the purpose of thesis proposal, systematic of thesis proposal, student's problems in writing thesis proposal, and several reviews of previous studies related to the research topic.

A. Literature Review

1. Thesis Proposal for Undergraduate Students

A final undergraduate project is required at most universities, especially in Indonesia. This final project is known as a thesis. This implies that the academic performance of EFL students depends on their ability to produce quality writing. No one can dispute that writing is one of the core components of the English curriculum as a result. Teaching writing in English schools is crucial since writing abilities are so complex. However, forcing pupils to learn every component of writing a paper makes writing challenging (Annury et al., 2023). When writing even one paragraph, EFL students frequently encounter several difficulties. The majority of EFL students find writing to be a difficult language skill to master for a variety of reasons.

Students must submit a thesis in the format their respective university faculties require. Meanwhile, undergraduate research offers students the chance to contribute significantly to the body of knowledge in their fields and is a high-impact practice. The work that a candidate has completed is documented in a thesis. It is a fair method of assessing the author's subject-matter knowledge and qualifications by offering unbiased witnesses. The discipline it fosters may have long-term advantages even though writing a thesis may be considered an unpleasant requirement on the path to a degree (Chandrasekhar, 2002). Writing a thesis is difficult, according to (Paltridge & Starfield, n.d.), and it's even harder for people who do not speak English as their first language. Students must follow a five-step process for writing a thesis that includes an introduction, literature review, methodology, discussion of the research findings, conclusion, and suggestion. The steps involved in writing a thesis can vary.

A research proposal is a document that includes references for readers or researchers who want to learn more about the project the researcher is working on to satisfy degree requirements (Dunleavy & Becker, 2003). Another definition of a research proposal is the design or planning of a study by researchers, where the study's findings will be recorded and helpful to other researchers.

The researcher's final piece of writing is a thorough explanation of the research design filled with in-depth written text. The researcher reached the conclusion after exploring their experiences in their research proposal. The research proposal, according to (Nawangpalupi, 2012), (is also a vital element of a successful thesis, making it the most crucial step in the entire process. The purpose and advantages of the research proposal are communicated to the reader by explaining the what, why, how, where, and for whom the study will be carried out. This marks the initial stage of a scheme to conduct research for a thesis or dissertation.

Following (Mandy Samuel, 2015), research proposals are essential in thesis writing. The commencement of thesis work can only occur after the research proposal has been finalized. The utilization of research proposals in academic writing amplifies the capacity of students to scrutinize and analyze the selected topic meticulously. For this reason, students must write a research proposal before commencing the drafting of a thesis for supplementary research. (Ali & Mubarak, 2017) affirms that "proposals are typically classified as scientific manuscripts that outline the systematic research methodology employed by researchers in higher education." Academic writing and research proposals aim

to foster comprehension and active involvement in critically analyzing research topics relevant to the researcher.

2. The Purpose of Thesis Proposal

According to (Muhammad & Kabir, 2016), The research proposal serves various objectives. It is created by students to convey their objectives, highlighting the significance of their intended study and presenting a systematic approach for conducting the research. Moreover, it provides adequate particulars to enable the reader to evaluate the proposed research. It clearly explains the students' expectations regarding what, how, when, and why the research should be done. To put it another way, "The first step in creating a graduation thesis is a research proposal, which aims to persuade a supervisor or academic committee that the student's topic and approach are sound in order to get permission to carry out the real study and write their graduation thesis" (Swales, 2012).

As per (Mandy Samuel, 2015), a research proposal aims to provide your supervisors with a comprehensive understanding of the subject matter of your research paper. A research proposal should comprise an overview of the section headings, introduction, literature review, methodology, research discoveries, analysis, brief, and

conclusions. Nevertheless, a proposal is not merely a short research paper. It should focus on a precise, distinct, captivating, and unparalleled topic. The research's purpose, goals, and objectives are explained in the introduction section. A research proposal's primary objective is to persuade the reader of the project's importance and research aptitude (Paltridge & Starfield, n.d.).

3. Systematics of Thesis Proposal

Every researcher must properly prepare a research proposal before starting their research. "A three-chapter research proposal with a cover page includes the research's title, author, department, university name, and the year the study will be conducted. The title should clearly state the topic of the study and be simple to understand by incorporating relevant keywords (Nawangpalupi, 2012). Furthermore, according to (Muhammad & Kabir, 2016), the first chapter should include an introduction that gives a brief overview of the research proposal and typically includes the background information, research question, goal, significance, and terminology.

A literature review of earlier research on the subject and the research questions is also included in Chapter II. The research methodology is also included in Chapter III. This chapter should detail every step that must be taken to

respond to the research. The population and sample, data collection, data analysis, and a list of references are all included in this chapter. A research proposal generally comprises a title page, an introduction, a background section, a research question, a study purpose, a literature review, a research methodology, an instrument and data collection, a data analysis, and a list of references. A research proposal is typically structured into an introduction, a literature review, and a research methodology section.

4. Students' Problems in Writing a Thesis Proposal

"external factors" and "internal factors" refer to the surroundings and knowledge. The latter is given more weight because it comes from the students themselves, in the case of psychology students, difficulties with methodology, pertinent theories and literature, self-confidence, and motivation. According to a study (Ndhlovu & Mwanza, 2015), students who are drafting proposals frequently utilize the wrong method, fail to describe the problem clearly, and choose broad and ambiguous topics. (Costa, 2019) discovered in Sweden that some students lacked confidence in conveying their thesis. More precisely, those students lack confidence because their supervisor does not provide adequate direction. The second part is something external factors.

These outside forces help the students write their theses, such as parental involvement and the academic setting (Lipson, 2005).

4.1. Internal Factor:

a. Difficulty in Finding idea or topic

One of the most challenging aspects of conducting research is the ideas and selecting a research topic. It is true that coming up with or choosing a researchable topic is complex. Students may find it challenging to develop a proposal if they do not know enough about the subject they plan to explore.

b. Difficulty in relevant theories and literature

Another problem students' face in writing a thesis proposal is the difficulty of finding theories and research relevant to the topic to be studied.

c. Difficulty in finding methodology

One of the challenging chapters in creating a research proposal is methodology. This is because selecting the appropriate data collection and analysis method has become crucial in the study project.

d. Lack of self-confidence

The results demonstrated that students' emotional responses to supervisor evaluation may influence their confidence level. The students were

apprehensive about presenting their work and uneasy when they were ready to begin overseeing. This emotional impact may negatively impact the supervisors' feedback. (Chugh et al., 2022)

e. Lack of Motivation

An examination of the literature revealed that one of the frequent issues in the psychological area is a lack of drive. Students who lose interest or enthusiasm in pursuing their objectives are said to lack motivation. Numerous factors, including the environment in which children learn, their level of self-confidence, and others, might cause it.

4.2. External Factor:

Insufficiency Support of Supervisors

One of the difficulties in supervising undergraduate EFL students is getting supervisor support. The supervisory process dramatically benefits from the supervisor's help. The students will require assistance from their supervisors in conducting their thesis and comments. As a result, the supervision process will be hampered, as well as student performance, due to the supervisors' lack of assistance (Chugh et al., 2022). Written feedback from teachers is a challenging subject that has been looked at from various angles. The techniques teachers employ to reply to their student's

written work to include direct correction, the application of codes, etc. Natural instructor corrective feedback entails the teacher expressing to the pupils in either oral or written form the appropriate form of their mistakes or flaws. They receive feedback that clarifies their errors and explains how to construct the ideal sentences, but they are not given any assignments or chances to consider their mistakes (Annury et al., 2023). It is critical to identify the use of corrective feedback and comprehend how students interpret it. Research studies perception's impact on remedial feedback.

The researcher chose this topic to discover the problems that EFL undergraduate students face in writing thesis proposals and how they deal with the problems they face when writing a thesis proposal.

B. Previous Research

Literature review, namely the activities of researchers to obtain references from previous studies to support and strengthen this research. The following are previous studies that are relevant to this research.

1. *EFL Students' Challenges in Writing Research Proposals, LLT Journal: A Journal on Language and Language Learning* by Yustinus Calvin Gai Mali in 2023

This qualitative study examines how students cope with writing particular aspects of their research proposals, such as the introduction, literature review, and technique, particularly in online learning contexts during the COVID-19 pandemic. Six EFL undergraduates from Indonesia who were enrolled in a research design course at a private university in Central Java provided the data. These students, who were chosen based on the intensity sampling technique, took part in an extensive semi-structured interview session with the researcher to express their opinions on the writing challenges and coping mechanisms and aspects of the course they found valuable and practical suggestions for improving the class. Given the varied difficulties the research participants encountered when writing different aspects of their research proposal, the data analysis results suggested that developing a solid research proposal might be difficult. In the discourse of the studied literature, various coping mechanisms for handling those difficulties, beneficial aspects of the course, and recommendations for class enhancement were addressed. Future research directions are provided in the paper's conclusion. The difference between this research and the research I did was that it involved six students who took research design courses, while in my research, I took five students who had completed their thesis proposals. The similarity between this research and the research I did is

that both used interviews to explore their voices on the writing thesis proposal problems and strategies for the outcome of the problems of writing a thesis proposal.

2. *Undergraduate Nursing Students' Challenges when Writing Research Proposals at the University of Namibia* by Daniel Opotamutale Ashipala and Rebecca MusoreLivingi in 2021.

Proposing doing research requires selecting a study topic and formulating a problem. Nevertheless, despite the research methodology module that introduces nursing students to research, many find this a challenging assignment when performing it for the first time. Therefore, higher education institutions should identify the difficulties that undergraduate nursing students encounter when formulating their research projects to develop solutions. The difficulties that students in Namibia face while writing research proposals have not been thoroughly studied. This study aimed to investigate and describe the difficulties that University of Namibia (UNAM) undergraduate nursing students face when composing research proposals to identify the influencing elements. As a result, 20 undergraduate nursing students participating in UNAM's Bachelor of Nursing Science (Clinical) (Honors) program were chosen using a purposive sampling technique and a qualitative, explorative, descriptive, and contextual design. Semi-

structured interviews were done with each participant using an interview guide. The following topics emerged from the qualitative thematic analysis of the data: difficult writing experiences for the study proposal, the supervisor's impact, and suggestions for development. The results of this study demand that the lecturers and supervisors engaged develop well-articulated plans and actions to address the issues raised in this study, as well as plans and actions that should guide the curriculum. It was determined that research proposal writing should begin in the third year, with a significant emphasis on English for academic writing and library information literacy. The difference between this research and my research is in terms of subject. In this study, the participants were twenty nursing students; I took five English education students in my study. The similarity between this research and my research is that both use interviews and thematic analysis as the data analysis.

3. *The student's Ability and Problems in Writing the Introduction of Research Proposal by Kheryadi in 2018.*

This study intends to determine whether students can write a section on introduction for a research proposal and whether they have any difficulties doing so. This research was done at a university in Banten as part of an undergraduate English curriculum. Nine of the fifty-seven

research proposals submitted by students were chosen to represent various academic levels in the documentation and selection process. In-depth interviews and text analysis are used to examine the students' preparation of research proposals. These results suggest that the majority of students had trouble justifying their views. Second, most students were unaware that there are acknowledged models for producing research proposals in English Language Teaching (ELT), particularly in terms of its components and linguistic characteristics. This study backs up the considerable academic writing research highlighting the value of explicitly teaching second-language learners the structure of particular written genres, especially a research proposal. The difference between this research and my research is in terms of objects. This research focuses on the problems in writing the introduction of the thesis proposal. At the same time, I take the internal and external problems that occur while writing the thesis proposal. The similarity between this research and my research is that both use undergraduate English students as research subjects.

4. *Factors Affecting Undergraduates' Difficulties in Writing Thesis* by M.S.M. Rizwan, A.R. Fahmithah Naas in 2022

When undergraduates complete a thesis to earn a

bachelor's degree, they encountered challenges. The purpose of this study was to look at the factors influencing undergraduates' struggles with thesis writing and pinpoint the key ones. This study is based on primary data collected by questionnaire surveys using a five-point Likert scale from a sample of 80 undergraduates at South Eastern University of Sri Lanka's Faculty of Management and Commerce during the academic year 2014–2015. In this study, a descriptive quantitative design was employed. This study uses Excel and SPSS to analyze the data, employing descriptive analysis and graphical display. The findings showed that three elements primarily influence undergraduates' problems in producing theses. The difference between this research and my research is in terms of research focus and data collection; the focus of this research is the factors that cause students to have difficulty writing a thesis, and data collection using a questionnaire with an alert scale. The similarity between this research and mine is that both use students as their research subjects.

CHAPTER III RESEARCH METHOD

This chapter covers the research design, setting, participants, data collecting procedure, and data analysis technique.

A. Research Design

This study took a qualitative approach with a case study design. (John W. Creswell., 2012) Defined qualitative research as finding a problem related to participant experiences. According to (Johnson, 2015), a researcher who conducts qualitative research focuses on exploring, describing, and occasionally developing and building theories using qualitative data. Researchers in this study used Robert K. Yin's case study approach to describe research findings and attempt to create a comprehensive picture of a situation (Robert K. Yin, 2014). In order to learn more about the movement under research, a case study, according to Creswell, examines a particular program, event, action, process, or one or more individuals.

The application of this technique is because the phenomenon that will be studied is a case that requires a descriptive display of high intensity, specifically to discover how undergraduate students of English Education face problems in writing thesis proposals and their techniques for overcoming problems in writing thesis proposals. A case study is useful when the researcher wants to understand a specific problem or situation

thoroughly and when people can identify cases using various information.

B. Research Participant and Setting

The subjects of this study are eight semesters of undergraduate EFL students who have finished their thesis proposals at the English Language Education Department of UIN Walisongo Semarang. Writing a thesis is one of the courses that must be taken and passed to graduate from a university. Five undergraduate students from the 2019 class of the English Education Department of UIN Walisongo participated in this study. Four female and one male undergraduate English as a Foreign Language (EFL) students voluntarily volunteered to participate in this study.

C. Research Data Collection Technique

Using data collection methods like interviews, the researcher gathered comprehensive information regarding the issues that undergraduate EFL students have when writing thesis proposals. This approach was chosen because interviews are practical tools for acquiring data that enable participants to indicate their level of preparation through their actions, feelings, and attitudes. The interview is used to learn more about students' perceptions and supplement the questionnaire responses. The formality and structure of interviews distinguish them. However, conducting an interview has both advantages and disadvantages.

According to (R.Frankell, 2012), the advantage of interviews is that individuals can answer questions precisely, and interviewers can ask respondents to deepen individual answers. They also say that interviews are used to look at and validate individual claims. The disadvantages of using interviews are the time it takes to collect data is very long and the researcher's concern that respondents cannot answer appropriately. The purpose of this research was to get a thorough understanding of the subject. It was carried out qualitatively. Data was collected using reflective practice. This technique aimed to reveal EFL undergraduates' difficulties when writing their thesis. This interview is based on the Gibb Reflective Cycle for delving into the difficulties that Undergraduate EFL Students face when writing a thesis proposal.

(Arslan, 2019) Reflective practice is described as "a method of learning from experience." Undergraduates studying English as a foreign language might gain practical insight into how to solve standard thesis proposal writing challenges. This approach of gathering data through reflection is suitable since it enables EFL students to draw lessons from their own experiences, particularly their negative ones. With the help of this reflection, EFL students can pass and finish composing their thesis proposals. Responding to the pre-prepared questions, participants might write down how they felt after resolving the issue and finishing their thesis proposals. The data was collected on June

23, 2023. This reflection was distributed as a Word document through WhatsApp. As a result, five people were willing to fill in the reflection data. There was no coercion in completing this interview as it relates to ethics. Reflection includes six questions per the Gibbs Reflective Cycle (1988). These tiers encompass the following:

1. Description

The reader-writer describes what he or she believes in the first stage, which includes background information. You should describe the event at this point without passing judgment or making generalizations. Make an effort to be as exact as you can while remaining descriptive.

2. Feelings

You are being asked to explain how the situation made you feel. Think about how you felt, how your body felt, what you did, and how other people responded to what you did.

3. Evaluation

In order to form your initial value judgments, you are now taking a more objective look at the circumstance and your responses. You should consider the experience from the views of others and your own. This will enable you to ascertain whether the circumstance was awful for you or others.

4. Analysis

The reader-writer relates to the experiences and theories of others.

5. Conclusion

During the Analysis stage, the reader compares his or her own experiences and theories to those of others. This could entail discussing your reflections with co-workers and classmates, but it could also mean looking to literature and theories to explain what happened.

6. Action Plan

You must take this step seriously to advance your profession and gain knowledge from certain situations. Think about what you can modify and how to make your practice better.

The following six questions are drawn from the Gibbs Reflective Cycle:

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?
2. How do you feel after passing the thesis proposal even though you had difficulties writing it? Do you feel a sense of accomplishment? (50-100 words)
3. After overcoming the difficulties in writing the thesis proposal, what positive and negative experiences did you have? (80-150 words)

4. What kind of thinking is a problem in writing your thesis proposal? Moreover, how did you overcome it? (80-150 words)
5. In addition to the difficulties you encountered when writing your thesis proposal, what lessons can you draw from your experience? What approaches will you use to improve it? (50-100 words)
6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

According to Gibbs' Reflective Cycle, this process should include a description, feelings, evaluation, analysis, conclusion, and even a recommendation of what should be done if the same circumstance recurs. Participants can use the Gibbs Reflective Cycle to respond to the reflection in this instance and express themselves through a description. The researcher receives the file once more after that.

D. Research Data Analysis

The primary purpose of this study is to find out whether EFL students experience problems when writing thesis proposals, as well as their strategies to overcome these problems. This study also examines students' regrets when writing a thesis proposal. Thematic analysis was the foundation of the qualitative research

approach employed in this study. This method provides a thorough explanation of the available data. (Braun & Clarke, 2006)

1. Identify the data (read the information gathered again and list the critical points).
2. Create a code (code the information or extract the key points from each sentence).
3. Make a theme (after coding, turn it into a theme).
4. Recheck the themes that were previously created.
5. Improve and give each existing theme a distinct name.
6. Analysis entails compiling and generating reports.

Interviews are an excellent method for eliciting behaviors, experiences, and emotions. This study will use qualitative research methods to discover various points of view and experiences. The data gathered during the process of reflection was then analyzed using the Gibbs Reflective Cycle.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the research findings and discusses undergraduate EFL students' problems writing thesis proposals.

A. Finding

This research used interviews based on Gibbs' reflections to determine the difficulties students encountered when writing their theses and the methods they employed to overcome those problems. The day of the interviews was June 23, 2023. The explanation was broken down into two sections by the researcher: first, the problems faced by undergraduate EFL students while writing thesis proposals, and second, how they solve the problems. Following is a more thorough explanation:

1. Undergraduate EFL students' problems in writing a thesis proposal

Based on the interview findings, it is possible to conclude that they faced numerous problems while writing their thesis proposal. Not just internal factors (psychological) but also external factors. The following are detailed explanations:

1.1 Internal factors

Difficulty finding title/idea, relevant theories and literature, methodology, self-confidence, and motivation.

Some of these things are also one of the problems in writing thesis proposals for students. The following are some excerpts of interviews conducted by researchers:

a. Difficulty in Finding a Topic/Idea

Students frequently have a well-known issue while beginning to prepare a thesis: having trouble coming up with research topics. This is very understandable, especially given that the thesis represents their introduction to more formalized scientific study for many students. One of the students admitted that she had trouble putting her thoughts in her head on paper and was unsure of where to start. She was prevented from writing their research because of this problem.

“I have trouble writing down the ideas I have in my mind. I do not know what and how to write my ideas, so it makes me confused to put them in writing.” (Student 5)

b. Difficulty in Finding relevant theories and literature

One of the other problems faced by students in the process of writing a thesis proposal is the difficulty of finding theories and research that are relevant to the topic to be studied, as one of the

students said:

“The problem I faced when writing my thesis proposal was when writing the literature review in chapter II. Because it is related to references that require us to read journals and it is very boring.” (Student 3)

A study's research gap is another crucial factor. Because if there is no research gap, there is nothing to use as a point of reference while analyzing, the issue of finding a gap in research was perceived to be the main challenge, as one of the students said:

“One of the difficulties I often face when writing a thesis proposal is looking for gaps in the research I will do with previous research. I have to look for gaps and shortcomings in previous research so that it can become an issue that needs to be researched so that it can

*become a problem formulation
that can be researched.”
(Student 4)*

c. Difficulty in Finding Methodology

To produce sharp and in-depth research, it is necessary to make a research methodology. With this, researchers will find it easier to know the basic things in conducting research. Meanwhile, for the methodology section, finding the correct methodology for the research topic was considered a significant challenge, as two students said:

“Part of writing a thesis proposal that is difficult is finding the right research method because we have to break down the research method gradually according to the demands of the problem to be solved.” (student 1)

“When determining the method, I would use and making research instruments, at that time, I had to change my data collection techniques and instruments several times because,

according to my supervisor, using the technique I chose was unsuitable for what would be researched.” (student 2)

d. Lack of Self-confidence

Students come in many different types. However, they typically experience anxiety or fear if they make a mistake. They thus experience insecurity regarding their behavior. They opt not to write rather than being incorrect out of fear of being mocked or made fun of. The following samples show some statements made by students that allude to this theme:

“The thought that often becomes a problem in working on proposals is my lack of self-confidence. This prevents me from doing something that I have never done. The second is fear. I always think negatively about the results of my work that I consult with the supervisor.” (Student 3)

“I am afraid of getting the tenses wrong, so I usually check repeatedly to make sure that all

the words I have written are correct.” (Student 5)

“Thoughts such as being confused about where to start writing a proposal or choosing a topic because I am not sure about it and it is too difficult to research.”

(student 1)

e. Lack of Motivation

Motivation is strongly tied to the learning objectives that must be met when deciding whether a goal can be realized. While action must be taken to reach a goal, the cause triggers this activity. The following samples show some statements made by students:

“Thought of procrastinating on making a thesis proposal made me continue to procrastinate the work and made me feel lazy to do it. In the end, I would regret wasting unnecessary time.” (Student 2)

“I often procrastinate, even though I am hopeless at writing

because I feel like I miss a lot. Because of this, I became sleep deprived, stressed, and insecure with friends who passed first.” (Student 5)

Five students were interviewed when asked about the problems in developing a research proposal, and their answers varied. As a result, one stated that finding an idea or a title was difficult because it was their first time researching. Two of them also stated that finding relevant research or literature review was difficult because they had to read a lot of journals, books, or other references to get the theory and literature they wanted according to their research topic, and two students said that finding the correct methodology was difficult; they need to find the best accurate method for their research. Three students found that their self-confidence was lacking because they were afraid of their results work, and two students said their motivation to write a thesis proposal was one of the problems they experienced. As a result, they sometimes take longer to complete the thesis proposal.

1.2 External Factors

Insufficiency of support from supervisors. Some of

these things are also one of the problems in writing thesis proposals for students. The following are some excerpts of interviews conducted by researchers:

Lecturers are busy with other activities, which causes students to be unable to ask many questions related to their problems. Students will have less time to continue to consult even though the supervisor does not refuse if they come and get guidance at their lecturer's house. One of the students explained her circumstances:

“The problem may be my lecturer's free time for guidance. It can be said that the supervisor is very busy. The chats are sometimes only read. The response to the thesis progress that I do is very long to get feedback back. Because of that, I can see that the process is not easy; because of that, practicing patience and self-management in working on the thesis. Then also the knowledge during guidance about correct writing in compiling a thesis.”
(student 2)

Two of the students explained her circumstances:

“Only an unpleasant experience

where the thesis proposal that I worked on myself as much as possible using references that I read, which I then processed myself using my words, with difficulty finding the right references that match the title of my research proposal still experiencing high enough plagiarism that I have to work more to paraphrase the writing I wrote” (student 4)

“The difficulty of finding journals that are suitable for many journals is that I have to read many sources, sometimes also in books that are difficult to find soft files, because looking in the library there are also no books. And the journal language is difficult to understand so I have to really think about the meaning.” (Student 5)

2. How to Solve the Problems in Writing a Thesis Proposal?

Some students who are working on thesis proposals have challenges, including engaging with the supervisor, obtaining relevant literature, references, and data, coming up with the

right title, not understanding research technique or concepts, and time management. These challenges or issues can cause stress for students who are drafting thesis proposals. In the interviews, the students offered the following potential solutions for overcoming the difficulties in drafting the portions of the research proposal indicated in the preceding section:

“I feel happy to get through writing the proposal. I also become more aware of which parts I do not understand and are difficult to understand. The way I do in overcoming problems in making thesis proposals is to be a little more patient and sincere. Because, working on a thesis proposal is not easy and also takes a little long time. Read a lot from National and International journals and learn a lot about writing a thesis.” (student 1)

“I am very happy, very relieved and feel proud of myself, of course I feel a very meaningful achievement after my thesis proposal was accepted by the supervisor. I feel more courageous to do things alone, I can

understand how to write scientific papers that are good and correct according to applicable rules, and also help me to always be patient. Studying previous journals and continuous guidance with the supervisor, not procrastinating on work.” (student 2)

“When I finished working on my thesis proposal, I felt a great sense of accomplishment. Finally, my hard work paid off. I feel that in the process of writing this thesis proposal I also practiced patience, besides that, of course, self-management in working on the thesis, and how I improving my bad mood by working in a comfortable place like a café while entertaining myself.” (student 3)

“Consult the supervisor as often as possible because the supervisor is certainly more experienced and deeper in his knowledge than the student. Consultation with experts will make discrepancies and

differences in arguments will be resolved.” (student 4)

“Don't postpone work, be diligent in guidance so that the spirit, chat with friends, don't be stingy in sharing knowledge with friends who are facing the same thesis.” (student 5)

B. Discussion

Several facts can be identified based on the findings of the investigation into Undergraduate EFL Students' Problems in Writing a Thesis Proposal. The 2019 English Education students' five reflection data as a result. The following provides an explanation of the discussion:

a. Undergraduate EFL Students' Problems in Writing a Thesis Proposal.

Students' problems in writing thesis proposals are influenced by two variables: internal and external. In terms of internal problems, students stated that they find it difficult to describe the ideas that are in their heads, lazy to read and search for journals for literature review and look for gaps in previous and current research (Arisanti, 2019). They also have difficulty in determining the right method for their research, their lack of confidence when writing a

thesis proposal such as fear of being wrong and failing in writing it, and lastly they lose motivation during writing a thesis proposal, procrastinate what they have to write, lazy and also stuck on the same thing. Finding the title of the research was one of the issues that students encountered when creating a research proposal because it was their first time conducting research.

In terms of external causes, the supervisor is very difficult or rarely can be found because of his busyness, and looking for journal references is not easy, you have to be really careful in choosing them so that they match the research title we take and deviate far from what should be researched. The findings from this study are comparable to those from other studies, which claimed that choosing a thesis proposal title, comprehending how a thesis proposal should be organized, locating relevant theories, and selecting an adequate technique were all challenging (Mali, 2023). Consulting with the supervisor to overcome their challenges in writing the thesis proposal.

b. Possible solutions for the problems that students have with creating research proposals.

After speaking with five students, the researcher discovered a number of approaches that students used to address their issues with creating research proposals. These included reading a significant amount of books,

articles, and journals on both a national and international scale, learning a great deal about thesis writing, consulting with the supervisor as frequently as possible while avoiding procrastination, using self- management while working on the thesis, and exchanging information with friends who are dealing with similar issues (Ashipala & Livingi, 2021). All of the students also agreed that reading several articles from foreign journals and books was very helpful for them in coming up with ideas for creating research projects. In order to support and develop their research proposals, students must locate sufficient reference materials (Fitria, 2022).

c. Strength and Limitation

The researcher is aware that this thesis has many flaws. The study method was fraught with many constraints and limitations, as well as numerous difficulties. The author briefly discusses a few of them here. It takes careful planning and execution to gather data from interviews, especially when processing the data and grouping it into themes in line with the type of data analysis thematic analysis that is being employed. The scope of the study or the number of participants could be constrained by time restrictions. As a result, some aspects of the issues that students encounter might not have been adequately investigated. To ensure that this research builds

on prior understanding and contributes to the ongoing academic conversation, a thorough literature evaluation was conducted. The credibility and ethical integrity of this research was enhanced by observing ethical principles, including obtaining informed consent and guaranteeing data confidentiality. This research is deepened by the circumstances in which students experience difficulties when developing a thesis proposal.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher offers conclusions and suggestions. Based on the responses collected through the reflection data concerning undergraduate EFL Students' problems in writing a thesis proposal, a conclusion is drawn. Then, as an example, this study gives a few helpful insights for students (undergraduate EFL) and researchers.

A. Conclusion

The study found that undergraduate EFL students faced both internal and external challenges in writing thesis proposals. Internal problems included difficulty expressing ideas, finding relevant theories, and finding appropriate methods, lack of self-confidence, and lack of motivation. External problems insufficiency of support of supervisors. Most students reported a lack of confidence and motivation as their main challenge. Their main issue was a lack of confidence. This is because they need to figure out how to begin producing a thesis proposal and worry that their work differs from the advisor's wants. Students discussed overcoming thesis proposal problems by stopping procrastination, seeking feedback from friends, seeking advice from advisors, reading national and international journals, and diligently seeking guidance. Some students who are working

on thesis proposals have challenges, including engaging with the supervisor, obtaining relevant literature, references, and data, coming up with the right title, not understanding research technique or concepts, and time management. These challenges or issues can cause stress for students who are drafting thesis proposals. Difficulty in determining the right method for their research, their lack of confidence when writing a thesis proposal such as fear of being wrong and failing in writing it, and lastly they lose motivation during writing a thesis proposal, procrastinate what they have to write, lazy and also stuck on the same thing. The findings from this study are comparable to those from other studies, which claimed that choosing a thesis proposal title, comprehending how a thesis proposal should be organized, locating relevant theories, and selecting an adequate technique were all challenging (Mali, 2023).

B. Suggestion

Many factors must be considered when writing a research proposal. Students must understand aspects of writing research proposals in order to construct a quality and accurate theoretical foundation on which the research can qualify as expected and the right solution can be provided to the community, which is the research's goal. Furthermore, the findings of this study may provide some recommendations to both supervisors and

students, such as supervisors checking intensively and paying attention to students working on research proposals by correcting their research proposals, and it is necessary to pay attention to how students compile research proposals with the use of good and appropriate formatting.

Students should improve their skills by doing some exercises to improve their language skills, followed by enriching their ideas by finding and reading a variety of sources to improve their language use skills. When they take courses or research proposal writing courses, they should pay more attention to the courses they take in order to realize that doing research requires seriousness that must be taken seriously. Finally, it is hoped that future researchers will be able to identify additional aspects of student problems that need to be solved, as well as follow and develop the most recent issues related to this type of research.

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APPENDIX 1

RESEARCH INSTRUMENTS

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?
2. How do you feel after passing the thesis proposal even though you had difficulties in writing it? Do you feel a sense of accomplishment? (50-100 words)
3. After overcoming the difficulties in writing the thesis proposal, what positive and negative experiences did you have? (80-150 words)
4. What kind of thinking do you think is a problem in writing your thesis proposal? And how did you overcome it? (80-150 words)
5. In addition to the difficulties you encountered when writing your thesis proposal, what lessons can you draw from your experience? What approaches will you use to improve it? (50-100 words)
6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

APPENDIX 2

RESEARCH INSTRUMENTS RESULTS

Student 1

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?

What I face when writing the material and method section is because we have to break down the research method gradually according to the demands of the problem to be solved. How to overcome this problem, of course, we learn a lot from national and international journals and learn a lot about writing a thesis.

2. How do you feel after passing the thesis proposal even though you had difficulties in writing it? Do you feel a sense of accomplishment? (50-100 words)

I feel happy to have passed writing the proposal.

3. After overcoming the difficulties in writing the thesis proposal, what positive and negative experiences did you have? (80-150 words)

After overcoming the difficulties in writing the proposal, the positive experience was that I got to know which parts I did not understand and were difficult to understand.

4. What kind of thinking do you think is a problem in writing your thesis proposal? And how did you overcome it? (80-150 words)

Thoughts like, sometimes we are confused about where to start writing a proposal from or choosing a topic etc. To overcome this, maybe we have to write more often. To overcome it, maybe we should read more journals or theses from other people.

5. In addition to the difficulties you encountered when writing your thesis proposal, what lessons can you draw from your experience? What approaches will you use to improve it? (50-100 words)

The lesson learned is that you might have to be a little more patient and sincere. Because, working on a thesis proposal is not easy and also takes a little long time.

6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

What I would change is probably the topic, because we are not sure about the topic and it is too difficult to research. I usually work on my thesis according to my mood.

Student 2

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?

The difficulty I experienced when writing the thesis proposal was when determining the method, I would use and making instruments for research, at that time I had to change my data collection techniques and instruments several times because according to my supervisor using the technique I chose was not suitable for what would be researched. Therefore, at that time I felt confused because several times the guidance stuck there. What I did at that time was to study previous journals and continuous guidance and finally my proposal was accepted.

2. How do you feel after passing the thesis proposal even though you had difficulties in writing it? Do you feel a sense of accomplishment? (50-100 words)

My feelings at that time were very happy, very relieved and felt proud of myself, because my struggle to go to the next level in writing this thesis was not in vain, of course I felt a very meaningful achievement after my thesis proposal was accepted by the supervisor, I felt closer to the graduation phase even though I knew the data collection process in the field would not be easy.

3. After overcoming the difficulties in writing the thesis proposal, what positive and negative experiences did you have? (80-150 words)

There are so many positive experiences that I have experienced, including that I feel more courageous to do things alone, I also feel that the efforts I have made so far will not be in vain, I can understand how to write good and correct scientific papers according to applicable rules, and also help me to always be patient and always have the spirit to live the days that are passed. Meanwhile, there were no negative experiences that I went through.

4. What kind of thinking do you think is a problem in writing your thesis proposal? And how did you overcome it? (80-150 words)

The thought that becomes a problem is when you are at the lowest point when writing and have the thought to procrastinate making a thesis proposal, this thought is a thought that must or must be avoided by students, because in my opinion when a job is delayed it will make us continue to procrastinate the work and make us feel lazy to do it, in the end we will regret it because it wastes unnecessary time. Therefore, we must be diligent and instill the thought that delaying working on a thesis proposal is the same as delaying our graduation day.

5. In addition to the difficulties you encountered when writing your thesis proposal, what lessons can you draw from your experience? What approaches will you use to improve it? (50-100 words)

In addition to the difficulties I experienced, I also learned lessons that I can take from my experience while writing a thesis proposal, including that there is no success without a struggle, we must always try and keep trying to get the best and desired results. If time can be restarted, I will be diligent in working on my thesis every day and will not procrastinate in working on my thesis proposal, because every second is very meaningful.

6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

If I have to write a thesis proposal again maybe, I will change my mind-set. At this time, I have instilled the thought of not procrastinating a job. Because I once delayed writing a proposal for 1 month because I had the thought that I had to focus on learning materials for the comprehensive exam. Even though after thinking about it again, I could work on the proposal while studying for the exam, but at that time I was struck by laziness and was

unable to do that. And I only have regrets now, because if at that time I worked on the proposal while studying for the exam, maybe I could have a trial this semester. Only regret remains in this self.

Student 3

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?

The difficulty is when writing the literature review in chapter 2. Because it is related to references that require us to read journals and it is very boring. I usually do it in instalments or if not I skip it first to work on chapter 3.

2. How did you feel after passing the thesis proposal even though you had difficulties in writing it? Do you feel a sense of accomplishment? (50-100 words)

The feeling is very relieving. Very grateful to be able to reach that stage. Yes, I felt a great sense of accomplishment. Finally, after the gruelling hard work paid off.

3. After overcoming the difficulties in writing your thesis proposal, what positive and negative experiences did you have? (80-150 words)

The positive experience was practicing patience, of course, also self-management in working on the thesis. Then also the knowledge during the guidance about the correct writing in compiling the thesis.

4. The negative is that sometimes, when we want to be guided by the lecturer, there is no free time.

In your opinion, what kind of thinking is a problem in writing your thesis proposal? Moreover, how did you overcome it? (80-150 words)

The problem is probably my lecturer's free time for guidance. It can be said that the supervisor is very busy.

5. Besides the difficulties you encountered while writing your thesis proposal, what lessons can you draw from your experience? What approach will you use to improve it? (50-100 words)

From the difficulties, I took a lesson in patience. Writing a thesis is not only diligent but also patient.

6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

I will improve my lousy mood. Like working in a comfortable place like a café. To entertain myself at the same time.

Student 4

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?

One of the difficulties I often face when writing a thesis proposal is finding the gap between my research and previous research. I have to look for gaps and shortcomings in previous research so that it can become an issue that needs to be researched so that it can become a problem formulation that can be researched. I overcame the difficulty I experienced by increasing the intensity of reading books, journals, or reference sources relevant to the topic or title I will take. I also often ask for encouragement from friends who have graduated before me.

2. How do you feel after passing your thesis proposal even though you had difficulties writing it? Do you feel a sense of accomplishment? (50-100 words)

The first thing I felt after the supervisor accepted my proposal was happy and proud of myself for being able to go through the steps towards the completion of my research. I am proud of myself for being able to do something that at first I was not sure I could do, but with persistence thoroughness and determination to complete it finally.

paid off, namely being ACC by the supervisor to be able to proceed to the next step. I feel that this is a good achievement that I felt during my time as a student, because the ultimate goal of a student is to complete the final thesis project itself.

3. After overcoming the difficulties in writing a thesis proposal, what positive and negative experiences did you have? (80-150 words)

The first positive experience I felt was that I knew more about methods, data collection instruments and data analysis that were suitable for solving research problems. There was no negative experience, only an unpleasant experience where my thesis proposal that I worked on myself as much as possible using references that I read, which I then processed myself using my words, but when I checked the plagiarism in turnitin it was still very high. This made me a little disappointed because I had to fix and work twice to make the plagiarism results fall in accordance with the maximum limit set by the campus.

4. What kind of thinking do you think is a problem in writing your thesis proposal? And how did you overcome it? (80-150 words)

The thought that often becomes a problem in working on the proposal is my lack of confidence in myself. This

prevents me from doing something that I have never done before. The second is fear. I always think negatively about the results of my work that I consult with the supervisor. The way to overcome it is to continue to think positively with yourself with the results that will come because it all starts with yourself. If you believe that the results of what you have done will bear sweet fruit, then the sense of self-distrust and fear will be overcome.

5. In addition to the difficulties you encountered while writing your thesis proposal, what lessons can you draw from your experience? What approach will you use to improve it? (50-100 words)

The difficulty I encountered when writing the proposal was the difference between my argument and the supervisor's argument. Many times I had worked on each chapter carefully and thought it was correct, but when I was guided it turned out that what I had done did not match what the supervisor expected. The way I overcome this is by consulting the supervisor as often as possible because the supervisor is certainly more experienced and deeper in his knowledge than students. Consultation with experts will make discrepancies and differences in arguments will be resolved.

6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

What I would change is the instrument I used to collect research data, because I think the instrument I used does not strengthen the results of my research so that it can be one of the weaknesses of my research. I would like to add another instrument so that my research results are more accurate and not easily refuted.

Student 5

1. Describe in 80 to 150 words the difficulties you faced while writing the thesis proposal. What methods did you use to overcome them?

I have difficulty writing down the ideas I have in mind, usually because I am afraid of writing the wrong tenses, so I usually check repeatedly to make sure that all the words I write are correct. I overcome by checking repeatedly, usually also bothering the translator, and the dictionary.

2. How did you feel after passing your thesis proposal even though you had difficulties in writing it? Did you feel a sense of accomplishment? (50-100 words)

I was happy, because it turned out that I could finally get through the process. I really feel that it is a meaningful achievement for me, because besides writing a thesis when writing a thesis, of course many things happen so I am proud of this achievement.

3. After overcoming the difficulties in writing a thesis proposal, what positive and negative experiences did you have? (80-150 words)

I can see that the process is not easy, but as long as we don't stop trying and think positively, then nothing is impossible. I got to know myself who likes to delay work so that it is not finished, it takes strong determination to complete this study, by knowing myself it will be easy to overcome it. The negative experience was lack of sleep, stress and feeling insecure with friends who graduated first.

4. What kind of thinking do you think is a problem in writing your thesis proposal? And how did you overcome it? (80-150 words)

The difficulty of finding appropriate journals so many journals that I have to read a lot of sources, sometimes also in books that are difficult to find soft files, because looking in the library there are also no books. And the journal

language is difficult to understand, so I have to really think about the meaning.

5. In addition to the difficulties you encountered when writing your thesis proposal, what lessons can you draw from your experience? What approach would you use to improve it? (50-100 words)

Don't postpone work, even though sometimes you are hopeless in writing because you feel that you are lacking a lot, but it's better to try and get it wrong than not finish it.

6. What would you change if you had to write a thesis proposal again? What efforts have you made to overcome problems in writing your thesis proposal, such as laziness and bad mood? (80-150 words)

Don't postpone work, be diligent in guidance to be enthusiastic, chat with friends, don't be stingy in sharing knowledge with friends who are facing the same thesis.

CURRICULUM VITAE

A. Personal Identity

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B. Educational Background

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