

**AN INVESTIGATION OF STUDENTS' ABILITY AND
PROBLEMS IN WRITING A RESEARCH PROPOSAL ON
THE SEVENTH SEMESTER ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

A THESIS

Thesis submitted in partial fulfillment of the requirements for The
Degree of Sarjana of Education



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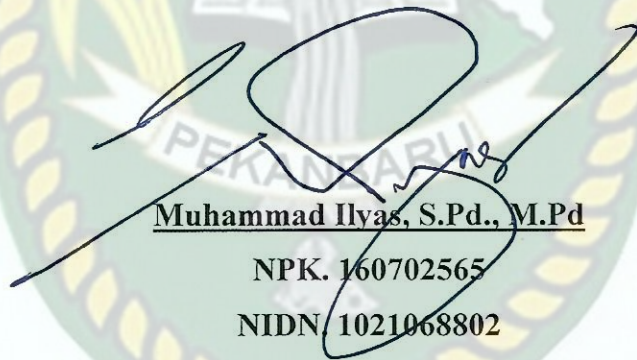
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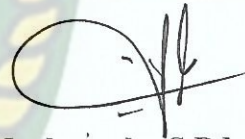
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It has been ready to be examined. This letter is made to be used as it is needed

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2.	14/11/2019	Revised Chapter I	
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DECLARATION

I declare that this research belongs to my own work, except the quotation (direct and indirect). The quotation were scientifically taken from reliable resources. I have responsibilities for this THESIS



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**Investigasi Terhadap Kemampuan dan Masalah Mahasiswa Semester Tujuh
Dalam Menulis Sebuah Pengajuan Riset di FKIP Bahasa Inggris UIR**

Abstrak

Nadiah Editia. (2020). **Investigasi Terhadap Kemampuan dan Masalah Mahasiswa Semester Tujuh Dalam Menulis Sebuah Pengajuan Riset di FKIP Bahasa Inggris UIR. PEKANBARU: FKIP Bahasa Inggris UIR**

Dalam penelitian ini, peneliti mengaplikasikan dua pertanyaan penelitian (1) Bagaimana kemampuan mahasiswa di dalam menulis sebuah riset proposal? (2) Apa masaah yang dihadapi mahasiswa dalam menulis pengajuan riset?. berdasarkan dua pertanyaan penelitian, peneitian ini bertujuan untuk menginvestigasi seberapa jauh kemampuan mahasiswa dan masaah yang mereka hadapi. Setelah melakukan pra-observasi *interview*, mahasiswa mengalami permasalahan beberapa di antaranya dalam mencari referensi, mengembangkan ide, serta memilih metodologi penelitian yang sesuai.

Selanjutnya, peneliian ini di laksanakan dalam pendekatan kualitatif dalam desain studi kasus. sampel di ambil dari 16 mahasiswa semester tujuh pada FKIP Bahasa Inggris UIR. Instrumen penelitian di ambil dari dokumentasi riset proposal dan angket. proses pengambilan data dengan beracuan pada beberapa langkah dengan mempertimbangkan responden penelitian sementara itu, angket dan dokumentasi riset proposal di analisis dengan melauai proses pemberian kode dan perbandingan data.

Hasil penelitian menunjukkan bahwa mahasiswa mendapatkan masalah rata-rata pada penggunaan bahasa (Grammar dan kosa kata), penggunaan mekanis dan dalam penentuan riset metodologi. serta kemampuan mahasiswa semester tujuh di kategorikan "*Fair*".

keywords: *kemampuan mahasiswa, masalah mahasiswa, pengajuan penelitian*

Abstract

Nadiah Editia. (2020). *An Investigation of Students' Ability and Problems In Writing a Research Proposal On The Seventh Semester English Language Education Of FKIP UIR*. PEKANBARU: English Language Education, Islamic University of Riau

In this study the researcher used two research questions (1) How is the students' ability in writing a research proposal? (2) What are the problems faced by students in writing a research proposal?. Based on the two research questions, the study aimed to investigate how far the ability of the students and what are the problems that the students faced in writing a research proposal. Based on the pre-observation interview, the students were mostly got difficulties on finding references, elaborating the ideas and choosing the right methodology

Furthermore, this study was conducted on qualitative research of case study design, the sample was on sixteen students the seventh semester students of English Language Education of FKIP UIR. The instrument of the research were Research Proposal Documentation and Questionnaires. it was collected by some stages by considering the respondent and the documentation of research proposal and questionnaires were analyzed by coding and comparing the data collected.

Finally, It was investigated that the students mostly got problems on language used (grammar and vocabulary), mechanic used, and methodology skill problems .and the ability of the students in writing a research proposal was mostly categorized into "fair" .

keywords: *students' ability, students' problems , research proposal*

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2. All of respondents of this research. thank you for being helpful
3. Her best friends that always be there to support her.

Finally, the writer realizes that this “Thesis” is still far from being perfect. Criticism and suggestions would be acceptable to make it better.

Pekanbaru, March 2020

Writer

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CHAPTER I

INTRODUCTION

This chapter presents the generalization of current issue that consist of background of the problem, identification of the problem, focus of the problem, research questions, objective of the research. Significant of the research, and definition the key terms of the research.

1.1. Background of The Problem

“Higher Order Thinking Skill” is needed in language mastering on university students as the highest degree in educational environment. Specifically in English Language Education, they are called as the advanced learners who are prompted to have an independent and critical thinking skill. Following to the one of the characteristic of Higher Order Thinking Skill is based on the truth, the students need to master the theory as a tool for building their knowledge and facilitating their learning. In Fact, Higher Order Thinking Skill is mostly used in productive skill, that are writing and speaking skill. As the productive skill, speaking and writing can be media to improve “Higher Order Thinking Skill”. Specifically for writing, that’s definitely the most complex skill. Among four macro skills in language learning, the most complex and complicated one is writing task as the most difficult language acquisition because it applies all language components, more formal language use than speaking that focus on

writing mechanics and organizations. So that, the task in higher education level is mostly completed by the students in university related to the academic writing purposes.

Furthermore, in higher education level, the students of language education learn writing subject based on its level. Started from Paragraph Writing in the first year of their study which focus on the component writing in paragraph include creating main idea and supporting ideas in forming a coherence paragraph writing. Then Essay Writing in the second year where the students are prompted to write an analytical text related to current issue and last for Academic Writing in the third year of their study, as the highest level of writing subject that they learn . where actually, an academic writing is the most complicated writing subject among al levels of writing. The students faced many problems that needed to be solved by finding some solutions to it.

Moreover, one of academic writing in higher education is Thesis Writing. Thesis Writing in a scientific study that follow the academic writing style. The problem that might be faced sometimes the students are unfamiliar to some styles of academic writing of a Thesis writing that have various styles. Then it made the students seems unfamiliar and confused to use which writing style because they learn the new one. Beside that they are unfamiliar to a Thesis writing that can be caused by lack of attention to the research methodology subject that was followed by them before conducting the real research at the end of the semester. Actually, a thesis writing is final project that must be completed by the students on university

level due to obtain the degree in this level. as a proof to the university students have passed the education program that consequently reflect to think higher and critically.

Before accomplishing the study, there is one step before it, known as Research Proposal writing. definitely a research proposal is one of the design or foundation for a research. it is as the illustration what and how the research will be directed. Furthermore , the foundation of a research can be described through the experts theories and previous studies. There is a need to improve students' research based-knowledge From over all, research proposals have to be valid and reliable. the process of writing a research proposal is begun by finding some references that is related to their research, then it will be continued by constructing their ideas during their writing process and last for constructing their research methodology.

Some writing problems might be faced by the students in foreign language learner. They get difficulties in constructing their research proposal. those include the problem of the students in finding appropriate references, a study showed that the students got difficulties in finding reference because they were lack of confidence while using the technology and also the ability in using technology in finding the references itself needed to be an attention in English Foreign Language Country (Gilmore & Feldon 2010 Hepworth 2000).

On the other side, In Indonesia, the problem of writing an academic writing were also faced by the student, as the foreign learner of higher education

some difficulties are faced by the students, the Indonesian EFL learners' writing problems involve into 3 classification; linguistics, cognitive, and psychological problems. the students were mostly get difficulties on those aspects the first one is Linguistics that related to the students' ability in using the language skills and components, then Cognitive that related to their cognitive development (Rahmatunisa,2014).

In assessing writing, there are some things that need to be considered. Some of the writing components that might be assessed would show the result of the students' ability or either some mistakes that become the problems that need to be solved on the students writing. as research proposal writing that is included into and academic writing which has a scientific approach, that also will become reading reference for other readers, this writing should be assessed as effective as possible in other after revising for some times, the result of the research proposal could be publish without giving any misconception to the reader in advanced. some of common research proposal writing assessment that can become consideration and needed an attention were on the *Content, Organization, Language Use, and Mechanic Use*.

Meanwhile, sometimes the students in writing research proposal, did not aware about the use of this content where they did not aware about how important the use of the theory basis that will make their research proposal would be irrelevance and less qualifying. Content is very important on writing. a qualifying writing might be seen by a qualifying content. in the content might also include main ideas, that the ideas related into some of the information that also might be

called as the elements of writing. the content also need to be constructed by considering the theory as the basic of supporting main ideas.(Jacob,2007)

Beside that, some mistakes on organization that commonly happened on writing this kind of research proposal writing was on the students did not aware about how important the connective use properly. where in fact, the organization of the content also needed to be the next consideration. the way how students organized their research proposal become clearer so the reader also get some insights after reading the writing. the way how main ideas and supporting details were in logical sequences with connecting one information to another information with connectives.

The next component that became an assessment in writing and academic writing such a research proposal is Language Use. where in Language Use that include Grammar and Vocabulary, the students got difficulties that make their language use is less and needed to be improved. this problems are the most common one found on English Foreign Learner. mostly on Grammar (e.g. tenses error, preposition, verb-subject, modal auxiliaries) that would make the reader get fewer insights while reading it (Darus and Cing 2009).

The last component of writing that also commonly found problems was Mechanic use. commonly, the students did not aware about how the mechanic use (e.g spelling, capitalization, punctuation) will give impact to their research proposal writing result. many of them do not use any of correct capitalization, punctuation where if it is not as a concern, the reader get difficulties in

understanding the meaning just because of the problems on mechanic that was not properly used by the writer.

One of the problems factor that affect the student' ability in writing was Cognitive. also affects the first factor of problem in writing a research proposal. The study showed that the students also faced some cognitive problem such as difficulties in elaborating the idea as the most common problem found. The high cognitive demands of writing was also needed to coordinate and construct multiple linguistic skills in generating a writing product as the foundation on students' writing development, written symbols are formed by cognitive ability, where if a student have problem Instead of the cognitive, another problem are also faced by the students related to cognitive ability is when they have elaborated some ideas they needed to involve their cognitive ability in elaborating the idea. How the way they related it as logically as possible and based on the reality. Because of lack of reading willingness, they were difficult to construct a good text. (Berninger & Winn, 2006; Kim, Park, & Park, 2013)

Another one was Psychological Aspect, Writing anxiety was one of the trends faced by the students before going straight in to the real writing a research . there are three types of language learning anxiety: communication apprehension, test anxiety, and fear of negative evaluation that commonly felt by the students and the one who preferred to learn in groups seemed to be the students with high level of writing anxiety because many graduate-level writing tasks were usually undertaken by individual students Independently rather be in groups. The students who need another people, doing the research proposal which have another people

to help them, based on the statement above, they have high anxiety problems. the problem could be came from afraid of not able to accomplish the research proposal, afraid of many errors done in the proposal and afraid of something else that cause an anxiety and lack of confidence with their own writing then needs another people to help the finishing it. Causes the perspective of students think that thesis such as huge problem for them, thesis must be done theoretically because it might be done scientifically. Nevertheless, students' problem in elaborating the things that they get would be one of thing that the anxiety reason. They seems afraid to be failed in elaborating their ideas. (Horwitz and Cope (1986);Daly and Miller's (1975))

After doing pre-observation interview with some students on the seventh semester in English Language Education in FKIP UIR, the researcher identify some problems that they face during writing the research proposal mainly on finding the research proposal references, the communicative skill that is still low showed by the difficulties of elaborating their ideas and grammatical use. Finding the references that related to their title is one of the problems that they face. Because references are the most important thing, but lack of sources that they get become a barrier for them to write their proposal Lack of information will be the difficulties and will affect to their writing result. Then in elaborating the experts ideas to the writer ideas were also one of the difficulties that the students get in writing a research proposal, they need more sources in elaborating their ideas and the last about difficulties in applying the methodology of the research how the

way they constructed their ideas in research methodology, they were still confused in differentiate which method that they use.

Writing a research tends to have an objective to identify the problem and give the appropriate solution to the problem in the research question. Finding and giving the solution might be correlated as well. But if the is no exact solution to the problem that the researcher identify, the research objective might not be contributed as well too. This thing also needed to be learned by the student as the researcher. in some cases, they can't explain how the exact solution to the problems that they have linked in details. This one is also become a problem in writing a research proposal

The researcher conducted a research to obtain information related to the ability and problem on students' research proposal writing with the title :

***AN INVESTIGATION OF STUDENTS' ABILITY AND PROBLEMS IN
WRITING A RESEARCH PROPOSAL ON THE SEVENTH SEMESTER
ENGLISH LANGUAGE EDUCATION OF FKIP UIR***

1.2. Identification of Problem

The first problem in students' didnot aware about their content that needed to be a qualifying content without considering the content was relevance with theory or not

The second problem was the student did not aware about language use, where is the language use have been appropriately on grammar an vocabulary

the third problem was the students did not aware about the use of mechanic use that will lead the result of their writing to the reader

The fourth factor was the cognitive problems were related to the students ability In elaborating the theory with their ideas are one of the problem in fact, in forming correct linguistics on writing, they also need to have a good cognitive ability coordinate a proper linguistic construction on their writing. so the problem was related to their problem on knowledge of constructing their ideas

The another one was the psychological is showed by the students mental readiness as language learning anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Where the students were still afraid with research proposal that make them lack of confidence to the writing paper that they made that cause .

The other problems was on the students' ability in seeking skill was still less. in finding the references, they had lack of information in finding the references, so that the students got confuse to elaborate the ideas because of lack of information and lack of references. So that they have some difficulties in finding.

The problem was their Communicative skill, where they were still confused in communicating their ideas to the theory that the experts used relate to their title.

The last Problem was on their Methodology Skill, the students were still confused to differentiate which method that they used in research methodology. that cause they still did not know how to conduct a correct method on their study.

The researcher choose three aspects of the problems that were Information seeking skill, communication skill, and methodology skill. because those aspects were found after doing pre- observation interview with some of the seventh semester students in English Language Education

1.3. Focus of The Problem

Related to the title, this study focus on the ability and problem that faced by the students on the seventh semester of English Language Education of FKIP UIR. The limitation was on how the perspective of the students about the problems of writing a research proposal on Information Seeking Skill, Communication Skill, and Methodology Skill. and the ability that they would show on their research proposal by measuring the content, organization, and language used (Vocabulary and Grammar), and mechanic use skill. The possible solution could be proposed based on the students' proposal result.

1.4. Research Questions

The study attempted to answer and solve the following research questions :

1. How is the students' ability in writing a research proposal?
2. What are the problems faced by students in writing a research proposal?

1.5. Objective of The Research

1. To investigate the students' ability and problem in writing a research proposal
2. To investigate the cause of students' problem in writing a research proposal

1.6. Significant of The Research

- a) **For students**, this study will provide the guidance of organizing a research proposal and also make them realize of their writing problems and evaluate some mistakes.
- b) **For writing supervisor**, this study is expected to give information on English study program writing supervisor. As the references of strategies in giving instruction and consultation to the students. And as the guidance in problem solving on students' problem in their proposal writing.

- c) **For further researcher,** Naturally, a research will serve a reference for the further researcher who wants to study on the similar interests and expectedly as a reference to know and understand better the problems that are faced the students, and as the references in developing the exact similar study.

1.7. Definition of Key terms

1. Writing Ability

A form of communication skill to deliver or to express ideas through written form. It means that writing is productive skills that express ideas through written communication.

2. Writing Problems

Some of barriers that is faced by the students as researcher in writing a research proposal related to the indicators that is not reached yet. Where those barriers needed to be solved and give the solution.

3. Research Proposal

A scientific-based knowledge research as the written plan of research activity before students' research is conducted in order to finish their degree. Consist of two or three chapters; introduction, Review of related literature, and Methodology chapter. it is as a part of students' thesis ,where in every chapter involve relevant theories to the research variable.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents Review of Related Literature of the study. it describes Relevance Theory, Relevance Study, Conceptual Frameworks, and Assumption

2.1. Relevance Theory

2.1.1. Writing

A few centuries ago, writing skill was only used for educational field and religious institution, almost all majors generally used language in orally, business transaction, politics, military. Nowadays, writing skill is the most indispensable skill in this globalization era. In the field of language education, on that era, writing has been the primary had been focusing on grammatical and lexical feature. And writing can't be separated on paper, article, books, dissertation and any other academic writing text. According to Yetis (2017), Writing skills might be the skill that can improve students' thinking to deeper and higher level.

Writing is the process of constructing meaning related to the current issue based on Cognitive Learner-Centered. In transferring the information of writing, current issue is one of the topic that is explained as the content in writing for the academic purposes. Where the information in writing must be an accurate one and follow the language rules and structure. If the information that the writer's job is to find some information and deliver the information based on the facts and

updated issue then the product of written information can be a reference for scientific or non scientific purposes (Cho 2018;Ong,2014;Zhang,2010).

Writing is also an essential skill that need to be improved and mastered by English language learners either ESL or EFL. As the productive skill, writing is the most complex skill among others. It is very important for English Language learners to improve their writing skills in order to find their real-life. Through writing skills, students would obtain many experiences, where the experiences are based on the reality, the facts, the knowledge that can be found its accuracy and accepted by logical thinking. Students would enrich their knowledge related to the topics that's interesting to them. They need to have many basic theories in constructing their ideas. Writing skills might be the skill that can improve students' thinking to deeper and higher level (Sadiku,2015;Scolnick,2000).

According to Solikhah (2017), Writing has an objective to build sentences correctly, completely, and logically. Transferring what the writer knows through writing might have an accurate information to the reader. Some sentences that are incorrect will deliver misunderstanding and misconception towards reading materials that are provided. Beside that in transferring information through writing might be completely and logically transferred. Based on the truth in real life. Academic purposes is more to the truth or facts happens in life, so that real life is related to the academic purposes writing.

English Language Learners are prompted to write correctly, completely, and logically. Moreover the tasks that are given to the students are mostly related to the science, writing knowledge-based. In transferring information that contains

science issue must be completely written accurately. Specifically for those who have been in advanced level, university level, academic writing is one of the main subjects, where adopting new writing style, referencing and arranging a written text are needed. Every University lecturers are in their force to improve students' ability either spoken and written . So that, written form of students assessment are in the scope of scientific objective. Through scientific objective, the ability of students is improved easily while exercising through the all kinds of task related to the scientific purposes. Students are assessed and costumed by doing reality task, so that improving their ability in writing is faster rather than another non academic purposes writing. It also improves their ability in reading comprehension. (Nace, 2015).

2.1.2 Writing in Academic Purposes

Writing in academic purposes is writing in term of scientific approach, where it is connected to the field of education, in development of knowledge either discovering the new theory. It is also the kind of writing that is in formal situation, where language structure and diction needed to be considered its validity. *Although the range of genres is wide and varies somewhat across disciplines, a list of the most common academic genres might include scholarly books, edited volumes, chapters contributed to an edited collection, journal articles, book reviews, essays, textbooks, grant proposals, action research projects, dissertations, masters degree theses, letters, and even syllabi and course material. (Rankin, 2001, p.33)*

So the following is academic writing that include:

1. Papers and general subject reports
2. Essays
3. Journals in academic purposes
4. Technical reports
5. Theses and Dissertation
6. Test response

2.1.2.1 Writing Research Proposal

A research proposal is included as one of scientific writing research proposal is one of the kind of academic writing. It is therefore a very important document and also a comprehensive document. Dunleavy (2003) defined research proposal as the document that contains references for the other reader or researcher that explain about project that the researcher purpose as the requirement of finishing a degree. Research proposal also can be defined as planning or design of a research that is done by the researcher where the final research will be documented and beneficial for the further researcher. It is a complete form of explanation to the design of research as the last writing product made by the researcher which is full of comprehensive written text. the result of comprehension experiences from the researcher, the one who explore their experiences in a research proposal.

In writing a Research proposal, theory from the other experts are the most important things. It is also known a research knowledge-based. Everything in research proposal has theory and previous study as the foundation constructing the ideas. The research theory and previous study references are also said as sources, according to Slavin (1984), there are four reliable sources are” *intuitive knowledge, authoritative knowledge, logical knowledge, and empirical knowledge*”. If a knowledge is related to faith, beliefs, and intuition, it has characteristic as *intuitive knowledge*. If it is believed on the data from some people that is known, books, or leaders in an organization, it is characterized as *authoritative knowledge*. Where the knowledge comes from rationalist thing is the most important thing where using of cognitive rationalist, it is called as *logical knowledge*. and the last is when the knowledge comes from the previous experiences it is called as *empirical knowledge*.

Writing a research proposal need four characteristics of knowledge references in order to find the accuracy of information written in a research proposal. A primarily objective of research proposal is for a publication for any further scientific writing . Therefore, writing the research proposal tend to spend the time for about 3-6 months and consist of the proposal paper with the length around 30-60 pages. With designing a research proposal, students will be easier to construct those 30-50 pages, the illustration has been designed lead them to have an accurate research finding.

2.1.2.2. The Purpose of a Research Proposal

In higher education, the aspects of educational mostly focus on academic purpose of writing. One of them is thesis writing for undergraduate students. basically, research is a systematic process in solving a problem. As a college or university students needed to be regarded the writing experiences in writing instruction to the academic field. They are asked to understand the ability of write to the response until to the drafting a long text of academic purposes called research proposal. Nevertheless, Writing an academic purposes has its own purposes and many advantageous to the students in finding their experiences in undergraduate level then bring it to the graduate level or post-graduate level.

According to Emzir (2017: 3), The purpose of research and all scientific writings are explaining, predicting, or controlling phenomenon. This objective based on the assumption that that phenomenon have reason that can be known and found the solution. To solve those problems needed to be done some researches as supporting to the demand of the knowledge development. in addition Young (1973:30) claimed the purpose of the research as *1) discover new facts or verify and test old facts; 2) analyze their sequences, interrelationship and causal explanations which were derived with in an appropriate theoretical frame of reference; 3) develop new scientific too; concepts, and theories which would facilitate reliable and valid study of human behavior.*

Furthermore, Fulwiler (2005) claimed that one of writing purposes is to give impacts to the writer impacts their personal life, it's very persuasive to the

personal life of the an individual. the following things are the following cautions to the writer such as the writer of a research needs to consider:

1. *Know who you are.* Be aware to all the things reflect to gender, race, ethnic identity, political or regional, social class, educational background, and regional. ii upbringing. Re-read to the writing that bring personal biases. If it happened, the accuracy might be less and not scientifically.
2. *Know where you are.* In here, the writer need to be aware of the ideas and expectations that characterize where the writers' college, discipline, department and grade level. If you know the writer know the context, it's much better that the writer makes the reader question about this point.
3. *Negotiate.* It is about considering how the impact of this writing brings impacts to the reader. In each act of writing, attempt to figure out how much of beliefs to present versus how many institutional constraints to consider. Know that every time you write you must mediate between the world you bring to the writing and the world in which the writing will be read by the reader.

2.1.2.3. The Approach in Research Proposals.

A research is conducting some approaches. Before writing down the research proposals. the writers need to consider what kind of research proposal is used in order to ease and lead how and what the researcher going to bring the research on the next stages of research after research proposal Denham (2012)

claimed that research method might be the most difficult subjects taught by the writing instructors to the undergraduate students. It seems to have a long process of students in undergraduate level have to understand how the research will be conducted. The kinds of research might be the most difficult thing to be taught to the students like How it is conducted and how to lead the research.

Creswell (2012) proposes 3 main approaches to the research. That are quantitative, qualitative, and mixed method.

a. Qualitative Research

Qualitative research is one of the approach in research methodology that focus on describing the data by using words Flick (2014) claimed that “Qualitative research interested in analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analyzing texts and images rather than number and statistics”. This kind of research have been used since 19th throughout 20th Century, where at the time , it was also known as positivist. This kind of research approach came from the writers on 19th century, Locke, Newton, Durkheim. The scientist that were very popular at the time.

b. Quantitative Research

Design of quantitative research is more to the traditional research done a couple centuries ago. This research conducted by using numbers in the process of data analyzing During the late 19th century, this research is used by a group of researcher, strategies used in this research is inquiry that associate to the quantitative research were those that involve the post positivist worldview and

that mainly used in psychological field . These include *true experiments* and the less rigorous experiments called *quasi experiments* according to Campbell & Stanley (2014). An additional to it, experimental design is *applied* as the behaviorist analysis on the certain object in which an experimental treatment is on long period of time to a single individual or a small number of individuals This experimental research needs more times to be done by the researcher, because it is related to the process of something (Cooper, Heron, & Heward, 2014; Neuman & McCormick, 2007).

c. *Mix Method Research.*

Mix method is the combination between 2 approaches of , quantitative and qualitative. According to Emzir (2017), This kind of research have been used since 1954, when Campbell and Fiske did study on validity in psychological terms. They persuade others to do research on “multimode matrix” for collecting data. The used of the study was by collecting observation and interview (qualitative) and traditional approach (quantitative).

These are 3 strategic in mix method

1. ***Sequential procedure***, in this strategy, the findings of the problem is done by finding or developing discovery. Therefore it involves qualitative and quantitative approach. The researcher generalize the result on a population.
2. ***Concurrent procedure***, in this kind of research , both of method are used to solve a comprehensive problematic. Collecting both of the data during the same time. And integrating the information wider than before. In

generalization, the researcher analyzed the different leve; of an organization

3. **Transformative Procedure**, in this strategy, it is a theoretic strategy , where theory as the highest thing in research, then design of data contain qualitative and quantitative and in collection the data, it involves *sequential* and *concurrent* procedure (Creswell,2014).

2.1.2.4. The Process of Writing Research Proposal

Writing a scientific product needs a long term process then a long stages. A written text can not be done without any accuracy sources. It needs to follow the process of writing stages, a well-ordered research paper needed to be created by the researcher. Tuyen (2016) identified the Process of research paper that the researches have to be through in arranging a well-ordered research proposal included:

- 1) **Prewriting/Planning stage:** In this stages, all the preparation that the researcher have to be well-prepared, all the sources or references must be completed. As the first step of a researcher should have passed through.
- 2) **Text analysis:** is the process of understanding some text sources, writing samples to provide reading material that needed to be analyzed in order to, improve students' awareness in finding generic structure, discourse structure, linguistic use of a particular topics that is published to the

audience. In this activity the students are guided to select some appropriate ideas related to the topic chosen by the students. This analysis done after the students have chosen the title based on their interest

- 3) **Noting Down:** the next step is noting down, after finding some related references, noting down is done. the students or the researcher involve the process of noting down important points by finding key word, collocations and related ideas, etc. the purpose of noting down is to make a well-organized process on writing and avoiding some mistakes in which part that needed to be taken and where the sources come from, then which parts are needed to be quoted or paraphrased.
- 4) **Generalization :** in this part, the researcher done generalizing to the all sources that have been taken in note taking process as the previous activities done. It is included the activities which help writers decide what they are going to determine what and how to construct their writing based on some theories that have been taken It is an effective way if there is a provision of a practical purpose for discussion to help learners share their experiences, leading to the enhancement of motivation for each writer. Motivation is also very important before the researcher write their research proposal. In this stage all of that can be done effectively.

- 5) **Reorganizing:** the next step after generating, Reorganizing is also an important thing , consist of activities which help writers to identify which part is their priority. In which part writers give emphasis on writing, to the most important parts of their arguments to make sure that what is being written about is relevant to the potential readers. It is also a process of rearranging the ideas of the researcher to put the main idea then those main ideas are going to be developed.
- 6) **Ordering:** refer to a review of the way how the ideas are ordered in order to create a research proposal that is well-ordered. Try to consider the reader potential. Based on the appropriate form of a research proposal.
- 7) **While-writing stage: Translating/drafting/ writing practice:** this is a complicated writing stages, where the writer needs to translating some difficult words, then drafting practice is also done here. includes activities and strategies such as practicing writing in groups, in pairs or individually. A set of writing tasks is provided. .it is the first step of writing practice done before entering the editing stages, in this stages the students / the writer are asked to elaborate the idea that they get from the sources, then how to construct the idea become developed as well, after all ideas ordered very well, this stags also how the way the writer put and develop their ideas based on the basic theory and the content have a high quality of thinking.

8) **Post-writing stage:**

Post writing is also very important done by the writer, because in this step, everything have to be checked its correctness, its accuracy, in order to avoid some plagiarism, mistakes, either error in language structure of writing.

- 9) **Self-revising and Editing:** it is also done by a professional writer, before the paper is corrected by the advisor or writing instructor, revising by ourselves are very important to. Revising refers to re-read over the text, helping maintain an overall coherence of the text. Good writers should focus on getting the content right first and then correct language spelling, punctuation and grammar. The checklist of guild lines for writers to edit their work is provided. So that the students know which error that they get and correct it by themselves and help to reduce one mistake.

- 10) **Feedback:** includes peer feedback and teacher feedback. Peer feedback aims to provide input and authentic audience. Teacher feedback helps reduce mistakes or errors on content and organization of the text, word choice, language use and mechanics use. It is also the stage where the students are being evaluated. After being evaluated , students will do some revision to their paper.

11) **Rewriting/ redrafting:** After getting feedback, writers make an effort to rewrite based on the provided feedback. Where the students revise everything that is not correct based then in this stages also allowed to do redrafting, for some text that have many mistakes.

12) **Self-Evaluating:** before publishing the paper, in this stages the Writers learn how to evaluate their writing based on the checklist provided for assessing their writing. Students can work in pairs in this activity. In this parts is beneficial to make sure that all the things that have been revised and correct before continue to the next step self evaluating is also very important.

13) **Publishing:** involves the students to know how to determine and select potential journals or conferences to submit their research papers.

2.1.2.5. General Elements of a Research Proposal

2.1.2.5.1 Introduction Chapter

In research proposal, introduction is as the beginning of a research proposal. as the description of the problem, This chapter should contain a brief and clear explanation and statements on what the research proposal about , the general explanation about where the research would be done, the specific explanation about why do the researcher choose the title., why that area that the researcher focus on (e.g. in a teaching reading strategic), the research question you will ask how the best teaching strategic for teaching reading, why it is

important to consider how an effective way in teaching reading, the objective what the researcher likely to achieve, and a statement of how the research is going to be the thesis, short statement about what teaching strategy for reading. This introduction that provide general summary of how the research going to be done , the definition of some keywords related to the variable.

a. Identification and Articulation of a Researchable Topic

In this step, it's needed the identifying and the clarification of the topic is. A good way to start thinking about how to identify research topic is to analyze what and how the research illustration. Re-searching, developing, finding and checking again ; searching and searching again So, firstly the researcher needs to pay attention on what sorts of things, objects, ideas, theory that is related and how to look it back again and again. The answer is the variables as the key-terms of the title and topics, ideas of people that is related to the topics. Objects, ideas or people that will be elaborated with. Therefore, the first step in identifying research topic is self asking about how far the interest on the topics and how the it will be run (Burns, 2000).

b. Description of Background.

in this part, description of background is how the problem and what the problem is. In the description also about setting of the problem. The detail description of what the problem related to the topics that has been chosen. Furthermore , in background what causes of the issue is also described. Related to the current issue so simple some important tenses needed to be considered, the explanation of the importance on general statement often uses verbs in either the

present tense or the present perfect tense in the sentence of clarifying sentences (Swales and Feak, 1994).

Here some questions that can be asked in describing detail:

1. What is related to the topic?
2. Is there a problem?
3. Why does this problem exist?

c. *Statement of the Significance of the Study*

In this part of introduction, the research is able to state the significance of the study that propose to undertake, how the contribution really is. the researcher needs to ask some following questions and use the answers to explain the importance of research and to justify why it is worth to do:

1. Why is it important thing and the impact of this research?
2. To whom the contribution will affect to ? why?
3. How original is this contribution to the discipline?

d. *Scope and Objectives of the Study*

It is very important of the researcher needed to consider the aims of the research and the scope as the limitation of the problem / the focus of the problem to . It is important for researcher to recognize that the research is not intended to provide solutions to every problem you can think of in education but it is specifically in one view only. The research proposal will be submitted for an academic purpose, namely to get you into a university or help you finish a degree. So, you should state its scope, aims and objectives that are realistically

achievable It is for stating as a result of conducting your proposed research. These questions should help you complete this part of research proposals (Burns, 2000)..

e. Review of Literature Informing the Study

The literature review is intended to demonstrate to the reader, whoever will read the research proposal that have a good grasp on the literature in the field of your proposed research, that you can use it well in Cohen & Manion (1995). It offers greater contextualization or references of the study based on what others have done in your area of proposed research. The aim of the literature review within a research proposal is to develop and support that there is a *need* for the proposed research. This means that the reader should be able to see a case for the research that is reasonable "at first sight" something that deserves to be considered.

f. Research Questions

A research question is some questions which centers the research efforts and focuses them on mounting a scholarly argument that helps us to solve the problem identified as important for our research. The research questions might be focusing on one center (Cohen & Maldonado, 2007).

g. Definition of key terms

In this step, the key terms is very important to be defined, because this will guide the researcher to construct the ideas on the theoretical frameworks. In order Readers of a proposal will wish to feel assured that the researcher knows what he or she is talking about and is competent to be a references on studying or conducting the next similar research.

2.1.2.5.2 Literature Review

The literature review articulates the theoretical views expressed by the experts that relate in the field into design of research (Scott & Usher, 2004). Ideally, the Literature Review should be emerged in literature review. A good literature review usually contain a theories that relate to the research and ease the researcher to build an appropriate research methodology. In here include *related theory, previous study, theoretical frameworks, and hypothesis/assumption*. then all those aspects are present logically, the data is logic. If some students said that will often say, my research is on a new topic and there is no theory already developed in this area. This is usually an indication that their literature review has either been superficial, or not broad and deep enough, or they are unable to connect the dots in the literature that would enable them to come up with a literature review. Literature review is about relating , not try to find exact the same theory, but by relating the theory that is available from the previous study or the experts claim.

Ewan (2016) defined what of a theory very well, as the

Following statement :

A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena.

This definition says three things 1) a theory is a set of propositions consisting of defined and interrelated constructs, (2) a theory sets out the interrelations among a set of variables (constructs), and in so doing, presents a systematic view of the

phenomena described by the variables, and (3) a theory explains phenomena; it does so by specifying which variables are related to which variables and how they are related, thus enabling the researcher to predict from certain variables to certain other variables

Swanson (2013) explained the theoretical framework as *the structure that can hold or support a theory of a research study*. The theoretical framework of research proposal or thesis do not contain a summary of the thoughts from or about research in over all . Rather, it is a synthesis of the thoughts of giants in your field of research, as they relate to your proposed research or thesis, as the writer understand those theories, and how you will use those theories to understand the data.

2.1.2.5.3 Methodology Chapter

In this stages, the design of a research are described properly .Most of the highlighted points in the above bulleted points are discussed at length in good research methods texts. Therefore, a research methodology is where the researcher paints their idea of creativity, describe in details how the process of the research will be conducted, all the methodology design started from where and when and what are the research will be done described clearly in this part It's as how to arrange the highlighted points. (Cohen& Maldonado (2007);Burns (2000);Denzin &Lincoln (2000).

Furthermore, in methodology, the writer should include all kinds, stages and procedures that will be taken. According to Rizai (2000:62) The presentation of methodology requires the procedure steps in detail. The discussion of method

based on the theory, include the sources, the collection, and the analysis of data. Usually this section includes statements about (1) the subjects ,those who will be involved in the study, when and where, (2) the materials and or instruments the types of materials or tests to be used, and (3) the data collection and analysis procedure what the Sample will be asked to do and how the analysis will be performed.

2.1.3. Components of Writing

There are some indicators that needed to be reached by the students.

it is also called as writing ability that the student should have include :

1. Grammar

According to Yunghua (2016) Grammar can be defined as the theory of language. it means that the grammar is one of an important thing In assessing writing skills. Writing consists of some components, but the most important components that need to be assessed is how the use of it in writing, moreover if it focuses on writing or academic purposes where the facts or truths are charged to be delivered o the readers. In addition, Grammar according to Alfaki (2015), as an essential for any language users. The language user either language learners need o consider the use of this language component in writing the information correctly. Learners' Errors are the most common issue, the error might come from the grammatical forms , the most common one is from this form, so that it needs to be considered while assessing the research proposal. because when the

grammar use is incorrect, the information is also incorrect and also avoiding some of plagiarism cases.

2. Vocabulary

Considering that a certain level of vocabulary is needed to be learn the target language. while in writing an academic purpose, many formals vocabulary . vocabulary is also one of the thing that needed to be considered and it can be said that vocabulary takes place as an important role in writing an effective text. Claimed by Coxhead (2012), the students' comprehension on reading and writing task are enable to be done at the same time. and then from a study, interview done by the students which focused on their language learning background and academic studies and writing through vocabulary use in the reading and writing task. Data analysis showed that these students have an overall sense of the importance or need for academic vocabulary for their university studies and they especially demonstrated a high level of awareness of the academic audience for their writing and its impact on their word choice. in every languages, every words have various use, based in context. so that it is included as one of the most important language assessment.

3. Mechanics Use Skill:

Mechanics refers to “the construction technical in constructing a writing form .” All examples cited from Lasaten (2014).

a. Capitalization

Example: The instructor began by saying, “song is a way of painting a picture

with melodies.”

The instructor began by saying, “Song is a way of painting a picture with melodies.”

b. Punctuation

Example: In our relationships we encounter several struggles. (comma)

In our relationships, we encounter several struggles. (comma inserted)

c. Spelling

Example: I believe that you can do it. (believe)

I saw him with his reddish nose. (reddish).

4. Content

The content of writing might include the main idea, group of related statements that a researcher presents by developing a subject. in a content also fulfill of conveying the ideas of researcher by considering the theory as the foundation of their ideas development. moreover, the content of research proposal also need to be relevance to the topic of the research proposal, where the information is clearly support the objective of the research with an in-dept analysis (Jacob (2007); Tribel (1994))

5. Organization

this writing component is also one of the most important thing in research proposal. b focusing to the organization, the Researcher considers to place all the facts and elaborate the ideas as well. the subject is organized by stating a clear ideas by connecting the appropriate use of connective (cohesion), and logical sequence of ideas (coherence). (Jacob, 2007)

2.1.4 Writing Ability

Writing ability is the skill where the students are able to write down the words, sentences either paragraph and elaborating the ideas from many sources and references by comprehending the text that they have read. according to Zamel (1983) ESL in Higher education has some abilities in writing include :

1. Creative and generative
2. Not directly and linear
3. In writing, the students are able to relate the new ideas, developing the ideas in reconstructing basic writing frameworks
4. Considering point of view

All those ability are prompted by the students in order to build good writing text or paper either research proposals. Creativity is the main points, the way how the writers construct their writing product creatively not directly in relating the new ideas to the idea that is exist before it and the why how they elaborating might be considered to. In addition, the ability of a success writers involves

1. Considering meanings
2. Drafting
3. Revising on something that has been written

Those three things needs to be adapted by the students in constructing the writing proposal Meaning is also very important in writing, it is also one of

the abilities that the students need to focus on in drafting a proposal then how to revise some of the mistakes and error in that proposal (Zhamel,1983; Lap,1984; Chamot and Kupper, 1989).

2.1.5. Writing Problems

Writing problems are some difficulties that faced by the students in doing writing process. and it will affect their writing ability. Writing problem have been an attention in writing an academic writing. the problems of writing involve :

a) Information Seeking Skill

Information seeking skill is the awareness of various references finding and how the skill of the researcher in search, use, and evaluate the information. Before conducting a research, in writing a research proposal, the students must find some references and theories related to the variable of their research. According to Ellis & Haughan (1997), information seeking is the most unique part in constructing the ideas of a research and finding the information needed by the researcher, and the resources available influence this process because the information needs of a researcher as a progress through even a project. by finding the information the researcher will build a qualifying research. and also as the validity of the research or a study. the information seeking might spend a lot of times. Bruce (1997) had defined several aspects influenced and related to information skill, Such as Computer literacy, IT literacy ,Library skills and Learning to learn.

Moreover in the modern era information can be gained by internet or electronic access. Electronic resources is a legal sources of database such as the Internet, became more important for students as they progressed through their studies and into their postgraduate courses. Students expressed enthusiasm for, but in many cases, the problem faced a lack of confidence in their ability to use electronic resources effectively. The study revealed that the students tended to have a poor judgment in their choice of electronic resources when attempting to match information needs. Such findings reflected concerns expressed in the literature regarding the assumptions that are often made by lecturers and librarians alike, as to students' ability to use such resources (Hepworth 2000; Hartmann 2001).

b) Communication Skill

The nature of the Communication Skills course appears quite unique from other subjects. Communication Skills is the foundation of language learning from which effective speaking, writing and reading emerge and it is one of the most important thing in human language learning). in research communication skill is the ability of the researcher in summarizing the theory and elaborating the researcher with the theory that is found. (Tortor, 2006).

Students get some problems in organizing their ideas and it is categorized as the high level problems in writing a research proposal faced by the students in undergraduate level. it means that the

communication skill or elaborating the ideas of the students is still slow (Brainne, 1995)

c) Methodology Skill

Methodology skill that is faced by the students in writing a research proposal refers to how the students choose an appropriate methodology procedure in conducting their research. . The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them. So in methodology skill the researcher also able to determine how the research will be going on in the next time. started from how the way they plan the research, choose a appropriate method in research and considering the research purposes until how the way they give an exact solution to their research is shown by how successfully they are in applying a correct methodology skill (Hove, 2011).

The students as the researcher also faced some problems in conducting a research related to Methodology skill. writing a research proposal is not easy, the students need specific research skill in conducting the research proposal in order they make it effectively. mostly the students have some difficulties in the purpose of the study and research methodology, so that they need to identify and focus in this such skill,

better than focus on literature review (Kivunja, 2016; Pietersen, 2014; Wan & Yang, 2012)

d) Cognitive

Cognitive is related to the ability of students based on what they know in their comprehension of the students' writing content problem, how the way they elaborate what they read and what they know the write it on their paper. According to Willingham (2009), the students faced the problem in writing research proposal for generalization of specific information and example and in applying it. it means that the students get some difficulties giving summary to the reading text as the reference and put some ideas in general. Sometimes they also get some difficulties in generalizing the information and also involve some specific information on it. the problem of cognitive also on the students' knowledge, how far their understanding on the topics that they choose on research proposal. In addition Alfaki (2015), university students' writing problem, it also involves that The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization. so that the cognitive is also one of the problems that the students face in writing their research proposal.

e) Psychology

In psychological aspect, writing anxiety is the common issue on students writing specifically for students' proposal writing. Writing anxiety

defined as an “inherent disposition to anxiety” that can appear when an individual encounters tasks that require a writing component (Daly, 1985; Woodrow, 2011). from the finding showed that writing anxiety is one of the common thing that the students faced in facing writing task, According to Daly et Miller, 1975, Writing in a foreign language learner becomes harder for learners due to target language, the students need to enhance and lead to anxiety on learners. This reaction or fear against writing skill negatively influences foreign language learners’ writing performance cause them to dislike writing activities, even to perceive writing as a punishment procedure. Brown (2007) explained the affective factors is one of the aspect that become the psychological factors that cause the undergraduate students create a good thesis writing involve (1) Motivation; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Self-Esteem

2.1.6. Assessment of Writing a Research Proposal

Writing is the most complex skill needed to be assessed. All aspects cher her considered in writing a research proposal are assessed based on writing indicators such as; *content, organization, vocabulary, grammar, and mechanics*. Scoring that is used in research proposal is analytic scoring rubric.

Analytic Scoring

According to Brown and Bailey (1984) designing an analytical scoring needs to considered the five majors of language assessment, where the ranging started from “unacceptable” to “ excellent”. This kinds of scoring tends to focus on how to give scoring on thesis or proposal. It needs an analysis on students’ writing which considering all the aspects that relate to writing assessment in details. It can be said as very detail writing assessment. Every aspects that relate to students writing needed to be scored properly , so that it can be used as the proposal writing assessment.

2.2 Relevance Study

There were some studies conducted to find the ability and problem of students in writing a research proposal. first study was conducted by Widiastuti (2010), the study about students’ ability and problem in writing a research proposals , the result of the study was firstly, the study focus on the ability through semantics discourse most of students were on problem to achieve communicative purposes of each major (introduction, literature review, and methodology. Mostly students got problems in presenting the arguments In terms of justification. Secondly the result (Fadhly, 2015) shows that mostly students are unfamiliar to the elements and its linguistics features, and the last of that study was on the students ability in presenting the possible solutions. Then another study shows that students’ ability in writing research proposals was fair on study conduct From 20 samples selected, there were 5 students got 75 and it was

categorized into “good”, 6 students got 67.5 (fair), 9 students got 62.5 (fair). Moreover, the average score was 67.1 and it was categorized into “fair”. Therefore, the students’ ability in writing a research proposal was categorized into fair.

The other research conducted by Kheryadi (2018) in his study about “The Students’ Ability and Problem in Writing introduction of a research Proposal” the result was The first problem is in terms of the students’ ability in writing and considering the appropriate elements and language feature, Regarding the elements, some students had the ability to apply some sub-moves of the typical moves of the introduction as proposed by theorists. Second, most students were not aware to the models in writing a research proposal, especially in terms of the official writing models that is accepted in the field of English Language Teaching (ELT). Finally, this study supports the extensive research teaching to the students in the university subjects in order to improve their awareness to the appropriate format. the fourth study was conducted by Sisila (2014) about grammatical error on students' research proposal, where the result was found 37 errors in article, 47 errors in concord, 14 errors in verb group. 41 errors in punctuation, and 55 errors on spelling. and based on the interview result that the researcher conducted to the students' carelessness was one of the cause of grammatical error.

The last study was on linguistics error on students' thesis proposal by Marry- an (2017) the findings of the study showed that the most common error in students' thesis proposal was in grammar, syntax and mechanics among the students on three programs. those can be inferred this present study even the fact

shows that the students had been studying English grammar, syntax, and mechanics since grade school until the tertiary level, they could not be said to have fully grasped for the basic English component, and even appeared to be in need of reminders to be repeated for many times by doing practicing not only theory-based.

2.3 Conceptual Frameworks

A research proposal is a scientific writing done in advanced learners, in higher education students where this kind of proposal as the first step, as the research design done scientifically. In addition a research proposal has an academic purposes, where it is done by using a formal format

The purpose of writing a research proposal systematically solving the problem that relate to the title and topic scope. Research may be done for re finding either developing the problem exist. Beside finding the problem, the solution also asked to be found by the research. Because research main purpose is for academic purposes ,the solution should be found by the basic knowledge that relate to the topics. Furthermore, related studies are also required in finding the problem of the research proposal. The research proposal as the guideline for the researcher to find out the problematic in the title that he/she choose. All the things related to the research is applied here started from the generalization of the topics narration, the theoretical studies, the research methodology are involved.

Beside that purpose, there are still many difficulties faced by the researcher, the students in undergraduate level problem in constructing their ideas. Started from the problem in seeking information, the problem in communication of developing particular subject, in elaborating the presenting their arguments until how they do not aware with the writing research standard in university level for undergraduate students. Finally, choosing correct methodology of the research problem.

The researcher are expected to find the appropriate solution for the problem based on the theory and applying the correct research methodology in finding the research problem. And also expected to follow the correct procedure in doing the research proposal, specifically in the correct organization by following the format of research proposal, considering the language use in choosing the vocabulary and use the correct grammar by realizing some errors found in their writing then also use the correct mechanic skill.

2.4. Assumption

The assumption that the researcher assume that there will be many problems found on students' ability on writing a research proposal mainly on language use; vocabulary and grammatical use and mechanic use and methodology skill.

CHAPTER III RESEARCH METHODOLOGY

This chapter presents an overview of the methodology of the study. It describes the research design, sources of data, data collecting techniques, and data analysis techniques.

3.1 Research Design

Corresponding to the research questions and objective of the research in the first chapter, this study was employed in a case study design. Case study is referred to as a methodology and a method, an approach, research that is a form of inquiry, in the other words in depth analysis, finding the information in depth analysis (Anthony & Jack, 2009; Brown, 2008; Creswell, 2014). The kinds of this research was in qualitative approach, and involved some documentations of research proposals and questionnaires. All were used because the researcher wants to understand better and as supporting, explain, or build the results of the research sources from the other approach and to provide evidence for a case or generating the case, for about three reasons. First, According to Emilia (2005), by concerning to “a small scale, a single case” and focus on particularly study experience. A single case of this study refers to the students’ ability and problems in writing a research proposal at Islamic university of Riau. Secondly, multiply data collection techniques were used in collecting data and to increase the validity of the study, analytic

procedures are involved, i.e. the documentation of students' research proposals and questionnaires (Cohen and Manion, 1994). Third, it used the text analysis which is also another characteristic of case study design. The text analysis were by analyzing the proposal documentation. Specifically, this study used text analysis was on analyzing the students' research proposals.

3.2 Sources of Data

This study was carried out on the undergraduate students of seventh semester English Language Education Program in Islamic university of Riau, This English study program has a research proposal for their seventh semester students to submit their research proposals to be discussed with their instructors. Therefore, the research proposals analysis will show the students' own performance since they wrote for this study. Considering to some difficulties that the students faced in the pre observation interview, this research proposal might be the references for the students in finishing some problems in writing a research proposal then realizing that the mistakes might be realized as soon as possible in order to avoid some of mistakes while doing research proposal. So that the researcher took the data in Islamic University of Riau

3.3 Instrument of the Research

3.3.1 Documentation of Students' Research Proposals

A valuable source of information in qualitative research can be documentation. Documentation is done for finding the data related to the

variables. Sugiyono (2008: 240) defined that documentation can be in form of writing and picture by someone that can be used as the research data. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible result on research or interview. In this research, the documentation guide in this research is by collecting the Research Proposals Documentation of the 7th Semester English Language Education Students of FKIP UIR.

3.3.2 Questionnaires

The second source of data was the Questionnaires with all participants of the study. It will be carried out after the process of the students' research proposal text analysis had been completed. It was used to obtain more comprehensive data on their perspective, especially on two areas related to the second research questions, i.e. the possible causes of the problems in writing a research proposal and the possible solutions that can be proposed to solve the students' problems based on their works. Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008: 142) explained that questionnaire is a technique of collecting data by presenting some statements related to the research. (see The Questionnaires on Appendix 2)

Blue Print of Questionnaires

Aspects	Aspect of interest	Number of questionnaires	Total
Information seeking skill	Types of information	1,2,3	3
	Sources	4,5,6	3
	Keywords	7,8,9,10,11,12,13	7
Communication skill	Comprehension	1,2,3,4,5,6,10,11,12,13	10
	Quotation style	7,8,9	3
Methodology skill	Pre- writing	1,2,3	3
	During writing	4,5,6,7,8	5

3.4 The Respondent of the Research

All the students of the seventh semester in English Department where the total number was 16 proposals included 6 class, 7A-7F. overall 159 students. According to Arikunto (2013), if it is more than 100 representative, it can be collected 10%-15% respondent From the whole students of the seventh semester. those who are chosen as the respondent for 16 students. the

researcher will take the research documentations and giving questionnaires to those 16 students on seventh semester of English Language Education of FKIP UIR.

3.5 Data Collection Techniques

The data collection techniques in qualitative design according to Creswell (2014), in collecting the information can be collected through unstructured and structured or semi structured observation, documents, and visual materials. This study employed two kinds of data collection techniques, namely: the documentation of students' research proposals and Questionnaires. The documentation of the research proposal is obtained from 16 students of the seventh semester English Language Education who will have joint a proposal seminar.

According to Creswell (2014), the procedure of data collection was done by doing so stages (1) identify the individual for the purposed study, where in selecting the participants and site (or the visual materials) with considering four aspects such as *setting* (where the research will take place), *actors* (who will be observed), *the events* (what will be observed), and *the process* (undertaken by the actors within setting), (2) a related topic would be the number of involving the site and participants, (3) indicate the type of the data to be collected (qualitative documents, qualitative audios, or visual materials and (4) include the collected data.

3.6 Data Analysis Technique

According to Wallace (2000: 38), The data was analyzed through Qualitative data were used to describe data which are not amenable to being counted or measured in an objective way, and are therefore ‘subjective’. As discussed in data collection section, there were two sources of data in this study: the students’ research proposals and Questionnaires. The followings are the steps of data analysis for each source of data.

3.6.1 The Students’ Research Proposals

The students’ research proposal was analyzed by qualitative method. Creswell (2014), there are 6 stages of analyzing the qualitative documents or data; (1) organized and prepare the data that were analyzed, (2) read all the data, (3) Start coding the data, (4) use the coding process to generate a description, (5) advanced how the description and theme will be represented in qualitative narrative, (6) build the interpretation of the data.

Based on the Creswell analysis data steps the researcher employed the analysis process in some stages as ; *First*, the researcher organized the data that have been collected. *second*, the researcher started to read the research proposal, *third* proposals will be coded and analyzed as a whole to see organization, content, language use, and mechanic use, *fourth* the data that had been coded will be a guidance to represent the description, *fifth* each description represented in qualitative narrative, *sixth* an interpretation of the analysis result is built and possible solution was proposed (see The Scoring Rubric on Appendix 1)

Table 1: Analysis Table for Research Proposal :

No.	Components of Research Proposal Writing	Example
1.	Content	
2.	Organization	
3.	Language Use (Grammar and Vocabulary)	
4.	Mechanics use	

3.6.2 Questionnaires

The data from questionnaires were analyzed by using a qualitative analysis it will be carried out to see the students' perspective in doing a research proposal. This analysis will show the result to the students' problem in doing a research proposal. *first*, coding the data of questionnaires in order to be more manageable, *second*, after categorized, there was a comparison, the objective in this stage was to map frequencies of occurrences, behavior of the respondent, *third* was building interpretation with concerning and underlying the concept,

with developing the theories (McKernan, 1996).



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CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the research finding that consists of Data Description and Data Analysis. The findings were gotten from the data collected in order to answer the research questions. The researcher also presents the students' ability and the problems that make students are difficult in writing a research proposal.

4.1 Data Description

This chapter consists of data description. The title of this research is on an Investigation on Students' Ability and Problems in Writing a Research Proposal on the Seventh Semester English Language Education of FKIP UIR.

This research was conducted to find out the ability (content, organization, language use and mechanic use) and the problems that the students face in writing their research proposals. in order to find out the answer to the questions, the researcher collected the data from students' research proposal.

This research design in this study was on case study on qualitative research. in this research, the researcher collect, process, analyze the data in order to get conclusion of the research. The researcher took sixteen students as the representative chosen from 159 students on the 7th semester students for

2019/2020 academic year as the number of overall students. the students made the research proposal before conducting their research.

a. Students' Ability in Writing a Research Proposal

In this research, the researcher focused on some aspects in order to identify the ability of the students in writing a research proposal and to answer the first research questions *"How is the students' ability in writing a research proposal?"*, in order to find out the students' ability that was identified from the documentation of the research proposal such as the firstly, content that describe the relevance of the topic that is shown by the information that is clearly supported by in depth analysis or not. Secondly, the organization is related to the fluent expression, coherence and cohesion. thirdly, language use (grammar and vocabulary) that related to how the students use their words usage, tenses, number, word order, pronouns, preposition, etc. and finally mechanics use, that relate to the use punctuation, spelling and APA style on students' research proposal.

The data showed from the 16 respondents, that the students ability is mostly *fair* . where the data bellow show the students' ability and found that 7 students are categorized as "Fair", 5 students categorized as "Good" and 4 students are categorized as "Very Good" where 43 % of the students are Fair and the rest of it 31 % and 25 % categorized to good and very good. in addition the students' ability mostly categorized into "fair" and mostly got the common mistakes more than a half found on Language use and Mechanic used. where

these kind of mistakes can become the problems that needed to overcome later on.

No	Respondents	Types of Writing Components and Criteria Description		Average
1.	Student 1	Content	Good	FAIR
		Organization	Very Good	
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Fair	
2.	Student 2	Content	Good	FAIR
		Organization	Excellent	
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Average	
3.	Student 3	Content	Very Good	GOOD
			Good	
		Organization	Very Good	
			Good	
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Good	

4.	Student 4	Content	Good	FAIR
		Organization	Fair	
		Language use (Vocabulary + Grammar)	Poor	
		Mechanics use	Fair	
5.	Student 5	Content	Very Good	VERY GOOD
		Organization	Excellent	
		Language use (Vocabulary + Grammar)	Very Good	
		Mechanics use	Fair	
6.	Student 6	Content	Very Good	VERY GOOD
		Organization	Excellent	
		Language use (Vocabulary + Grammar)	Very Good	
		Mechanics use	Fair	
7.	Student 7	Content	Very Good	VERY GOOD
		Organization	Very Good	
		Language use (Vocabulary + Grammar)	Very Good	

		Mechanics use	Very Good	
8.	Student 8	Content	Fair	FAIR
		Organization	Fair	
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Fair	
9.	Student 9	Content	Fair	FAIR
		Organization	Good	
		Language use (Vocabulary + Grammar)	Average	
		Mechanics use	Good	
10.	Student 10	Content	Good	FAIR
		Organization	Fair	
		Language use (Vocabulary + Grammar)	Average	
		Mechanics use	Average	
11.	Student 11	Content	Very Good	GOOD
		Organization	Good	
		Language use (Vocabulary + Grammar)	Fair	

		Mechanics use	Fair	
12.	Student 12	Content	Very	FAIR
			Good	
		Organization	Good	
		Language use (Vocabulary + Grammar)	Average	
		Mechanics use	Fair	
13.	Student 13	Content	Very	VERY GOOD
			Good	
		Organization	Excellent	
		Language use (Vocabulary + Grammar)	Good	
		Mechanics use	Very Good	
14.	Student 14	Content	Good	GOOD
		Organization	Very Good	
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Fair	
15.	Student 15	Content	Very Good	
		Organization	Very	

			Good	GOOD
		Language use (Vocabulary + Grammar)	Fair	
		Mechanics use	Good	
16.	Student 16	Content	Fair	GOOD
		Organization	Fair	
		Language use (Vocabulary + Grammar)	Good	
		Mechanics use	Good	

b. Students' Problems in Writing a Research Proposal

According to the second research questions of the research for number 2 *"what are the problems faced by the students in writing a research proposal?"*, another instrument were used in this research by collecting the questionnaires related to the problems that were found on pre-observation interview that was stated on the background of the research that include three main things such as information seeking skills that describes how the students in finding references, communication skill that describe how the students elaborate their ideas in paraphrasing , and methodology skills that show how the students' ability in choosing the right methodology that will give a huge impact to the research findings.

The data showed that the students got many problems on methodology skill after considering the pre-observation interview, the students' research proposal writing result and the questionnaires. in specifically mostly on data collection techniques and data analysis techniques . mostly of the students did not aware to explain the steps of data collection techniques and support it with the theories.

Beside that, after finding the ability of the students in writing a research proposal, there are some mistakes that become a common things and also can be categorized as the problems that needed to be solved. the first one is language use mistakes, many of the students got those problems, in majority. the students got common mistakes on grammar use (mostly tenses) and the words usage that mostly not in academic uses. The result of the students research proposal assessment showed that 9 students were categorized as "fair", 5 students were categorized "good" to "very good". and 2 students categorized as "poor" and "average" in language use. and mechanic use was also the problems where a half of them were categorized as "Fair" and the rest of them were categorized as "very good", "good" and "average". the students did not pay attention on this research proposal as well. many of them had some problems in applying this component

4.2 Data Analysis

4.2.1 Students' Ability Analysis

The objectives of this research is to find out the ability and problems on the students' research proposal writing, the researcher intend to report some

aspects only started from research proposal writing components that showed the students' ability accordance to the scoring rubric of the research proposal (content, organization, language use, mechanics use) and the questionnaires analysis that relate into students' problems in facing information seeking skill, communication skill, and methodology skill. here are the tables that shows the analysis of each students' ability in writing a research proposal (*for more on Appendix 3*) :

4.2.1.1. Research Finding on Students' Ability in Writing a Research Proposal

1. Content

According to Jacob (2007), content is defined as some things that is relevance to the topics of the study that supported to objective of the research with in depth analysis. This components was to measure relevance to the topic, information that was clearly stated by relevance theory so that the reader gain the important insight. The research finding of this research showed that 4 students were categorized to "good", 8 students got "Very good" and 4 students were "fair".

From the research findings, the students 1 to 16 were majority categorized to "very good" to "good". the reason why they got very good also seemed familiar reason. mostly of them had made their research proposal that have relevant to the topics, in majority, they have already supported the topics with relevance study and relevance theory. beside that they also related the theory either the study to their reasonable supporting information.

On the other sides, the for few of the students also categorized to fair. it was because those students got some of the problems in some parts of their content that was needed more supporting details and reasonable statement to support the content. in addition, and few of them also wrote content that is not relevant to the topic.

Student 1

Students 1 were categorized into "good" Content of the research proposal have been relevant to the topic information mostly have been clearly supported by the relevance theory the content also have been stated in a good elaboration, but only for some parts still needed to be added and make clear such as *on analysis technique steps that needed some experts theories to support it.*

Student 2

This student were categorized into "**good**" in content. it is because for some parts of the content are still needed to be added the explanations about such as the *definition of the most important topic of "thesis " definition.* Mostly of content of the research proposal have been relevant to the topic information mostly have been clearly supported by the relevance theory. so that this students were categorized into good.

Student 3

Student 3 were categorized as **"Very Good"**. for few of parts still needed to be added the explanations in details such as the *how to apply time token arrengs were not celarly stated. but* Mostly of content of the research proposal have been very good relevant to the topic,the content have been very clear to be stated and in logic and related very good to the topic

Student 4

This students was categorized as "Good" in content mostly the content have been related to the topic some of the problems found such as on *relevance study and on limitation of the problems that was not clearly explained.* the explanation that were not clearly explained was the lack of this student.

Student 5

This student was categorized as **"Very Good"** the content is mostly relatable but for few of parts needed to be explained more (such as of the *data collection techniques*).

Student 6

This was categorized as **"Very Good"** content is relevant to the topics but sometimes the theory basis were not put on some sub title. and also some of the students' research proposal writing have been clearly stated with an enough elaboration from their ideas.

Student 7

Categorized as **"Very Good"**. The research proposal of student 7 have been relevant mostly the content to the topic but needed some parts of more elaborations. this student did not aware of the information that are given in details.

Student 8

Categorized to **"Fair"**. this students had most content that relevant to the topic but some insights no deeper elaboration. the elaboration were not in details so that the content were not explained well and the result mostly of the content were not clear.

Student 9

This student was categorized into **"Fair"** most content relevant to the topic but some insights no deeper elaboration. almost similar mistake found on student 8 to student 9 that make the categorized into fair. just because they did not explain well the content were not clear.

Student 10

This student was categorized as **"Good"** Some parts are not explained clearly and needed to be supported with some theories on the research literature review. but majority the content had been relevant to the topics of their research proposal.

Student 11

This student categorized as **"Very Good"** content is very good, it was in major relevant to the topics but sometimes the theory basis were not put on some sub titles and some of the title need more explanation. and only because of no more explanation, the content of this student have lack of the relevance.

Student 12

this student was Categorized as **"Very Good"** the student have explained the content very well mostly have been relevant but for some parts need to explain more. the view of the insight made this student was not categorized of excellent

Student 13

This student was categorized as **"Very Good"** For some parts of the research proposal need more elaboration. but for the other reasonable terms, in majority this students had given reasonable supporting details but not in details.

Student 14

This student was categorized as **"Good"**. Some parts need more elaboration and less supported by the theory. It was commonly happened on their research methodology part.

Student 15

Categorized as "**very good**" mostly of the content relevance but few insights of this research were not explained as well.

Student 16

Categorized as "**fair**" Many content that was not related and not supported by the students' ideas. and sometimes the content was not relevant to the min topics just because it was not supported by the basic theory.

2. Organization

According to Jacob in 2007 the subject is organized by stating a clear ideas by connecting the appropriate use of connective (cohesion), and logical sequence of ideas (coherence). where this component was to measure the students' ability in expressing their ideas in terms of organizing the research proposal in logical sequence and connective appropriately used. the research finding showed that the students in English Language Education of FKIP UIR was 4 students were categorized into "excellent", 5 students had "very good" in organization, 3 students were categorized into "good, and 4 students were categorized into "fair",

Majority, students in English Language Education were good-excellent in organization. the reason why they mostly got that range because they had mostly used the logical sequence properly. and majority of the students had applied the

connective appropriately. so that their research proposal have its cohesion and it coherence. and it was supported by their logical ideas.

Meanwhile for few of them were "fair" in organization. the mistakes that were found in their organization was on how the way they stand ot their main ideas were not effective and some of ideas that they stated on their research proposal were difficult to follow. and majority their connectives were largely absent. so that the students in English Language Education were mostly Good-Excellent in organization.

Student 1

Students 1 were categorized as "**Very Good**" the writers did not apply the transition signal very well such as *in every beginning of the paragraph* the proposal have been in logical sequence and clearly stated from one paragraph to another but the students had applied the logical sequences effectively.

Student 2

This student were categorized into "**Excellent**" The writer usually use the connective appropriately. the proposal have been cohesive and coherence. rarely found error in the use of connective.

Student 3

Student 3 were categorized as "**Very Good**" in organization. mostly of the research proposal have been stated clearly and in logical sequence with

appropriate use of the connective but the lack of the student 3 is sometimes on the combination of the paragraph that have the different ideas combined in a paragraph.

Student 4

This student got "**Fair**" because on many of main ideas are stand out not clearly related one to another. beside that some ideas are difficult to follow. so that the organization of research proposal were not organized very well

Student 5

Categorized as "**Excellent**" mostly of the research proposal use the connective appropriately in logical sequences, rarely found the the connective were absent.

Student 6

Categorized as "**Excellent**" excellent on the use of connectives and the research proposal have been clear and cohesive.

Student 7

Categorized as "**Very Good**" Mostly of the students' research proposal have been in logical sequence and the connectives are properly used. but for some sights, the proposal was not in logical sequence.

Student 8

Categorized as "**Fair**" many ideas are not clearly stated. beside that from one paragraph to another paragraph were not properly connected and connective were not properly used.

Student 9

Categorized as "**Good**" mostly of the connectives properly used by the student 9 but few of them were not in logical sequence.

Student 10

the organization of student 10 were Categorized as "**Fair**" Many of the ideas is not clear, supporting ideas is not in logic and and sometimes the connectives are largely absent and many repeatation found.

Student 11

This student categorized as "**Very Good**" content is very good, it was in major relevant to the topics but sometimes the theory basis were not put on some sub titles and some of the title need more explanation. and only because of no more explanation, the content of this student have lack of the relevance.

Student 12

Categorized as "**Very Good**" The content have been well organized but the lack of student 12 organization was on some of the topics on research proposal were not using connectives properly

Student 13

Categorized as "**Good**" the research proposal have been well-organized for some parts of the students got some problems on the use of connectives. many missing connectives. and sometimes the sequences were not well organized.

Student 14

Categorized as "**Excellent**" The mistakes only on need some transition signals

Student 15

Categorized as "**Very Good**" The connective is very good used. but for few parts of this connectives were not used properly used

Student 16

Categorized as "**fair**" The connective mistakes and the organization mistake. mostly of the research proposal were largely absent.

3. Language Use

In language use, there are two components were analyzed that are *grammar and vocabulary*. Grammar according to Harmer (1985) was defined as an essential for any language users. meanwhile the vocabulary as every words have various use, based in context. so that it is included as one of the most important language assessment. The result of the students research proposal

assessment showed that 9 students were categorized as "fair", 5 students were categorized "good" to "very good". and 2 students categorized as "poor" and "average" in language use.

Commonly students who got "good" to "very good" already used vocabulary in proper but they still got the problems on the grammar. meanwhile the students who were mostly categorized as fair, average or either poor got the problems on both of the components. but both of these components were still one of the majority of mistakes of the students in writing a research proposal.

it is correlated to the relevance study on Ching (2009) of EFL students were most on mechanics, tenses, preposition, and subject-verb.as the most common problems, Language use problems. so the students of English Foreign Language on English Language Learner of FKIP UIR also have the common problems as found the relevance studies.

Student 1

Categorized as "**fair**" many problems that the student 1 faced on grammar use, this student got mostly problems on on both side of the component. for grammar the mistakes were found mostly on *such as the use of passive and future* occasionally mistake on word choice such as *the academic use of word choice*

Student 2

Categorized as "**fair**" occasionally mistake on the word usage the problems of the grammar is also a common mostly on the use of tense and modal use (*e.g. must*) and the meaning sometimes obscured.

Student 3

Categorized as "**fair**" mostly of the student got problems on word order and also the students got problem on grammatical such as preposition use and tense (future tense use and past tense use) and the mistake is noticeable.

Student 4

Categorized as "**Very Good**". the reasons why is students got the problems some of the mistakes are on noticeable mistake mostly the problems on tenses (*the use of past and present tense*), and articles and word order.

Student 5

Categorized as "**Very Good**". it was Found some of the mistakes on the grammar (*such as gerund*) very good on the word choices. students 5 have been excellent on the use of word choice.

Student 6

Categorized as "**Very Good**" very good on the use of word (vocabulary choices) some mistakes found on on the grammar use and word order. mostly grammar use on tenses

Student 7

Categorized as "**Very Good**" few mistakes in vocab and grammar. vocabulary mistakes are much than the grammar mistake (such as some tenses mistake).

Student 8

Categorized as "**fair**" many word choices are not appropriately used the problems mostly on pronoun if it is from the grammar.

Student 9

Categorized as "**Average**" meaning sometimes is not clear the problems of diction usage the use of past tense also become the mistakes (grammatical side)

Student 10

Categorized as "**Average**" the choice of words mistakes in common and the use of correct tense also found many mistakes (future tense used, passive voice).

Student 11

Categorized as "**Fair**" the mistake was mostly on the use of grammar in pronoun and some tenses.

Student 12

Categorized as "**Average**" meaning sometimes obscured many mistakes on the grammatical use (passive voice use, and future tense mistakes) the word usage sometimes were not chosen well

Student 13

Categorized as "**Good**" the use of vocabulary is occasionally mistake. for the grammar use this student have commonly used properly

Student 14

Categorized as "**fair**" The problems found on the use of tenses and the superlative degree use and noun problems.

Student 15

Categorized as "**Good**" many problems on tenses use and word usage is not proper use. in majority this student got problems on tenses and on word usage that mostly not following the use of word on academic writing

Student 16

Categorized as "**Good**" The problems on preposition and article (mostly Grammar). and this students had word choices that is effectively applied in academical writing.

4. Mechanic Use

Lasaten in 2014 defined Mechanic Use as the construction technical in constructing a writing form where capitalization, punctuation, and This construction needed to be applied as effective as possible. As According to Raimes (2004), *"Punctuation is a visual aid used to help readers understand the meaning of a written text"* if the writer did not apply as well how the construction of this mechanic use, the reader will be difficult to understand the information contained in research proposal writing.

In English Language Education of FKIP UIR, mechanic use on their research proposal writing, where a half of them were categorized as "Fair" and the rest of them were categorized as "very good", "good" and "average". the students did not pay attention on this research proposal as well. many of them had some problems in applying this component

Moreover, the mistakes that the students got on their research proposal were various, started from misspelling where they did not aware how to spell a word, Capitalization of the words where they did not aware about how to use capital words based on its location. in the form of writing, where some of them also got the problems on how to use the name of the experts. so all of those mistakes lead them to have ability as "Fair" in the mechanic use.

these are the analysis of each students on writing mechanic use :

Student 1

This student 1 was categorized as "**fair**". where this student got many errors on the use of punctuation and the use of format that is not following the rules or official format. for the spelling and words order, have been applied well.

Student 2

This student was Categorized as "**Average**" in the mechanic use. the student usually got many errors on APA style such as the format of experts' name writing. beside format of writing, word organization sometimes was the mistakes found on the student 2.

Student 3

Categorized as "**Good**". the student usually got mistakes on misspelling. for word organization and punctuation had fewer mistakes than spelling.

Student 4

This students' ability in mechanic use was Categorized as "**Fair**" many problems on spelling, punctuation (APA style problems) in majority.

Student 5

was categorized as "**Fair**" mostly the problems are on the spelling. many parts of the research proposal was not considered the use of the spelling so that many of the research proposal got misspelling.

Student 6

was categorized as "**Fair**" mostly the occasionally found the mistakes on error and punctuation.

Student 7

Categorized as "**Very Good**" almost free of errors but some parts of the students research proposal got few problems on the punctuation

Student 8

Categorized as "**fair**" Mostly the mistakes are on the capital words and the name of the experts writing

Student 9

Categorized as "**Very Good**" Some the mistakes are only on punctuation and capital words

Student 10

The student was categorized as "**Average**" Many misspelling and format position problems and it might cause the readers distracted. and also the punctuation was not properly considered.

Student 11

Categorized as "**fair**" . Mostly mistake on punctuation and spelling and spaces that was not organized as well.

Student 12

Categorized as "**fair**" the student got many mistakes on the use of punctuation, spaces, and spelling

Student 13

Categorized as "**Very good** " Some problems found on the spelling and few on puncttuation

Student 14

this student was Categorized into "**fair**". it was found many misspelling in majority of the mechanic use

Student 15

Categorized as "**good**". Misspelling is he most common problems found on the students' research proposal.

Student 16

Categorized as "**Good**" The writing of experts name mistakes

4.2.2 Students' Problems Analysis

in order to know the students' perspective that shows the problems in writing research proposal, researcher used the questionnaires that was given to the same 16 students as the respondent where the questionnaires were divided into 3

main indicators; Information Seeking Skill, Communication Skill, Methodology Skill

a. Information Seeking Skill

this following result were obtained indicating Information seeking skill:

No .	Questions/ Statements	1 Strongly disagree		2 Disagree		3 Neither agree nor disagree		4 Agree		5 Strongly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I premeditate the types of information that I need like books, articles, journals and others.	0	0	0	0	0	0	5	31,25	11	68,7	16	100
2	I am aware that information found in journals are more often checked, edited and criticized compared to information found in magazines.	1	6,25	0	0	6	37,26	3	18,75	6	37,25	16	100
3	I am aware that information can be obtained through various means (e.g. electronic media, images, audio and video).	0	0	0	0	4	25	7	43,7	5	31,5	16	100

4	I am aware that the primary source is the first source (original source) that records work related to the literature.	1	6,25	0	0	4	25	7	43,7	2	12,5	16	100
5	I am aware that the secondary source is the source that discusses the work of others.	0	0	0	0	5	37,5	8	50	3	18,75	16	100
6	I use other sources besides the library in my institution such as the <i>inter-library loan</i> service.	0	0	0	0	2	12,5	7	43,7	7	43,7	16	100
7	I identify and look for synonyms, themes or key words that can be used to find information based on my topic.	0	0	0	0	0	0	11	69	5	31,25	16	100
8	In order to find information, I read general texts like dictionaries or encyclopedia articles to gain more understanding on the terminologies used in my topic.	0	0	0	0	2	18,25	7	43,7	7	43,7	16	100

9	I need to broaden my search using key words given that the existing source of information indicates that my topic of research is too narrow.	0	0	0	0	2	12,5	12	75	2	12,5	16	100
10	I am aware that I can use truncation (or shortcuts) in my search or I can also use root words to start my search.	0	0	1	6,25	1	6,25	14	87,5	0	0	16	100
11	I am aware that I can find a book based on the title given.	0	0	1	6,25	2	12,5	8	50	5	31,25	16	100
12	I have to conduct the search according to the field in order to identify the materials title according to a particular field.	0	0	0	0	5	31,25	8	50	3	18,75	16	100
13	I will look at the strategy to	0	0	1	6,25	0	0	10	68,75	4	25	16	100

find information again in order to get exactly what I want if it is not successful the first time.													
Total	2	12,5	3	18,75	33	218	107	625	60	375	208	1300	

On information seeking skill, the indicator explains more about how the students' perspective in finding the reference that relate to the research proposal that was being written by them. as the description of how far the students' ability in finding the references for their research proposal writing, this indicator describes how the students find the references for the theory basis or references.

From the questionnaires the result showed that students found more references because they apply some techniques in finding it, 87,5 % agreed the students *were aware that they can use truncation (or shortcuts) in their search or I can also use root words to start their search.* by applying that kind of thing it means that mostly of the students also use a strategy to find some sources in the short time. meanwhile by using the root word to start the search, they might find many related sources and it is going to ease the students too

Furthermore, the lowest skill that the students apply while writing the research proposal was on *I am aware that the primary source is the*

first source (original source) that records work related to the literature.
and I am aware that information found in journals are more often
checked, edited and criticized compared to information found in
magazines. for 6,25 % disagree it means that that few of respondent did
 not aware on finding the references by paying attention on primary
 sources and sources from journal.

b. Communication Skill

this following result were obtained indicating communication skill:

No.	Questions/ Statements	1 Strongly disagree		2 Disagree		3 Neither agree nor disagree		4 Agree		5 Stron gly agree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I usually evaluate the writers expertise to see if he/she is qualified in the written field.	0	0	1	6,25	3	18,75	9	56	3	18,75	16	100
2	I evaluate the accurateness of the content by reading other sources mentioned by the writer.	0	0	2	12,5	3	18,75	8	50	3	18,75	16	100
3	I understand the contextual effect for instance how	0	0	3	18,75	6	31,25	4	25	3	18,75	16	100

	various cultures, history and geography can influence the perspective of the information.												
4	I realize that time is a factor that influences the relevance of the information to my topic of research.	0	0	0	0-	3	18,25	10	62,5	3	18,75	16	100
5	I get the confirmation of my understanding on a certain topic by getting an opinion or an expert's view (through individual interviews, email, telephone and others)	1	6,25	3	18,752	2	12,75	6	37,5	4	25	16	100
6	When searching for information, I arrange each item systematically.	0	0	2	12,5	1	6,25	9	56,25	4	25	16	100
7	I am able to adjust with the various quotation styles	0	0	1	6,25	3	18,75	11	68,25	1	6,25	16	100

	used.												
8	When searching for information using a database, I know how to store it into my disk or to email it to my email.	0	0	3	18,25	5	31,25	5	31,25	4	25	16	100
9	I can record quotations in order to seek information.	0	0	2	12,75 %	4	25	10	56,25	1	6,25	16	100
10	I write down the important concepts myself using my own words.	0	0	0	0	1	6,25	6	31,25	10	62,5	16	100
11	I use the main ideas obtained from the information researched in order to support my topic.	0	0	0	0	0	0	8	50	8	50	16	100
12	I combine the main ideas from one source or more in order to form a new idea.	0	0	0	0	0	0	8	50	8	50	16	100
13	I can construct my own conclusion based on the information gathered.	0	0	0	0	0	0	10	62,5	6	31,25	16	100

	Total	1	6.25	17	106	31	187	104	626	58	35 6	208	1300
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On communication skill, in this skill describes about how the students the indicator explains more about how the students' perspective in elaborating their ideas to the expert's point of view that relate to the research proposal that understanding of the students in developing their ideas on proposal writing in logical sequences

From the questionnaires the result showed that students found more references because they apply some techniques in finding it, 68,25 % agreed *"I am able to adjust with the various quotation styles used."* by applying that strategy, it showed that he students are able to make a various kind of quotation style, more than a half of the respondents. with various of quotation styles used, the students have ability in combining various style of quotation and it will create the most qualifying research proposal

In addition , if we look the lowest skill that the students apply while writing for 6,25 % of the students did not apply it on the research proposal was on *how I get the confirmation of my understanding on a certain topic by getting an opinion or an expert's view (through individual interviews, email, telephone and others)*

c. Methodology Skill

this following result were obtained indicating methodology skill:

No	Questions/ Statements	1 Ver y Poor		2 Poor		3 Neutr al		4 Satisfact ory		5 Very Satisfact ory		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Ability to plan a research	0	0	0	0	2	12,75	11	69	3	18,75	16	100
2	Developing a research question	0	0	0	0	2	12,75	12	75	2	12,75	16	100
3	Searching for a research problem	0	0	2	12,75	2	12,75%	7	43,75	5	31,25	16	100
4	Doing a literature review	0	0	0	0	4	25	10	62,5	2	12,75	16	100
5	Design an experiment study	0	0	1	6,25	8	50	4	25	3	18,75	16	100
6	Selecting an instrument	0	0	0	0	3	18,75	10	62,5	3	18,75	16	100
7	Developing an instrument	0	0	0	0	6	31,25	8	50	3	18,75	16	100
8	Collecting of survey data	0	0	0	0	2	12,75	8	50	6	31,25	16	100
Total		0	0	3	19	29	157	70	437	27	162	128	800

On methodology skill, the indicator describe more on how the students ability in planning a research methodology before conducting a research. a qualifying research is based on how the students are able to apply correct research design.

The questionnaire show that the students have perspective on how far the ability of them in designing a research methodology. the result showed that the students choose the most for the statement of

"Developing a research question. " for 75 % students feel satisfying in developing a research questions and the lowest presentation was on searching for a research problem for 12,75 % of students feel that they got the problems in finding the problems of the research.

Beside the questionnaires, the researcher had also compared to the students methodology skill on their research proposal writing, mostly of them got the problems on the methodology skill. where mostly on the data collection technique and data analysis technique. they did not support the way how they collect their data or analyzing the data by supporting with the theory and the steps of them also was not clearly stated. and it showed also from the questionnaires that the students did not choose the most the thing related to the methodology skill but 75 % the easiest thing was on the research questions only.

beside those problems aspects, the most common mistakes found on the students writing on research proposal documentation analysis, it was found 2 main problems that were language use problems and mechanic use problems. the language use involve some of the mistakes on the students grammatical use and vocabulary use mostly categorized into Fair

4.3 Discussion

After the researcher stated all of the findings, researcher explains more with some theories related to those findings. The discussions are as follows:

Some of that the students have been categorized as that points such as not directly and linear, relating the new ideas and developing it as the content proved to. based on the theory, the students of English Language Education of FKIP UIR was majority categorized into "*fair*" related to the theory, the did not aware about how to develop their content and give reasonable result. meanwhile if they wanted to be categorized as "good-excellent" such as *content* and *organization*. as related to the theory Zamel (1983) ESL/ EFL in Higher education has some abilities in writing include (1) Creative and generative , (2) Not directly and linear (3) In writing, the students are able to relate the new ideas, developing the ideas in reconstructing basic writing frameworks, (4) Considering point of view.

From overall of the instruments, the problems are not only on their perspective on the questionnaires. the researcher also tried to compare it with the research proposal documentation analysis also and many mistakes in common that the students face that become a problems that needed to overcome. The top 3 problems that were faced by the students the most in writing a research proposal were on *language use, mechanics use, and methodology skill*. all of the students faced the same problems that needed to be overcome. Darus and Ching (2009) determined the most common errors in essays written by

EFL students were most on mechanics, tenses, preposition, and subject-verb as the most common problems, Language use problems. Moreover, according to Berman & Ravid in 2009, It is legally accepted that writing texts involves a wide range of transcription skills (e.g., handwriting and spelling), linguistic skills (e.g., grammar, vocabulary), and cognitive skills (e.g., executive functions). as one of the most important in writing proficiency, it is needed to become something that needed to pay attention as the problems were found on english language education students of FKIP UIR . a standardize of a writing assessment, a qualifying writing depends on how good its grammar and vocabulary use. the students who are not able to apply it needs an direction to revise their research proposal and finish it. language use is not a small thing that should be ignored. if the language use is not properly used, it is going to give a misinterpretation to the reader where naturally, the a research gives contribution as the information to its reader

Furthermore, it is followed by mechanic use problems that the students faced. Mechanic use involve the use of punctuation, APA style, spelling, word order. According to Raimes (2004), "*Punctuation is a visual aid used to help readers understand the meaning of a written text*" if the punctuation is one of the problems that the students face in writing a research proposal, it is going to produce an obscure meaning for the reader, by doing some punctuation, the meaning of a

statement might be mistaken delivered to the readers. misinformation is going to be gotten by the reader. in order to avoid that this problems need to be solved.

In addition, the 3rd highest problems that the students face were on methodology skill, theoretically, according to Hove (2011), Methodology skill that is faced by the students in writing a research proposal refers to how the students choose an appropriate methodology procedure in conducting their research. this skill is also very important to be mastered by the students. in choosing the right methodology, will give an ease to the students to find the exact findings of the problems that they want to solve. on the finding, the students faced many problems on data collection techniques, research design, and data analysis techniques. many of the students got difficulties in finding the exact methodology for their research. and also they also sometimes did not support the ideas of their research design, the steps of their data collection techniques and data analysis techniques are not well explained how the steps and not supported by the theory basis.

In addition, the theory that were related to this research was according to Hyland (2002), Writing ability is defined to Text-oriented approach, Writer-oriented approach, Reader-oriented approach. where writing in academic purpose need to involve those three main approach to reach the highest level of students' ability. mostly if it is related to the students' ability categorized into "fair" in the result of

this research because mostly of the students only aware to the writer-oriented approach in major without considering how the text oriented that is proved by the students still did not aware about language use and mechanic use, and also did not aware that in information will give some insights to the reader as the Reader-oriented approach needed to be considered too.

There were some studies conducted to find the ability and problem of students in writing a research proposal. first study was conducted Widiastuti (2010), the study about students' ability and problem in writing a research proposals , the result of the study was firstly, the study focus on the ability through semantics discourse most of students were on problem to achieve communicative purposes of each major (introduction, literature review, and methodology. Mostly students got problems in presenting the arguments In terms of justification meanwhile, if it was related to this research, the result showed that the students also got some problems in presenting their ideas where they did not present the argument in details. *Secondly*, the result study (Fadhly, 2015) shows that mostly students are unfamiliar to the elements and its linguistics features, and the last of that study was on the students ability in presenting the possible solutions. Then another study shows that students' ability in writing research proposals was fair on study conduct From 20 samples selected, there were 5 students got 75 and it was

categorized into “good”, 6 students got 67.5 (fair), 9 students got 62.5 (fair). Moreover, the average score was 67.1 and it was categorized into “fair”. Therefore, the students’ ability in writing a research proposal was categorized into fair. and the relation of this result to this research was the result of it show that the 16 students as sample of the research, majority got "fair" for 41 % or 7 students.

The other research conducted by Kheryadi (2018) in his study about “The Students’ Ability and Problem in Writing introduction of a research Proposal” the result was The first problem is in terms of the students’ ability in writing and considering the appropriate elements and language feature, Regarding the elements, some students had the ability to apply some sub-moves of the typical moves of the introduction as proposed by theorists. Second, most students were not aware to the models in writing a research proposal, especially in terms of the official writing models that is accepted in the field of English Language Teaching (ELT). This study supports the extensive research teaching to the students in the university subjects in order to improve their awareness to the appropriate format. it was also happened on the students of English Language Education of FKIP UIR. some of them did not aware about some formats and mechanic use. the fourth study was conducted by Sisila (2014) about grammatical error on students' research proposal, where the result was found 37 errors in article, 47 errors in concord, 14 errors in verb group. 41 errors in punctuation, and 55 errors on

spelling, and based on the interview result that the researcher conducted to the students' carelessness was one of the cause of grammatical error. moreover, this study also showed that the students also got problems in spelling, punctuation, verb group.

The last study was on linguistics error on students' thesis proposal by Marry- an (2017) the findings of the study showed that the most common error in students' thesis proposal was in grammar, syntax and mechanics among the students on three programs. those can be inferred this present study even the fact shows that the students had been studying English grammar, syntax, and mechanics since grade school until the tertiary level, they could not be said to have fully grasped for the basic English component, and even appeared to be in need of reminders to be repeated for many times by doing practicing not only theory-based. and the result of this study also showed that the students on English Language Education also got problems in terms of English grammar and mechanic use.

CHAPTER V

IMPLICATION, SUGGESTION, AND CONCLUSION

In this chapter, the researcher presents the research Implication, Suggestion and Conclusion.

5.1 Implication

In writing a research proposal, students ability and problems are m of things that needed to be an attention by the writing supervisor. in order to avoid some of the problems that the students make eventually, the role students and writing supervisor are very important and must be connected as well.

In the other hand, advisor or lecturer, their main role is to guide and teach the students. Harmer said that teaching is defined as to give students knowledge or to give instruction to train (someone). It is also supported by Brown's statement that *"Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand"*. by checking intensively the students' writing of research proposal might reduce the students' problems in writing a research proposal and improve their ability in writing a research proposal.

5.2 Suggestion

In writing a research proposal, there are many things that need to be considered. the aspects that is related to the writing of research proposal need to be understood by the students too, in order to build a qualifying and accurate theory basis then qualifying research will be conducted as the expectation and the appropriate solutions are given to the people that become the objective of the research.

Based on the research findings that described how the students ability and problems in writing a research proposal, there were found the most common and major problems that the students got were on language use that involve grammar and vocabulary. Beside that, when writing a research proposal, students will find some ability and problems where the problems might be indicating to the grammar, vocabulary, content , organization, or information seeking skill that can be a barrier for the students to finish the research proposal.

In addition, there might be some Suggestions that can be delivered to the writing supervisor either the students through this research result. writing supervisor needs to check intensively and give a proper intention to the students who are doing their research proposal. by correcting the research proposal, it needs to be considered to how the way they are able to construct it with correct language use. the grammar and vocabulary are also some things that needed to be an attention. beside that, As suggested by Chin (2000), When students

revise and edit their writing, teachers can facilitate grammar instruction that directs students in their efforts to recognize and correct errors in usage. with that kind of solution will help the students to reduce their mistakes in grammar use problems either language use problems that involve grammar and vocabulary.

For the students, they need to improve their skill by doing some exercises to improve their language skill then enrich their ideas by finding and reading many sources will also improve their language use skill. while they take the course or the subject of the research proposal writing, they need to pay more attention to the subject that they follow to, it is in order to make them realize that conducting the research need a serious needs to be considered seriously.

Finally for the next researcher, it is expected to find more other aspects that becomes the students' problems that need to be solved and also following the newest issue related to this kind of research. and develop it

5.3 Conclusion

From the discussion mentioned before conclusion, the researcher have some conclusions towards the students ability and problems in writing a research proposal. in writing research proposal, students of the seventh semester of 2019/2020 year academic of FKIP UIR had the ability and got the problems during writing the research

proposal. there were some aspects that become a consideration in finding the students ability and the problems. from components of writing, the students mostly got problems on Language use (grammar and vocabulary) and mechanics use. majority of the students' ability mostly categorized into "*fair*" in both of aspects. and from overall the students that were categorized into "*fair*" were the majority with the highest amounts

Beside that, the students were also given questionnaires that described their perspective towards some aspects that describe their opinions on how to write a good research proposal. after trying to compare the students questionnaires and their research proposal, the result showed that the students have been able to apply correct method on *information seeking skills* and *communication skills*. but the problem was found of *methodology skill*. after matching the students research proposal, methodology skill is also the most common problems on the students' research proposal. beside that language used and mechanic use were also the common problems found on the students' ability on research proposal writing documentation.

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