



## English Department Students' Problems in Writing Research Proposal

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### Abstract

*Proposal is a scientific writing done by the fourth year students as one of the fulfilments to get undergraduate degree. Students had difficulties in writing the proposal such as developing the introduction of the proposal, discussing the related theories and findings, methodology and also in terms of language components: grammar, vocabulary, and organization of ideas in paragraphs. The purpose of this research was to know the fourth year students' problems in writing proposal. This research was a descriptive research. The participants were all the fourth year students of English department of STKIP Abdi Pendidikan Payakumbuh. The participants were chosen by using purposive sampling. The instrument used was questionnaire. Based on the result, it was shown that the most difficult part of writing proposal is introduction, writing the background of the problem and also in formulating the purpose of the research. Next, the students got problem in literature review, writing the related findings and also the coverage of the related theories. After that, the students got problem in methodology, especially in writing the procedures of doing the research. Finally, the students got problem in writing the bibliography especially in writing references for articles or journals without the writers' names.*

**Keywords:** Research Proposal, language components, writing skill, writing problems

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### 1. Introduction

English is one of the most significant courses in Indonesia, and students learn it from junior high school through university. English is tested on national examinations at every level, as well as when someone applies for a job or a promotion. Students learning English as a foreign language should master the four abilities of reading, speaking, listening, and writing. Aside from that, the students are taught the grammatical and vocabulary components of English.

Writing is vital at the university level, but it is also a tough talent for students to master because they must be able to compose essays, scientific papers, and research proposals. Writing is difficult because students must

organize their thoughts into a good text, essay, or paper in order to express them. In addition, students should have strong grammar and language skills when writing. Because the students' grammar and vocabulary skills are lacking, it makes writing more challenging for them.

In addition, writing a research proposal as a requirement for obtaining a university degree is an important aspect of academic writing for university students. The proposal is a document that students write to outline what they want to accomplish, why they want to do it, and how they plan to accomplish it. The proposal's goal is to assist students in focusing and defining their research plans. When writing a proposal, students must fully comprehend what their

proposal entails and the significance of their proposal, as the quality of the proposal is determined not only by the proposed project's quality, but also by the quality of the students' proposal writing.

However, writing proposal is difficult for the students because of some reasons. Based on some studies, it is shown that most students have difficulty in writing proposal due to the poor grammar ability. The students often confused in determining correct sentences. Next, the students have problems with vocabulary especially the choice of words. It becomes problem because the students have low motivation in reading many sources related to the research study. So the students do not have ideas to write in the proposal. Next, the students also have problem in organizing ideas in the paragraphs. Besides the problems related to the language components, the students also have problems in writing proposal related to the methodology of the research. The students often have difficulty in developing introduction especially in developing background of the problem, identification of the problem, and sometimes in developing significance of the research. The students also have difficulty in finding reference books, developing conceptual framework, developing research design, data collection and the last is having problem in dealing with data analysis.

Proposal is one kind of academic writing forms at university level. Proposal is a part of the

research. In proposal, the researchers can explain all of plans in their research. According to Bogda (1992:75) proposal is prior to conducting research. People are often asked to write a format statement about how they will conduct their study and what the potential contribution of their work will be. Then, Rieefky (2011) states that proposal is the writing that made to explain and also to describe the purpose to someone, or a group. The proposal should be written clearly, in order the proposal receiver more understand detail meaning of the proposal. Next, it is hoped the proposal receiver will have similar mission, vision and aim that want to be achieved after he or she understand. While, Wong (2007:13) states that a research proposal is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. It means proposal is a work plan of the research project. Furthermore, Sudjana (1998:107) explains that research proposal is a design that describe what will be researched and how the proposal will be implemented. Research proposal is made by researchers or writer who will arrange the thesis to finish his or her study.

Based on the explanation above, it can be concluded that research proposal is a written planning of what will be done and how it be done before researchers conduct a research. Based on Monash University (2014:4) it is explained that there are some elements of a research proposal as listed below:

Table 1: Element of a research proposal

Component	Function	characteristics
Cover page	<ul style="list-style-type: none"> <li>identifies topic, writer, institution and degree</li> </ul>	<ul style="list-style-type: none"> <li>proposed thesis title (should be descriptive of focus, concise, eye-catching and preferably use keywords from international information retrieval systems)</li> <li>your name and qualifications</li> <li>department, university and degree the proposal is for</li> </ul>
Table of Contents	<ul style="list-style-type: none"> <li>lists sections of proposal and page references</li> </ul>	<ul style="list-style-type: none"> <li>use a hierarchy for titles and subtitles</li> <li>use the numbering system as follows: 1; 1.1, 1.2...; 1.1.1, 1.1.2...; 1.1.1.1, 1.1.1.2...etc. (don't use more than four digits)</li> </ul>
Background (preferably a more descriptive name)	<ul style="list-style-type: none"> <li>provides background information relating to the social/political/historical/educational (etc.) context of the study</li> </ul> <p><b>Answers the WHAT question</b></p>	<ul style="list-style-type: none"> <li>may include historical, cultural, political, social or organisational information about the context of the research</li> <li>may include a theoretical starting point or policy</li> <li>may include personal motivation</li> <li>may problematise the current status quo</li> </ul>
Need for the study/ Rationale <i>Usually this is combined with the previous section</i>	<ul style="list-style-type: none"> <li>follows from background to persuade the reader that the study is needed and will be useful/interesting</li> </ul> <p><b>Answers the WHY question</b></p>	<ul style="list-style-type: none"> <li>may include reference to a 'gap' in the research literature, to the need to apply certain ideas in a new context, or to the significance of your particular topic</li> <li>the ways in which the study may be significant for the educational community may also be</li> </ul>

		discussed
<b>Purpose and aims of the study</b>	<ul style="list-style-type: none"> <li>states clearly and succinctly the purpose of the study</li> <li>outlines the key research questions and aims</li> </ul>	<ul style="list-style-type: none"> <li>the purpose is expressed in terms of the broader context of the study</li> <li>the research question(s) (usually What, How, Why, or What if) - should be few, so that the focus is manageable</li> <li>the aims will be related to the purpose and the questions</li> </ul>
<b>Review of the literature</b>	<ul style="list-style-type: none"> <li>shows your supervisor and Faculty that you are aware of significant writers/researchers in the field, and indicates which issues/topics you will focus on in your review (this may change later)</li> <li>shows that you can be judicious in your selection of issues to focus on and take an approach of critical inquiry</li> <li>situates your own research within the field</li> </ul>	<ul style="list-style-type: none"> <li>this is not expected to be extensive for the proposal</li> <li>you should conduct an initial survey of the main theorists and a library information search to establish your directions and formulate a tentative list of readings</li> <li>you should demonstrate critical analysis</li> <li>your review should be shaped by your argument and should seek to establish your theoretical orientation</li> </ul>
<b>Research design (methodology)</b>	<ul style="list-style-type: none"> <li>outlines and describes the research plans – ways in which it will be conducted</li> </ul> <p><b>Answers the HOW question</b></p>	<ul style="list-style-type: none"> <li>includes your understandings of the nature of knowledge (paradigm) and how this affects your choice of research approach</li> <li>includes description of and rationale for selection of participants, methods of data collection and analysis, procedures you will use to ensure ethical practice, validity and reliability</li> <li>includes a statement about the delimitations (scope) of the study</li> </ul>
<b>Timetable/Plan (may be part of research design)</b>	<ul style="list-style-type: none"> <li>depicts the tasks proposed and the stages/times for their completion</li> </ul>	<ul style="list-style-type: none"> <li>this may take the form of a chart, timeline or flowchart (or any other)</li> </ul>
<b>Proposed thesis structure</b>	<ul style="list-style-type: none"> <li>describes the sequence and focus of each proposed chapter</li> </ul>	<ul style="list-style-type: none"> <li>each chapter's proposed contents are described in a few lines or a small paragraph, or</li> <li>a proposed table of contents is presented</li> </ul>
<b>Significance/ Expected Outcomes of the study</b>	<ul style="list-style-type: none"> <li>predicts the significance of the study and expected outcomes. These may relate closely to aims</li> </ul> <p><b>Answers the SO WHAT question</b></p>	<ul style="list-style-type: none"> <li>this is only a prediction, and may be excluded if the rationale for the study has been well developed earlier in the proposal</li> </ul>
<b>Glossary of terms</b>	<ul style="list-style-type: none"> <li>lists specialised terms or words and their meanings (e.g., from another culture, acronyms, key concepts in a relatively new field)</li> </ul>	<ul style="list-style-type: none"> <li>this is placed in a position which is easy to locate (e.g., before or after the main text parts)</li> </ul>
<b>Appendices</b>	<ul style="list-style-type: none"> <li>displays documents which are relevant to main text, but whose presence in the text would disturb rather than enhance the flow of the argument or writing</li> </ul>	<ul style="list-style-type: none"> <li>May include documents, pilot study material, questions for interviews, survey instruments, explanatory statement to participants etc.</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>lists works that have been consulted thus far and appear to be useful</li> </ul>	<ul style="list-style-type: none"> <li>Use the APA Style Guide or conventions recommended by your supervisor</li> </ul>

This research is deal to analyze students' problem in writing a research proposal at English Department of STKIP Yayasan Abdi Pendidikan Payakumbuh.

## 2. Method

In this research, the researchers used descriptive research. Gay and Airasian (2000:275) states that a qualitative is the collection and analysis of data to describe, explain, predict, or control phenomena of interest. By conducting this qualitative research, the researchers analyzed students' problems in writing proposal at the fourth year students of English department at STKIP Abdi Pendidikan Payakumbuh. In this research participant was chosen by using purposive sampling. Gay and Airasian (2000:138) states that purposive sampling is researchers select a sample based on his or her experience or knowledge of the group to be sample. The total participants were 51 students. Source of data was questionnaire that consists of 60 questions.

Table 2. Indicator of Questionnaire

No	Components of Proposal	Elements of Component of Proposal
1.	Introduction	Background of the study
		Problem statement
		Purpose of the study
		Objectives
		Research questions
		Significance of the study
		Delimitations of the problem
		Limitation of the problem
2.	Literature Review	Coverage
		Synthesis
3.	Methodology	Research design
		Setting of the research
		Participant
		Sampling technique
		Sample size
		Research instrument
		Data analysis technique
		Data analysis
4.	Other Components	Abstract
		Bibliography
		Grammar
		Vocabulary
		Organization

## 3. Findings and Discussion

The students' problems in writing proposal of fourth year English Department of STKIP Abdi Pendidikan Payakumbuh could be seen through the result of the questionnaire given to the students. The students gave answers to the questions with five categories namely: Always, Often, Sometime, Seldom, and Never. The point of always is valued 5, often is valued 4, sometime is valued 3, seldom is valued 2, and never is valued 1. Finally, the students' problems in writing proposal can be obtained through percentage of each indicator. The result of this research was described in the following table:

Table 3. Percentage of Students' Problem in Writing Proposal

No	Indicators	Score
1	Introduction	1.851
2	Literature Review	906
3	Methodology	1.071
4	Other Components	1.419

Based on the table above, it shows that the highest score we got from Introduction (1.851). It means the students still have many problems in starting the research problems. The students also have problem in formulating the research problem and in developing clear background of the problem of the research. Then, the second is "other components" (1.419). It means the students still have problems in writing abstract, bibliography, organization and also problem related to the vocabulary and grammar mastery. After that is "Methodology" (1.071). It means that the students still have problems in stating the research problem, sampling technique, research instrument and data analysis. Finally is "Literature review" (906). It means the students still have problem in developing the related theory and also in stating the related findings and conceptual framework.

In analyzing the data, the researchers classified the students' problems in writing proposal by using formula given by Sudijono (1987:43), and the answers were grouped from each indicator as follows:

### 3.1. Introduction

The finding related to students' problem in writing introduction can be seen on table 4 below:

Table 4. Result in Introduction

No	Item	Score
1	Statement 1	181
2	Statement 2	164
3	Statement 3	151

4	Statement 4	152
5	Statement 5	156
6	Statement 6	154
7	Statement 7	167
8	Statement 8	147
9	Statement 9	135
10	Statement 10	142
11	Statement 11	153
12	Statement 12	149
Total		1851

Statement number 1 “*Saya mempunyai masalah dalam menulis introduction dari proposal saat mengembangkan asal usul masalah atau topik yang saya teliti*”, and the students’ answers are as follow: 11.76% (6 students) answered always, 41.18% (21 students) answered often, 37.25% (19 students) answered sometime, 9.80% (5 students) answered seldom, and 0% (no student) answered never. from the first statement, the students always have problems writing the introduction to the proposal.

Statement number 2 “*Saya memiliki kendala dalam memberikan alasan mengapa masalah yang berkaitan dengan topik saya itu penting dalam menulis introduction proposal*” and the students’ answers are as follow: 1.96% (1 student) answered always, 33.33% (17 students) answered often, 50.98% (26 students) answered sometime, 11.76% (6 students) answered seldom, and 1.96% (1 student) answered never. The students sometimes have problem in explaining the reason to choose the topic.

Statement number 3 “*Saya memiliki masalah menjelaskan pentingnya penelitian yang saya akan lakukan untuk menyelesaikan masalah siswa*”, and the students’ answers are as follow: 5.88% (3 students) answered always, 17.65% (9 students) answered often, 47.06% (24 students) answered sometime, 25.49% (13 students) answered seldom, and 3.92% (2 students) answered never. The students sometimes have problem in explaining the significance of the study for the pupils.

Statement number 4 “*Saya memiliki kendala pada bagian latar belakang masalah dalam dukungan fakta dilapangan tentang topik yang saya bahas*”, and the students’ answers are as follow: 3.92% (2 students) answered always, 27.45% (14 students) answered often, 37.25% (19 students) answered sometime, 25.49% (13 students) answered seldom, and 5.88% (3 students) answered never. The students sometimes have problem to find topic in the background of the problem.

Statement number 5 “*Saya memiliki kendala dalam memberikan penjelasan tentang adanya gap (penyimpangan) antara teori dan fakta di lapangan yang berkaitan dengan topik*”, and the students’ answers are as follow: 0% (no student) answered always, 25.49% (13 students) answered often, 56.86% (29 students) answered sometime, 15.69% (8 students) answered seldom, and 1.96% (1 student) answered never. The students sometimes have problem in give explanation about deriation between theory and field be related with topic.

Statement number 6 “*Saya memiliki kendala dalam menulis bagian pernyataan masalah tanpa mengulang informasi yang sama pada bagian latar belakang masalah*”, and the students’ answers are as follow: 0% (no student) answered always, 23.53% (12 students) answered often, 56.86% (29 students) answered sometime, 17.65% (9 students) answered seldom, and 1.96% (1 student) answered never. The students sometimes have problem in write statement of the problem we thout review informasion similiary to park background the problem.

Statement number 7 “*Saya memiliki masalah dalam menulis proposal saat mengembangkan pernyataan masalah sepanjang 300 kata*”, and the students’ answers are as follow: 1.96% (1 student) answered always, 45.10% (23 students) answered often, 33.33% (17 students) answered sometime, 17.65% (9 students) answered seldom, and 1.96% (1 student) answered never. The students often have problem in write the current proposal to develop a problem statement along three hundred words.

Statement number 8 “*Saya memiliki masalah dalam menulis proposal saat memformulasikan tujuan penelitian secara umum/tujuan penelitian secara khusus*”, and the students’ answers are as follow: 0% (no student) answered always, 11.76% (6 students) answered often, 66.67% (34 students) answered sometime, 19.61% (10 students) answered seldom, and 1.96% (1 student) answered never. The students sometime have problem in writing proposal when formulating research purposes in general or special.

Statement number 9 “*Saya memiliki kendala dalam memformulasikan pertanyaan penelitian/hipotesa*”, and the students’ answers are as follow: 1.96% (1 student) answered always, 11.76% (6 students) answered often, 39.21% (20 students) answered sometime,

43.13% (22students) answered seldom, and 3.92% (2 students) answered never. The students seldom have problem in formulate reseaech question or hypothesis.

Statement number 10 *"Saya memiliki masalah dalam menulis proposal ketika menjelaskan pentingnya topik kajian saya untuk mahasiswa, dosen, dan pembaca"*, and the students' answers are as follow: 0% (no student) answered always, 9.80% (5 students) answered often, 68.63% (35 students) answered sometime, 11.76% (6students) answered seldom, and 9.80% (5 student)s answered never. The students sometime have proposal in write a proposal when explaining the importance of the of study for students, lecturers and readers.

Statement number 11 *"Saya memiliki masalah dalam menentukan pembatasan masalah dalam menulis proposal"*, and the students' answers are as follow: 1.96% (1 student) answered always, 19.61% (10 students) answered often, 58.82% (30 students) answered sometime, 15.69% (8students) answered seldom, and 3.92% (2 students) answered never. The students sometime have proposal in determining restrictions on the problem in writing proposal.

Statement number 12 *"Saya memiliki masalah dalam memberikan definisi tentang istilah ilmiah yang berkaitan dengan topik penelitian saya dalam menulis proposal"*, and the students' answers are as follow: 0% (no student) answered always, 23.53% (12 students) answered often, 49.02% (25 students) answered sometime, 23.53% (12students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in providing a definition of scientific terms related to the research topic.

### 3.2. Literature Review

Students' problem in writing literature review can be seen on the following table.

Table 5. Result of literature review

No.	Item	Score
13	Statement 13	166
14	Statement 14	135
15	Statement 15	147
16	Statement 16	165
17	Statement 17	155
18	Statement 18	138
	<b>TOTAL</b>	<b>906</b>

Statement number 13 *"Saya memiliki masalah dalam menentukan luasnya cakupan kajian teori"*

*tentang topik yang saya teliti untuk kajian literatur"*, and the students' answers are as follow: 1.96% (1 student) answered always, 29.41% (15 students) answered often, 60.78% (31 students) answered sometime, 7.84% (4 students) answered seldom, and 0% (no student) answered never. The students sometime have problem in determining the breadth of theoretical studies on topics examined for the study of theory.

Statement number 14 *"Saya memiliki masalah dalam mengutip pendapat ahli dalam menulis proposal"*, and the students' answers are as follow: 0% (no student) answered always, 13.73% (7 students) answered often, 45.10% (23 students) answered sometime, 33.33% (17students) answered seldom, and 7.84% (4 students) answered never. The students sometime have problem in citing expert opinion in writing proposals.

Statement number 15 *"Saya memiliki masalah dalam menyimpulkan pendapat ahli dalam kajian teori"*, and the students' answers are as follow: 0% (no student) answered always, 15.69% (8 students) answered often, 60.78% (31 students) answered sometime, 19.61% (10students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in concluded the expert opinion in the study of theory.

Statement number 16 *"Saya memiliki masalah dalam mencari buku referensi terbaru dalam kajian teori"*, and the students' answers are as follow: 7.84% (4 students) answered always, 43.13% (22 students) answered often, 19.61% (10 students) answered sometime, 23.53% (12students) answered seldom, and 5.88% (3 students) answered never. The students often have problem in looking for the latest reference books in the study of the theory.

Statement number 17 *"Saya memiliki masalah dalam menentukan kajian penelitian sebelumnya yang berkaitan dengan topik dalam menulis proposal"*, and the students' answers are as follow: 0% (no student) answered always, 17.65% (9 students) answered often, 70.59% (36 students) answered sometime, 9.80% (5 students) answered seldom, and 1.96% (1 student) answered never. The students sometime have problem in determining a previous research studies related to the topic in writing proposals.

Statement number 18 *"Saya memiliki masalah dalam membuat kerangka konseptual dalam"*

*menulis proposal*”, and the students’ answers are as follow: 1.96% (1 student) answered always, 19.61% (10 students) answered often, 37.25% (19 students) answered sometime, 29.41% (15 students) answered seldom, and 11.76% (6 students) answered never. The students sometime have problem in create a conceptual framework in writing proposals.

### 3.3. Methodology

Students’ problem in writing methodology was discussed on the following table:

Table 6. Result of methodology

No.	Item	Score
19	Statement 19	141
20	Statement 20	116
21	Statement 21	117
22	Statement 22	123
23	Statement 23	122
24	Statement 24	149
25	Statement 25	146
26	Statement 26	157
	<b>TOTAL</b>	<b>1.071</b>

Statement number 19 “*Saya memiliki kendala dalam menentukan rancangan penelitian*”, and the students’ answers are as follow: 0% (no student) answered always, 21.57% (11 students) answered often, 39.22% (20 students) answered sometime, 33.33% (17students) answered seldom, and 5.88% (3 students) answered never. The students sometime have problem in determining the study design

Statement number 20 “*Saya memiliki masalah dalam menentukan tempat penelitian akan dilaksanakan*”, and the students’ answers are as follow: 0% (no student) answered always, 7.84% (4 students) answered often, 39.22% (20 students) answered sometime, 25.49% (13students) answered seldom, and 27.45% (14 students) answered never. The students sometime have problem in determinin where the research will be conducted.

Statement number 21 “*Saya memiliki masalah dalam menentukan partisipan dalam menulis proposal*”, and the students’ answers are as follow: 0% (no student) answered always, 1.96% (1 student) answered often, 49.02% (25 students) answered sometime, 25.49% (13students) answered seldom, and 23.53% (12 students) answered never. The students sometime have problem in determine the participants in writing proposal.

Statement number 22 “*Saya memiliki masalah dalam menentukan teknik memilih partisipan pada bab metodologi penelitian*”, and the students’ answers are as follow: 0% (no student) answered always, 1.96% (1 student) answered often, 47.06% (24 students) answered sometime, 41.18% (21students) answered seldom, and 9.80% (5 students) answered never. The students sometime have proposal in determining technique selecting participants in the chapter on writing propasal.

Statement number 23 “*Saya memiliki masalah dalam menentukan alat/instrumen untuk mengumpulkan data*”, and the students’ answers are as follow: 0% (no student) answered always, 7.84% (4 students) answered often, 37.25% (19 students) answered sometime, 41.18% (21students) answered seldom, and 13.75% (7 students) answered never. The students seldom have problem in determining an instrumen or instruments to collect data.

Statement number 24 “*Saya memiliki masalah dalam menentukan cara untuk mengukur keabsahan alat pengumpul data/angket untuk penelitian*”, and the students’ answers are as follow: 0% (no student) answered always, 23.53% (12 students) answered often, 49.02% (25 students) answered sometime, 23.53% (12students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in determine how to measure the validity of the data collectin tool or questionnaire for research.

Statement number 25 “*Saya memiliki masalah dalam menentukan prosedur dalam pengumpulan data*”, and the students’ answers are as follow: 1.96% (1 student) answered always, 15.69% (8 students) answered often, 54.90% (28 students) answered sometime, 21.57% (11students) answered seldom, and 5.88% (3 students) answered never. The students sometime have proposal in specify the procedures for data collection.

Statement number 26 “*Saya memiliki masalah dalam menentukan teknik untuk menganalisa data*”, and the students’ answers are as follow: 1.96% (1 student) answered always, 29.41% (15 students) answered often, 49.02% (25 students) answered sometime, 13.73% (7students) answered seldom, and 5.88% (3 students) answered never. The students sometime have proposal in determining techniques to analyze data

### 3.4. Other Components

Students' problem in writing other components can be seen on table below:

Table 7. Result of other components

No.	Item	Score
27	Statement 27	153
28	Statement 28	144
29	Statement 29	159
30	Statement 30	162
31	Statement 31	145
32	Statement 32	135
33	Statement 33	135
34	Statement 34	137
35	Statement 35	128
36	Statement 36	121
	<b>TOTAL</b>	<b>1.419</b>

Statement number 27 "*Saya memiliki masalah dalam struktur kalimat dan tanda baca dalam menulis proposal*", and the students' answers are as follow: 1.96% (1 student) answered always, 23.53% (12 students) answered often, 50.98% (26 students) answered sometime, 19.61% (10 students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in grammar and punctuation in writing proposal.

Statement number 28 "*Saya memiliki masalah dalam menentukan tanda penghubung/konektor antar kalimat dan antar paragraf*", and the students' answers are as follow: 1.96% (1 student) answered always, 21.57% (11 students) answered often, 41.18% (21 students) answered sometime, 29.41% (15 students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in conjunction or in each sentence and paragraph.

Statement number 29 "*Saya memiliki masalah dalam menentukan bentuk tense yang tepat dalam menulis proposal baik pada bab 1, bab 2 maupun bab 3*", and the students' answers are as follow: 1.96% (1 student) answered always, 33.33% (17 students) answered often, 41.18% (21 students) answered sometime, 21.57% (11 students) answered seldom, and 1.96% (1 student) answered never. The students sometime have proposal in determine appropriate tense form in writing proposal a good proposal in chapter 1, 2 and 3.

Statement number 30 "*Saya memiliki masalah dalam memilih kata yang tepat agar tidak menimbulkan makna rancu*", and the students' answers are as follow: 0% (no student) answered always, 33.33% (17 students) answered often, 50.98% (26 students) answered

sometime, 15.69% (8 students) answered seldom, and 0% (no student) answered never. The students sometime have problem in choose the right words so as not to cause ambiguous meaning.

Statement number 31 "*Saya memiliki masalah dalam menulis konten dari abstrak dalam menulis proposal*", and the students' answers are as follow: 1.96% (1 student) answered always, 15.69% (8 students) answered often, 54.90% (28 students) answered sometime, 21.57% (11 students) answered seldom, and 3.92% (2 students) answered never. The students sometime have problem in writing the content from abstract in writing proposal.

Statement number 32 "*Saya memiliki masalah dalam menyusun daftar pustaka terutama untuk buku referensi yang ditulis oleh lebih dari satu penulis*", and the students' answers are as follow: 0% (no student) answered always, 21.57% (11 students) answered often, 33.33% (17 students) answered sometime, 33.33% (17 students) answered seldom, and 11.76% (6 students) answered never. The students sometimes have proposal in to compile the bibliography.

Statement number 33 "*Saya memiliki masalah dalam mengetik daftar pustaka untuk artikel/jurnal tanpa ada nama penulis*", and the students' answers are as follow: 0% (no student) answered always, 9.80% (5 students) answered often, 56.86% (29 students) answered sometime, 21.57% (11 students) answered seldom, and 11.76% (6 students) answered never. The students sometimes have proposal in writing a bibliography.

Statement number 34 "*Saya memiliki masalah dalam menentukan kota tempat buku diterbitkan dalam mengetik daftar pustaka*", and the students' answers are as follow: 3.92% (2 students) answered always, 17.65% (9 students) answered often, 37.25% (19 students) answered sometime, 27.45% (14 students) answered seldom, and 11.76% (6 students) answered never. The students sometime have proposal in determine the city where the book was published in typing the bibliography.

Statement number 35 "*Saya memiliki masalah dalam menentukan tahun buku referensi diterbitkan dalam mengetik daftar pustaka*", and the students' answers are as follow: 1.96% (1 student) answered always, 19.61% (10 students) answered often, 27.45% (14 students) answered sometime, 29.41% (15 students) answered seldom, and 21.57% (11 students)

answered never. The students seldom have problem in determine the year reference book in writing proposal.

Statement number 36 *"Saya memiliki masalah dalam mengetik daftar pustaka untuk pengarang yang sama tapi dengan judul buku yang berbeda"*, and the students' answers are as follow: 0% (no student) answered always, 17.65% (9 students) answered often, 21.57% (11 students) answered sometime, 41.18% (21 students) answered seldom, and 19.61% (10 students) answered never. The students seldom have problem in typing the bibliography for the same author but different title of book.

Writing proposal is the final task for the fourth year students to be done in order to get the degree. There are four main parts in proposal writing since proposal is a scientific form of writing its follows the general conception. The first part is introduction which consists of some sub-divisions such as: background to the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, and limitation of the problem. The second part is literature review which consists of related theories, related findings and the conceptual framework. The third part is methodology which consists of research design, setting, participant, sampling technique, sample size, research instrument, data analysis technique, and data analysis.

To know what are the students' problem in writing proposal, then the researchers gave a questionnaire to the fourth year students of English department of STKIP Abdi Pendidikan Payakumbuh in 2015/2016 academic year. There are 36 items in the questionnaire, and from the the data analysis the result can be discussed as follow:

#### a. Introduction

In writing the introduction of a proposal, the students will discuss about the background of the topic and some problems found in the fields related to the topic. The students should also explain the reasons why he or she is interested in choosing the topic of the research. Based on this result, it can be interpreted that the fourth year students sometimes still have problem in writing proposal, for example on how to formulate the purpose of the research. Then the students also have problem to explain what are the problems related to the topic of the research. The students got problem in writing introduction of the proposal because the students did not know what the students should

write in the introduction related to the topic of the research. The students also do not have enough information from the field about the research problem.

#### b. Literature Review

In this part of a proposal, the students will present the related theories given by experts. The students also have to discuss the related findings of the previous researches related to the topic. From this result, it can be interpreted that the four year students of English department got problem in writing proposal when the students want to find what are the related findings of the previous researches. And the second major problem in literature review is when the students want to discuss how deep is the coverage of the related theories. It can be said that students did not know the importance of a literature review in writing proposal, and also the inadequate or omitted, or lacked focus in writing literature review.

#### c. Methodology

In this part, the students will discuss about the design of the research, the participant. Instrument is used to collect data, validity and reliability of the instrument, and technique of data analysis. Based on the research findings above, it can be interpreted that the students got problem the most in methodology is what are the procedures of doing the research. The students got problem in writing methodology because fourth year students were new in writing proposal so the students are lack in experience and cannot give a clear distinction between research design and research method, describing and explaining the target population and sampling strategies.

#### d. Other Components

There are some other components of proposal writing such as abstract, bibliography, grammar, vocabulary and also organization. From this result, it can be interpreted that the students found the most difficult is writing the bibliography on how to make a reference for articles or journals without the name of the writer. The students got problem in writing abstract, bibliography because they did not get enough information about the content of abstract and how to write bibliography. The students fail to follow formatting instructions. The most common problem was poor language skills and also poor vocabulary mastery.

#### 4. Conclusion

It can be concluded that the fourth year students of English department got the highest score of

Introduction (1.851). It means the students still have many problems in starting the research questions. The students also have problem in formulating the research problem and in developing clear background of the problem of the research. Then, the second is other components (1.419). It means the students still have problems in writing abstract, bibliography, organization and also problem related to the vocabulary and grammar mastery. After that is Methodology (1.071). It means that the students still have problems in stating the research problems, sampling technique, research instrument and data analysis. Finally is Literature review (906). It means the students still have problem in developing the related theory and also in stating the related findings and conceptual framework.

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