

Chapter One

Introduction

In this first chapter, the researcher examines several points contained in the title that have been taken. The first thing to explain is the researcher's reasons for choosing the title described in the research background. Second, the researcher also describes the identification of problems from the topic taken. Subsequently, the delimitation of the research presents the scope and the focus of this study. This is then continued with the formulation of research questions to narrow down the discussion of the research topic. Following this, the research objectives also be explored by the researcher. In addition, the significance of the study in several parts is highlighted. Finally, the organization of the chapter presents the description of each chapter.

Background of the Research

English Language Education Students must be skilled in writing mostly in academic writing. According to Rastri et al. (2023), academic writing which includes essays, research proposals, theses, dissertations, and articles, is formal writing completed in an educational setting. Additionally, an undergraduate English Language Education Student in Indonesia must write one of the academic writings named thesis to fulfill the requirements for obtaining a bachelor's degree. As demonstrated by Robyan (2023), to get a bachelor's degree in this era, writing a thesis is still required. At Yogyakarta Private University there are several graduation requirements, one of them is writing a thesis. Apart from that, a student who wants to write a thesis must complete two courses, namely a

Language Research course and Research Methodology course. These courses lead students to learn about how to write a research proposal before continuing to write a thesis and choosing the right methodology to use in their research. Many students successfully complete their thesis in four years according to the specified time or three and a half years less than the specified time, and even more than four years. Therefore, this makes the writing skill, especially in thesis writing one of the important things in the process of achieving a bachelor's degree graduation.

A study by Irwandi and Arisanti (2019) showed that a thesis is a final project that students do as part of their academic obligations at institutions. Based on Safitri et al., (2021), a thesis is a piece of academic writing that uses scientific concepts to present the findings of research on problems or occurrences in a particular field of study. In other words, a thesis is a scholarly writing based on the results of field research and literature collected by the student according to the field of study, which is considered the final project of formal studies. Because the thesis is a graduation requirement, students must understand the concepts, theories, methodologies, and their importance so that they can write the thesis properly. In writing a thesis, of course, students must follow a predetermined structure. There are five sections in the thesis structure. As mentioned by Mohsin (2020), there are some sections in the body text, namely the introduction, literature review, methodology phases, results, and discussion, the last being validation and evaluation. Next is the closing section which contains the conclusion and future study. In addition, the student's thesis must also include the references used in the preparation of thesis material. They

can also add optional attachments. Moreover, the thesis certainly has certain qualifications. A good thesis is a thesis originally made by a student, contains an up-to-date theme or topic, and has an element of simplicity where the topic raised can be well-researched. Furthermore, a good thesis must also be relevant to the field of study and have both theoretical and practical benefits. Writing theory is very useful if it is mastered by first-semester students because it can help smooth the thesis process and produce a quality thesis.

Before writing a thesis, students must submit an appropriate thesis title to their supervisor by writing a research proposal. Some commentators, Aluma, Ajibade, and Folayan (2018) argued that a research proposal clearly contains the planned research and what methods will be used in the research. However, unlike a thesis, the structure of a research proposal only consists of three chapters. As explained to Elmi (2023), the whole contents of a study proposal typically consist of three main parts, with headings and subheadings for each chapter. The first chapter contains an introduction, background of the research, identification of the problem, delimitation of the research, research questions, objectives of the research, significance of the research, and organization of the research. Then the second chapter is a literature review. Finally, the third chapter is a methodology which contains an introduction, research design, research settings, participants, data collection methods, research instruments, data collection procedures, data analysis, and trustworthiness. By writing research proposals, students get several benefits in carrying out research. First, the written proposal means of further elaborating student ideas. Secondly, as

claimed by Aluma, Ajibade, and Folayan (2018) through research proposals, supervisors can assess the writing that has been made. Is the topic researchable, and relevant, and how original is the topic? If the topics taken by students are not appropriate, then the supervisor can ask students to change the topic entirely or even make improvements to the suggestions given. Without checking the supervisor, it is very likely that students will get more fatal mistakes in their research. The last benefit is that research proposals can be a reminder for students to stay on the right track when doing research. Therefore, students need to clearly understand the concept of a research proposal to support their next steps.

Problems regarding writing research proposals occur at Private University in Yogyakarta, especially in the English language education study program. The study period, which was supposed to last four years, did not go smoothly for all students. There are quite a few students who have completed four years of education but are still struggling with changing the title of their research proposal repeatedly. This is caused by internal and external factors. Internal factors originate from within the student or it calls self-motivation. According to Andheska et al., (2020), the psychological factor is included in the motivation criteria. In addition, external factors can be caused by a lack of understanding of research concepts and students' lack of writing skills, (Bitchener and Basturkmen 2006, Lessing and Schulze 2002, Wang and Li 2008 as cited in the Ashipala and Livingi 2021). In fact, when writing a research proposal, the researcher must include everything that is important in

the proposal in a structured manner. However, if they do not have good motivation, adequate skills, and understanding, this will still not be fulfilled. That makes students cannot graduate on time, and work or further study matters can also be disrupted. Moreover, in the world of work, every year quality workforce will be created. Hence, if a student cannot complete his studies on time, then he will struggle harder and compete more fiercely with people who meet the requirements on the job desk for the job he takes.

Some similar studies related to this research have been conducted by experts. Journal with the title "Undergraduate Nursing Students' Challenges when Writing Research Proposals at the University of Namibia" written by Ashipala and Livingi and published in 2021 for instance. In their journal, Ashipala and Livingi (2021) found that there are several challenges faced by nursing students at the University of Namibia. These challenges include a lack of library resources and no teaching of literacy in schools. In the library, students are never given knowledge about searching for information online, and students' time management is chaotic. In addition, lack of knowledge about how to write, and it is difficult to choose research topics, also practice as the main factor for students, so that the focus on writing proposals is divided, etc. The second research entitled "English Department Students' Problems in Writing Research Proposal" was written by Susanti and Mahaputri. It was published in 2022. In their research, Susanti et al., (2022) found that students still have many obstacles. Firstly, in the introduction section, students have difficulty starting research questions. The students also had problems in

formulating research problems and developing a clear research problem background. Then, the second is another component, students still have problems in writing abstracts, bibliography, and organization, as well as problems related to mastering vocabulary and grammar. Furthermore, students still have problems in stating their research problems, sampling techniques, research instruments, and data analysis. The last one is literature; the students still have problems in developing related theories and also in stating related findings and conceptual frameworks.

Even though several studies related to research proposals have been written by several experts, based on the two articles that have been discussed, there are still some that have not been fully explained. The first article only explains the challenges students face in writing research proposals. Meanwhile, in the second article, only an explanation of the problems faced by students in each section is provided. Both emphasize more on writing or theoretical concepts. In this research, the challenges and supporting factors for writing a research proposal are explained simultaneously. The supporting factors explained are not only about writing in the academic field but focus on individual factors that can play a role in helping students write research proposals. This research was conducted at the Private University in Yogyakarta with students from the English Language Education Department as participants. Therefore, the results and findings are different.

There are several reasons why this research was conducted. From the results of the presentation of examples of problems experienced by students, there are many other challenges faced by students. Besides that, the understanding of students in preparing their research proposals is still limited and student motivation is still low, so this problem will always increase in the future. Moreover, examining the challenges experienced by English Language Education students in writing research proposals, contributes to finding the factors to provide a way out of existing problems and build student motivation in writing research proposals. In this way, the quality of English Language Education Department students' research proposals will be increasingly high.

Writing this research is intended so that students can overcome problems in preparing research proposals by avoiding those challenges and even find suitable strategies in the supported factors to use as provisions in writing research proposals.

Identification of The Problem

In the current era, writing research proposals is still not an easy thing for students, especially English language education majors at private universities in Yogyakarta. Based on observations of English Language Education students from the 2019 and 2020 classes, the existing problems are about self-motivation and the concept of theoretical writing. Students have problems in motivation. First, this can be seen from the way they manage their time. Often students are not punctual when practicing making research proposals in Language Research classes. Second, they often lack confidence and are lazy in managing their writing because they lack interest in writing. Apart from motivation problems, students also have problems understanding the concept of writing research proposals and have low writing skills. Students often have difficulty expressing their ideas in written form. Due to a lack of understanding, they say that the problem that many people encounter is choosing the wrong topic. This was also obtained from observations made, seen from the attitude of students who changed topics when they wanted to start writing a research proposal. Apart from that, creating research questions that are appropriate to the topic is also a challenge for students because they have to adapt their question statements to the methodology that will be used. The next problem is plagiarism. When writing a research proposal, students are required to include references related to the topic raised. In this activity, students often fail to paraphrase reference sentences, resulting in plagiarism. Apart from that, writing quotations is also something that needs to be improved. Many English Education students are careless in compiling quotations. As a result, because of the problems

mentioned above, most English Language Education students still experience difficulties in writing research proposals.

Delimitation of the Research

The scope of research related to the challenges and strategies of writing research proposals is very broad. So, to be focused, the research flow limits the research focus, research location, research participants, and research methods. First, this study limits the research focus. The focus of this research is twofold, namely the challenges experienced by English Education Students at Private University in Yogyakarta either internally or externally and the individual factors that contribute to overcoming the challenges encountered when writing research proposals. Third, researchers also limited participants to only 6 participants from the 2020 classes who have joined the Language Research and Research Methodology class recruited in this research. Lastly, the only research method used in this research is the qualitative approach.

Research Question

Based on the background above, the researcher formulates two research questions:

1. What are the specific challenges encountered by English Education Students at Private University in Yogyakarta while writing research proposals for their academic project?
2. What factors contribute to students' success in writing research proposals?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To find out the specific challenges faced by English Language Education Students in writing research proposals.
2. Investigate the factors that contribute to the success of English Language Education Students in writing research proposals.

Significance of The Research

It is hoped that the findings of this research can provide benefits and knowledge for students, teachers, and future researchers:

Student

This research will be used to provide information about what problems students face when writing research proposals and how students motivate themselves in this activity. Students can use this research as a solution if they find problems in their activities because this research contains the best factors to help them write research proposals optimally.

Teacher

Students always write research proposals in their academic process. Therefore, teachers can use this research as a means of equipping students to face problems when writing research proposals, as well as providing provisions and support to students to solve these problems. In this way, students can minimize problems in these activities and teachers can give more motivation and carry out guidance more pleasantly.

Future Researchers

The results of this research can be used by other researchers who are interested in exploring the same field of study. It is also hoped that the results of this research can become a reference for parties who will conduct research in the same field.

Organization of the Chapters

The research consists of five chapters, but in the research proposal only three chapters are needed, here are the chapters:

The first chapter explains the research background, research identification, problem limitations, research questions, research objectives, and research significance. It means, in this chapter, readers can find out general information about writing research proposals, how students persist with this activity and find problems, questions that will be answered in later research, and many things that the researcher wants to gain from research. In addition, readers will understand the limitations of this research. This research was conducted at the English Language Education Department of Private University in Yogyakarta, especially in the 2020 batches. Furthermore, readers will also know the challenges in writing research proposals and the factors that contribute to the success of research proposal writing. It is hoped that things will be discovered from the research, and will provide provisions for future students to be able to write better research proposals by minimizing previous problems that were the research questions in this study.

The second chapter contains a literature review. Provide an understanding of research proposals. This chapter also explains theories related to research proposals, such as the qualities of a good research proposal, and even challenges and strategies in writing research proposals in general.

The third chapter is methodology. This chapter explains how the research will be carried out by researchers. This chapter actually discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data. In this research methodology, the researcher shows that qualitative methods are the research design used. Besides that, the researcher also mentioned that the English Language Education Department class of 2019 and 2020 was the research setting and research participants used in the research. Moreover, this research also uses observation and interviews as research instruments. Lastly, the data collection method for this research will be carried out online and offline.

The fourth chapter presents the findings and discussion. This chapter includes the results of data analysis, data interpretation, and discussion of findings.

The fifth chapter contains conclusions and suggestions. This chapter gives broad answers to research inquiries as well as research advice. Teachers, students, and other researchers are offered recommendations.