

# AN ANALYSIS OF THE INTRODUCTORY PART OF RESEARCH PROPOSALS WRITTEN BY THE STUDENTS OF THE ENGLISH STUDY PROGRAM

Sara Desmiati Sanak<sup>(a.1\*)</sup>

Hilda M. Nalley<sup>(b)</sup>

Leni Amelia Suek<sup>(c)</sup>

<sup>a,b,c</sup>Nusa Cendana University

<sup>1</sup>sarasanak20@gmail.com

<sup>2</sup>hildanalley@yahoo.com

<sup>3</sup>leni.suek@staf.undana.ac.id

## KEYWORDS

*Analyse,  
Research proposals,  
Introductory part,  
Ability,  
Difficulties*

## ABSTRACT

This study focused on the levels of students' ability in writing the introductory part of their research proposals and the difficulties they faced in writing their introductory part. This study used qualitative method in case study form. The students' introductory parts were analysed by using rubric scoring related to the criteria of a good introductory part that was adapted from PHILO-notes to determine the students' level of ability. To find out the students' difficulties, an interview in a focus group discussion form was used. The result shows that the student's level of ability was varied. From the total of 13 students, four were considered poor level, six were considered average level, two were considered good level, and only one was considered as excellent. Based on the interview, the students found it difficult in providing the gap and goal of their research, organizing their sentence and paragraph structure, and using the correct grammatical and mechanical rules. Besides, the students also found it difficult because they lack of references, did not know when and how to start, did not get enough guidelines from the Research Methodology course, and had to do online consultation due to the pandemic situation. In conclusion, the students' levels of ability in writing the introductory part of their research proposals were considered as average level and they found a lot of difficulties in writing the introductory part of their research proposals.

**How to cite:** Sanak, S., Nalley, H., Suek, L. (2023). An Analysis of The Introductory Part Of Research Proposals Written By The Students of the English Study Program. *SPARKLE Journal of Language, Education, and Culture*, 2 (1) 52-65.

## INTRODUCTION

In Indonesia, there are three levels of education. They are primary education, secondary educations, and higher education levels. In primary and secondary education, the requirement to graduate from schools is determined by measuring students' academic scores. While in higher education, to get a bachelor's degree, students must submit a thesis besides the academic scores of the total 144 course credits (Gloingo, 2020). This is the reason why a thesis is one of the important aspects for undergraduate students.

Verikate-Gaigaliene (2015:5) stated that a thesis is a scientific study that must show students' ability and must be completed by students to get a bachelor's degree. The students' ability means

that in writing a thesis, it should demonstrate how students determine the subject matter to be investigated, choose an appropriate methodology, conduct the research, discuss the finding and draw the research conclusion. It is a fundamental way to increase students' knowledge and expand their knowledge during college.

To produce a complete thesis, students must firstly write a research proposal. Sugiyono (in Hayati, 2019) stated that a research proposal is a guideline document that consists of various activities and systematic steps in doing research that is planned carefully by a researcher. By writing a detailed research proposal, it will make the research process in the later stage become easier and more systematic. Besides, it can also help in understanding the research topic and processes clearly.

One important part in writing a research proposal is the background of the study. Olawale (2020) stated that the background of the study is the key aspect where the researcher introduces the topic to the readers and explains in detail why the research topic is important for readers to read. As the key aspect of the research proposal, background of the study also has several aspects that need to be considered such as the element or the content, the language features and the social function and also one of the important thing need to be considered in writing a background of the study is the paragraph development.

As the key aspect, students are required to write a good introductory part as well as thesis. But, in fact, many students are not used to write an appropriate research proposal. They have not understood yet how to write a good research proposal and just have written what they want. There are plenty of theories and guidelines about writing a good research proposal that students can easily access on the Internet. As an example, the theory on Google or the explanation by the content creator on You tube. However, students tend to write the research proposal without paying attention to the guidelines on how to write the background, research problems, aims, benefits, and the definition of terms for chapter one of the proposals.

Students did not realize the importance of writing the introduction chapter, i.e., the background, research problems, aims, benefits, and the definition of terms needed for a good research proposal. Specifically, for writing the introductory part, students did not focus on the important details of their research topic. They made mistake in developing their paragraph. They often put more than one idea in a paragraph. They still found it difficult to determine the research gap to be addressed. It is important to pay attention to those aspects mentioned in writing the introductory part of the proposed study, so the context of the study is clear. In addition, the students were tend to copy other people's ideas without trying to fit their own writing and understanding.

Therefore, the researchers were interested in studying the introductory part of the research proposals written by the students of English Study Program with the title "An Analysis of the Introductory Part of Research Proposals Written by the Students of English Study Program".

However, this researcher focused on the ability of the English Study Program students in writing the introductory part of their research proposals and the difficulties they faced. This research only focused on analyzing the introductory part or the background of the study of the students' research proposals to find out their levels of ability in writing the introductory part and the difficulties they faced because the researcher assumed that students are still found it difficult to write their introductory part.

## **METHOD**

This research used qualitative method in a case study form. Neuman (2014:17) stated that when data are in the form of words, sentences, and paragraphs rather than numbers, the research method is a qualitative research. It is clear that basically qualitative research is used to describe, analyze, and interpret utterances in the form of words, sentences, and paragraphs, not merely in the form of numeric data. While case study is a kind of research method which answers a specific

research question with multiple sources of evidence until the writer or researcher gets the best answer (Gilham (2000:1).

This research was done virtually via Zoom meeting and WhatsApp text due to the situation of COVID-19 pandemic that restricted all the human activities with health protocol, so the researcher could not physically gather all the research subjects to get the data.

The time needed to do this research was around eleven months. It was counted since the researcher prepared the research proposal to the time the researcher collected the data which was from January 2021 to November 2021. Therefore, the time needed to do this research effectively was around three months within the period of the eleven months. It was counted when the researcher collected the data sources, analyzed the data, interviewed the research subjects and combined and drawn the conclusion which was from August 2021 to October 2021.

In this research, the researcher acted as the planner, data collector, data analyzer, and reporter of the research result. In the process of collecting the data, the researcher interviewed the research subjects in a focus group discussion via Zoom meeting.

The research subjects selected for this study were thirteen students of English Study Program in academic year 2020/2021 who were in the process of writing their research proposals. Besides that, thirteen introductory parts of the students' research proposals were used as the data resources in this study.

### **Technique and Instrument of Data Collection**

The data collection techniques used in this study were document analysis and interview. The researcher used the document to analyze the students' levels of ability in writing the research proposal in particular the introductory part.

The interview was used to find out the students' difficulties in writing the introductory part of their research proposals. The questions for the interview were: (1) How is the consultation process with the supervisors?, (2) If you can remember, what are the problems in writing the introductory part commented by the supervisors?, and (3) In your opinion, why is it difficult to write the introductory part?. The interview was planned to be carried out via zoom with the whole group in the form of focus group discussion (FGD). However, six students could not join the zoom FGD meeting at the time, therefore they submitted the written responses via WhatsApp the next day.

### **Procedures of Research**

There are some procedures to get the data, as follows:

1. **Selecting the Research Subjects and the Data Resources**

To select the subject for the research, the researcher selected the students of English Study Program of Nusa Cendana University in the academic year 2020/2021 who were in the process of writing the research proposals. In this research, the research subjects selected were thirteen students. In addition, the researcher collected the introductory part of the students' research proposals as the data source to answer the research questions of this study.

2. **Collecting the Data**

In order to get the data to answer the research questions, the researcher used two kinds of data. They were the written document and the interview data. The written document was taken from the introductory parts of the students' proposal writing. The interview data was taken from the FGD.

3. **Analyzing the Data**

After the data had been collected, the researcher read and analyzed the data. The analysis was done by using rubric scoring adapted from PHILO-notes that were related to the criteria of a good introductory part. Prior to analyzing the data, color coding was used to make the researcher easily classify the data.

4. Interviewing the Research Subjects

The interview was conducted to find out the students' difficulties or the main problems they faced in writing the introductory part commented by their supervisors.

5. Combining the Data

The last step in this procedure was the researcher started to combine the data by comparing the analysis result from the documentation study with the result of the interview.

### Techniques of Data Analysis

After the data had been collected, the researcher analyzed the data through some steps, as follows:

1. Reading and Identifying

The first step was the researcher analyzed the written documents and identified the students' ability and the problems the students done in writing their introductory part. To analyze the data, coding was used to help the researcher classify the data, the coding are as the following:

- ORT: The overview of research topic
- RGp: The research gap
- RGl: The research goal
- ThS: The thesis statement
- MI: The main idea
- SSs: The supporting sentences
- MechE: The mechanical errors
- GrE: The grammatical errors

After coding the data, the students' levels of ability were identified using the rubric scoring adapted from PHILO-notes. The rubric is related to the criteria of a good introductory part, as can be seen in the following tables:

Table 1. Scoring Rubric for the Structures of Ideas

Aspects	Description	Score	Highest Score
The overview of research topic	Very clear and structured	3	3
	Unstructured but easy to understand	2	
	Unstructured and difficult to understand	1	
The research gap	Very clear with the theory and phenomenon	3	3
	Only mentioned the theory or the phenomenon	2	
	No research gap mentioned	1	
The research goal	Very clear with the aim to achieve	3	3
	The aim to be achieved is a bit unclear	2	
	No research goal mentioned	1	
Thesis statement	Very clear mentioned	3	3
	Unclear mentioned	2	
	No thesis statement mentioned	1	
Total score			12

The rubric indicates how many scores the students can get based on the structure of ideas on their introductory part. The analysis included four main aspects that writers or researchers should put on their introductory part. Based on the description, the highest score for each aspect is three. Three means very good, two means average and one indicates poor.

Table 2. Scoring Rubric for Paragraph Development

Aspects	Description	Score	Highest Score
Main Idea	Focused only to one main idea in topic sentence	3	3
	There are some unclear main ideas in topic sentence	2	
	Not focused to one main idea in topic sentence	1	
Supporting Sentences	Very clear and structured of SSs	3	3
	Unclear and structures of SSs	2	
	Unclear and unstructured of SSs	1	
Total score			6

Based on the rubric above, the highest score the students can get in developing their paragraph was six. The students can get the highest score if their paragraphs were consisted of one main idea only and several supporting sentences.

Table 3. Scoring Rubric for Language Features

Aspects	Description	Score	Highest Score
Grammar	Use the correct grammar based on the context described	3	3
	There are some grammatical errors	2	
	Do not use the correct grammar based on the context described	1	
Language	Use simple and specific language	3	3
	The are some mechanical errors	2	
	Use complicated language and difficult to understand	1	
Total score			6

The rubric indicates the score the students can get based on the language used in their introductory part. It included grammar and language aspect. The students can get the highest score six if the grammar and language used were considered as simple, specific and use the correct grammar.

## 2. Scoring the Students' Level of Ability

The second step was the researcher classified the data to determine the students' level of ability in writing their introductory part of the research proposals.

Table 3.4. Level of Ability

Percentage	Level of Ability
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor
0-49	Very Poor

(Adapted from Harris (1974:134))

The table above indicates the classification of the students' level of ability in writing their introductory part of research proposal. The classification was determined by the total score the students got from the rubrics explained before. The percentage is obtained from the score the students got divided by the total score of the rubrics multiplied by one hundred.

## 3. Interviewing

The interview was carried out at this stage. The research subjects were invited to join the FGD interview for 45 minutes. As six students were unable to join the zoom meeting FGD, a written interview version was also provided for them, they submitted the response to the researcher the next day.

#### 4. Combining and Describing

The final step was the researcher analyzed the data by combining and comparing the results of the document analysis and the interview analysis. After that, the researcher composed the data in a good sentence, described the data clearly and systematically and drew the conclusion

## FINDINGS & DISCUSSION

The findings of this research dealt with the analysis of students' introductory part writing and the result of the interview session. The findings aimed to find out the answer of research questions which were (1) the level of ability of the students' in writing the introductory part of research proposals, and (2) the difficulties the students faced in writing the introductory part of their research proposals.

### Findings

#### A. The Analysis of Students' Introductory Part of Research Proposal

In writing the introductory part, there are some criteria that writers should have on their writing. They are the structure of ideas, paragraph development and the language features. The structure of ideas consists of the overview of research topic, the research gap, the research goal and the thesis statement. Paragraph development related to the paragraph structure. The language features related to the grammar and the language used by the students. The following table presents the analysis of the students' level of ability based on the criteria of a good introductory part adapted PHILO-notes.

Based on the findings, the students' levels of ability in their introductory parts of writing were considered average. It was found out that the students still made mistakes on their writing based on each criterion. It can be seen from the table below.

Table 5. Analysis of students' level of ability

Students	The Criteria			Total Score (24)	Percentages (%)	Level of Ability
	Structure of Ideas	Paragraph Development	Language Features			
S1	10	4	5	19	79	Good
	8	3	4	15	62	Average
S3	10	6	4	20	83	Excellent
S4	7	3	3	13	54	Poor
S5	7	3	5	15	62	Average
S6	8	4	4	16	67	Average
S7	6	3	4	13	54	Poor
S8	5	6	4	15	62	Average
S9	10	4	4	18	75	Good
S10	9	2	3	14	58	Poor
S11	9	2	5	16	67	Average
S12	6	2	4	12	50	Poor
S13	9	3	4	16	67	Average

Based on the table above, it was found out that the students' levels of ability in writing the introductory part of their research proposals were varied. The table shows that the highest score was 83 and only one student gets this score, while the lowest score was 50. It is also shown that there were four students with the level of ability was considered as poor, while only one student got



12	S12	1	1	2
13	S13	1	2	3

Based on the table above, it was found out that only two students got the highest score that is 6, three students got 4, five students got 3, and three students got the lowest score that is 2. It can be concluded that the students' ability in developing the paragraph was poor. The students still made mistakes in focusing their paragraphs only on one topic sentence.

### The Language Features

Particularly in writing the introductory part, the researcher must follow some rules of language. The first rule is the introductory part uses simple present tense, simple past tense, and simple future tense. In general, the researcher uses the simple present tense to explain fact or theory. But, when the researcher wants to explain something in the past, the researcher should use past tense. The future tense is used when the researcher introduces the readers to the topic research examined in the research proposal. The other rules are similar to research proposal writing in Indonesian. The researcher must minimize the use of personal pronoun on the writing. The researcher also must not use an apostrophe to shorten words. For example 'do not' should not be shortened to 'don't'.

In this research, the researcher focused the language aspect on the grammar point and the language the students used. Based on the findings, it was found that the students' levels of ability were good but there were some mistakes that made by the students which can be seen on the following table:

Table 8. The analysis of students' ability in language features

No	Students	Grammar (3)	Language (3)	Total score (6)
1	S1	2	3	5
2	S2	2	2	4
3	S3	2	2	4
4	S4	2	1	3
5	S5	3	2	5
6	S6	2	2	4
7	S7	2	2	4
8	S8	2	2	4
9	S9	2	2	4
10	S10	2	1	3
11	S11	3	2	5
12	S12	2	2	4
13	S13	2	2	4

For this aspect, it can be said that the student's level of ability was considered average. There were no student who got the perfect score 6. Only three students got 5, eight students got 4, and there are two students who got 3 as the lowest score. Based on the result, it was shown that students were made mistakes in using the correct grammar for each context.

In this research, it was found that the students did not have problems in using the right tenses. But, the most problems the students faced were they still made some grammatical errors, like the use of singular and plural and verb agreement.

### B. The Students' Difficulties in Writing the Introductory Part

In this part, the researcher discussed the answer to the second research question, which was the students' problem in writing their introductory part based on the findings. The result were collected from a FGD with open-ended questions and written responses via WhatsApp.



### **The Consultation Process with the Supervisors**

The first question was how the consultation process with the students' supervisors. It aimed to find out how the consultation process was and how many times the students do the consultation with their supervisors. For this question, it was found that the consultation process with the supervisors was different. In this interview, most of the students felt that their consultation process were quite good because their supervisors shared many information related to their topic and gave lots of ideas. However, some students said that the consultation process with their supervisors were difficult. It was mainly because the consultations were done via online due to the COVID-19 situation. Moreover, it was because the consultation did not specifically focus on the introductory part but on the whole research proposal.

### **The Students' Main Problems Commented by the Supervisors**

The second question was what are the students main problem commented by their supervisors. It aimed to find out the students' mistakes commented by the supervisors and to compare with the analysis result. From the result, the researcher found out that the students' problem commented by their supervisors were related to the three aspects of a good introductory part.

### **The Students' Opinion about the Difficulties in Writing the Introductory Part**

The last question of the interview was aimed to find out the students opinion about the reason they found it difficult to write the introductory part. Based on the result, most of the students agreed that they made mistake in writing their introductory part because the lack of ideas, did not read much references, and because they had no experience in writing the research proposals especially the introductory part before. In addition, it also found out that some of the students thought that they did not get much theory on how to write the introductory part of the study from Research Methodology course. The students said that they got most of the theories on how to write the introductory part from the Internet rather than the course. On the other hand, some students stated that the Research Methodology course have helped them in writing their introductory part. They said that they organized their introductory part based on the information they got from the course.

## **Discussion**

### **A. Students' Level of Ability in Writing the Introductory Part**

In the part, the researcher would like to discuss the findings based on the criteria of a good introductory part, which are the structure of ideas, the paragraph development and the language features.

#### **The Structures of Ideas**

The data present on table 6 indicates that the average score of students' level of ability was good. But, it can be seen that some students still got score 1 which means they found it difficult to organize their introductory part. It was proven by the samples of the students' writing as follows:

There are an item analysis that can help the teacher analyze the test questions' effectiveness, it is difficulty levels and discrimination levels. The difficulty level is the percentage of students who selected the correct response. The discrimination level indicates how well the question separates the students who know the material well from those who do not. (S8, Paragraph 7)

The example above is the last paragraph of S8's introductory part. The paragraph showed some mistakes made by the student. It is clearly shown that S8 did not provide the research goal as well as the thesis statement. In addition, he/she made some grammar mistakes.

On this last paragraph, the student only provided the comparison between the difficulty levels and discrimination levels. He/she did not mention his/her aims in conducting the study. He/she also did not mention the research title, which will be discussed on the next part. In addition, he/she made a grammar mistakes as can be seen by the underlined words on the first sentence of the paragraph that will be discussed later.

### Paragraph Development

Blanchard and Root (1994:7) stated that a paragraph is a group of sentences consist of a topic sentence and several supporting sentences. The topic sentence is the main idea of the whole paragraph and controls the information in the other sentences. The topic sentence usually appears in the first sentence. While supporting sentences is the detailed information or ideas that support the topic. So, a paragraph is a group of sentences that focused on one main idea or topic.

Based on table 7, the researcher found that students still found it difficult to develop their paragraph. As can be seen on the example below:

“English is the one of important language in the world because a lot of the major places speak it. It is now is taught at the earliest time in Indonesia. English has been introduced at Elementary school, as the development of the world globalization which demands English skills for all people of different nations in the world. Without mastering English, we cannot communicate with other people in other countries. That is why, the English education has been taught earlier in elementary school. In Indonesia, English education in elementary school is very poor. The status of the subject is only a local subject. It is not including in the national subject, the important subject. English in elementary school has no clear curriculum and syllabus....” (S2, paragraph 2)

The example above showed that S2 explained two different ideas in one paragraph. It can be seen by the underlined sentences. In the first sentence, he/she explains about English as the important language in the world. But later in the next sentence in line 5, he/she started to explain different topic about English education specifically in elementary school.

From the paragraph development aspect, the researcher found that the level of ability of students as on an average level. Although all of them did not make mistakes in using the indentation, they still made mistakes in developing the ideas in a paragraph which they did not focus in one topic sentence.

### The Language Features

In this research, it was found that the students did not have problems in using the right tenses. But, the most problems the students faced were they still made some grammatical errors, like the use of singular and plural and verb agreement. As can be seen at the sample below:

“There are some of students that read a book when they wants and there are a students that read a book because they love to read.” (S6, paragraph 3, line 8)

The underlined words showed that S6 made some grammatical errors related to the use of singular and plural and verb agreement. First, the words ... *they wants* ... is incorrect. It should be ... *they want* .... It is because from the whole paragraph, he/she described about the difference between some students in reading a book. It is correct that he/she used ‘*they*’ to refer *the students* but the verb *want* should not add *-s*.

The second underlined word also incorrect because S6 wanted to describe the plural form, but on the paragraph he/she used ... *there are a students*.... It should be ... *there are students* .... The article *a* should be deleted.

In addition, the writer also found that students did not follow the rules of language in writing an introductory part. It can be seen from the following samples:

“I’m interested conducting a research on Kose Bu ceremony because I want to get more information about the ceremony.” (S4, paragraph 6, line 1)

From the samples above, it was found out that S4 used apostrophe to shorten the word *I* and *am* become *I’m* that should not be used in writing an academic writing. Moreover, it was also seen that S4 missed a preposition in his/her sentence. It can be seen that the student missed a preposition between the word *interested* and *conducting*. He/she should add the preposition *in* between the words, so it should be *I am interested in conducting a research...*

## **B. Students’ Difficulties in Writing the Introductory Part**

In the part, the researcher would like to discuss the findings based on the interview questions, as follows:

### **The Consultation Process with the Supervisors**

The result showed that some students thought that their consultation process with their supervisors went good, while the others said that they had difficult time. It can be seen by the samples of students’ answer below:

“It was good for me and really helped me to increase my knowledge about how to write a research proposal. Actually I did not know much how to write it but I really got good advices from my supervisors”(S10)

“I was frustrated and almost depressed. Due to COVID-19 pandemic, the consultation was done via online. So if I want to consult, I have to contact my supervisors to ask them if I can consult my thesis. Sometimes, my chats were ignored or only seen by the supervisors. Even I have to wait two to three months to receive the revisions....” (S8)

### **The Students’ Main Problems Commented by the Supervisors**

Based on the result, the students’ problems commented by their supervisors were related to the three aspects of a good introductory part. As can be seen on students’ answer below:

“My problems commented by my supervisors were I should make it clear and specific why I choose my title. It is because I only put the general reason. Then my first supervisor suggested me to also put my experience when I was programming the subject related to my title. He also asked me to put ‘so in this research I will ...’ on the last paragraph of the background before the thesis statement.”(S1)

“The main problems commented by the supervisors in writing the background were to put the previous research that similar to my research and the reason why I choose this title to be studied.” (S9)

Based on the samples above, the students mainly got comments by the supervisors to improve their introductory part by putting the research gap and research goal

“My supervisors said that the main problem of my background is that it is still unclear between one idea and another. It makes the readers cannot understand what was being told on my research background.” (S11)

“Actually about my paragraph or sentence development, I took from one source and did not develop it. I just copy and paste to my writing so my supervisors asked me to redevelop my sentence so it can be more understandable.” (S6)

The samples above showed that the comments the students got from their supervisors were mainly related to how the students organized their paragraph. It was found from S11, he/she said that his/her supervisors gave the comment because his/her writing were difficult to be understood by the readers. Meanwhile, S6 stated that he/she usually copy others’ ideas from one source and

put on his/her background of the study that made his/her sentences were less precise and hard to be understood.

“I think because my supervisor is really a detail-oriented person, so the problem is about my writing style. He commenting a lot even the way I use ‘that’ or ‘who’. That kind of words may be a problem for him. My supervisor writes almost half of my chapter 1 because the writing style is different.”(S3)

“For me, the comment I got from my second supervisor related to my word choices. She suggested me that I should use different choice of words than use the same words repeatedly.”(S2)

“My first supervisor comments about my grammatical errors specifically about ‘to be’ and ‘to have’. But he always corrects it by himself.” (S1)

From the samples above, it clearly seen that the main problems commented by the students’ supervisors related to the language features were mainly about the writing style and the grammar point. S2’s supervisor commented on his/her introductory part about how they write their sentences. It can be seen that the supervisor wanted him/her to avoid repetition by using different kind of words. In addition, for S1 and S3, the main problem commented by their supervisors about the language features aspect were related to the writing style and the grammatical errors. The researcher also found that these two students’ supervisors were helped them in correcting their mistakes.

### **The Students’ Opinion about the Difficulties in Writing the Introductory Part**

There were some opinions from the students about the difficulties in writing their introductory part, as follows:

“The reason I find it difficult in writing the background is I don’t know where can I start it and how can I start it, what words and what sentences will be like.”(S13)

“I used to think that it’s really difficult to link the ideas of one paragraph and the others.”(S11)

“The reasons I find it difficult in writing the background of the study are too put specific reason why I choose this title and to connect each paragraph in the background of the study.”(S9)

The samples above showed that there were several reasons why students found it difficult in writing their introductory part. As in S13’s answer, it was related to the theory of Riazi (2000:8) that said that the important thing to write a research proposal is to know where and when to start and it is considered as one of the difficult step. Based on the S11’s answer, the reason he/she found it difficult to write his/her introductory part was related to how to develop the paragraph so the ideas can be linked together. While S9 stated that it was difficult to put the specific reason why he/she choose the title which related to the research gap.

In addition, some students also stated that the reason it was difficult to write the introductory part was because they did not get much theory from the Research Methodology course. On the other hand, some students stated the reason why the course did not help much is because students did not ask about what they do not understand when they are asked to by the lecturers. Other students also stated that the course did help them in writing their introductory part. They are shown by the students’ answer below:

“It did not help much. Honestly, when I learnt Remeth I didn’t get anything”. (S5)

“In my case, I have formula which I never learnt before and 80% I learnt the formula by myself and just 20% I got from Remeth.” (S6)

“I think it because when the lecturers wanted us to ask about anything we don’t know but we did not ask.” (S3)

“The course is really helps me. I wrote the chapter 1 of my research proposal with the guidelines I got from the course. I still remember I took the important points on the lecture’s explanation during the course.”(S1)

## CONCLUSION

Based on the result of the analysis and the discussion in the previous chapter, the researcher concluded that the students’ level of ability was considered as average levels. The students’ ability was analyzed by the criteria of a good introductory part which are the structures of idea, the paragraph development and the language features used by the students.

From the structures of idea aspect, the researcher concluded that the students still lack in some aspect. They still found it difficult to describe why they choose their title by providing the research gap. Some students even did not put the research goal and thesis statement on their introductory part. Based on the paragraph development aspect, the researcher concluded that some students still found it difficult to develop their paragraph and focus on one topic sentence only. For language features aspect, the researcher concluded that there were some grammatical errors made by the students in writing their introductory part. It was proven by the analysis result that the students still made mistakes on the use of singular and plural forms.

Based on the interview result, it is concluded that the main problems commented by the students’ supervisors were as; for the structures of ideas, most of the students were mainly commented by their supervisors to put the reason why they choose their title and make it specific which was considered as the research gap. The students also got comment by their supervisors to redevelop their paragraph so it can be clearly understood by the readers. Based on the language features aspect, the students got comments related to their writing styles, word choices and some grammatical errors.

After analyzing the findings, there are several suggestions that the researcher would like to give. For students, they are suggested to read a lot of references before writing their own research proposal and specifically write their introductory part. They can start with the theory of how to write a good introductory part and also read previous researches related to their title or topic.

For lecturers, they are suggested to provide a better method in order to help the students in organizing their introductory part and thesis later. As for further researchers, they are suggested to use this research as the reference to conduct research with the similar subject or with different part of research proposal. As this research focused on various types of students’ research proposal, further researchers are suggested to use similar types of research to see the difficulties in writing a research proposal in their chosen research context.

## REFERENCES

- Blanchard, K., Root, Ch., (1994). *Ready to Write: A First Composition Text, Second Edition*. Addition-Wesley Publishing Company. Retrieved from: <https://staffnew.uny.ac.id/upload/132310012/pendidikan/readytowrite.pdf>. Access: Feb, 12<sup>th</sup>2021
- Evans, D., et al (2014). *How to Write a Better Thesis, Third Edition*. Switzerland: Springer International Publishing. From: <https://idlib.org/book/927674/9087a2>. Access: June, 14<sup>th</sup>2020.

- Gilham, B., (2000). *Case Study Research Methods*. London and New York: Continuum. Retrieved from: <https://id1lib.org/book/927674/9087a2>. Access: Feb, 22<sup>nd</sup>2021.
- Glolingo. (2020). *6 Istilah Perkuliahan dalam Bahasa Inggris*. [Blog Spot]. Retrieved from: <https://glolingo.com/6-istilah-perkuliahan-dalam-bahasa-inggris/> Access: Feb, 22<sup>nd</sup> 2021.
- Hatch and Farhady, (1982). *Research Design and Statistics for Applied Linguistics*. Cambridge: Newbury House Publisher
- Hayati, R., (2019). *Pengertian Proposal Penelitian, Jenis, Tujuan, dan Cara Membuatnya* [Blog Spot]. Retrieved from: <https://penelitianilmiah.com/proposal-penelitian.com>. Access: Sept, 12<sup>th</sup> 2020
- Huber, J., (2018). *Introduction to Academic Writing*. Zhejiang Normal University.
- József, H. (2001). *Advanced Writing in English as a Foreign Language*. Lingua Franca Csoport
- Kane, T. S., (1988). *The Oxford Essential Guide to Writing*. New York: Berkley Books
- Kothari, C.R., (2004). *Research Methodology Methods and Techniques*. Jaipur, New Age International (P) Limited, Publisher
- McCombes, S., (2019). *How to Write a Research Proposal* [Blog Spot] Retrieved from: <https://www.scribbr.com/dissertation/research-proposal/> Access: Sept, 12<sup>th</sup> 2020
- Neuman, W.L.,(2014). *Social Research Method: Qualitative and Quantitative Approaches*. New York: Pearson.
- Olawale, J., (2020). *Useful Tips on Writing Background of the Study in a Research Proposal* [Blog spot]. Retrieved from: <https://www.google.co.id/amp/s/www.legit.ng/amp/1174941-background-study-research-write-2020.html> Access: November 20<sup>th</sup> 2020
- PHILO-notes (2020). *How to Write the Background of the Study in Research (Part 2)* [Video] – YouTube, <http://youtu.be/yDYucgb1fKk> Access: November, 25<sup>th</sup> 2020
- Riazi, A.M., (2000). *How to Write Research Proposals*. Tehran: Rahnama Publications.
- Sachdev, R., (2018). *How to Write the Background of Your Study* [Blog Spot]. Retrieved from:<https://www.editage.com/insights/how-to-write-the-backgrund-of-your-study>Access: November, 25<sup>th</sup> 2020
- Sidik, M.S, (2005). *How to Write a Research Proposal*. The Family Physician 2005
- Sugiyono, (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Retrieved from:<https://id1lib.org/book/> Access: January, 19<sup>th</sup> 2022
- Verikaite-Gaigaliene, D., (2015). *A Guide to Writing a Thesis*. Lithuanian University of Educational Science.