AN ANALYSIS OF CHALLENGES AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS IN WRITING BA THESIS PROPOSAL

THESIS

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THESIS

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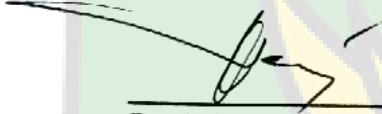
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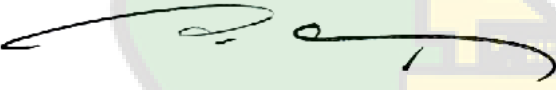
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SURAT PERNYATAAN KEASLIAN

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An Analysis of Challenges among English Education Department Students in

Writing BA Thesis Proposal

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang**

disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,

maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat

pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2019

Saya yang membuat surat pernyataan,

Rahmat Kurniawan

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ABSTRACT

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The purpose of this study is to explore PBI students' challenges in developing thesis proposals and their ways of dealing with these challenges. To achieve the goal, a qualitative descriptive design was used in this study. The research data was collected through documents analysis and in-depth interviews. To collect data, 23 pieces of thesis proposal as document analysis and 10 interviewees were selected purposively. The results of the data show that all students have challenges in writing their thesis proposal, such as entering research design and finding gaps in chapter 1. While in chapter 2, most students did not write, such as some theories and previous studies. Moreover, in chapter 3, few students did not include several components, such as Research Sites and Participants, and Methods of Data Collection. It happens because Students are confused to write as required due to lack of information about obligation to carry out those elements. To deal with those challenges, Students prefer to ask their friends and consult their lecturers. Although his or her supervisor gives each student guidelines and assistance in dealing with these challenges, the guidelines and assistance provided by each supervisor is different, causing confusion and errors in making a thesis. Therefore, they hope that thesis proposal guidance should be universally offered and socialized and they believe that with such a guide, there is no longer a difference that confuses students, lecturers and supervisors to prepare students for future studies and careers.

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CHAPTER I

INTRODUCTION

A. Background of Study

A research proposal is one of the products in the academic field. The research proposal has several purposes. It presents the intention of a study and its importance, also a step-by-step framework for conducting research. According to Emerson (2007), the research proposal also contains adequate information to allow the reader to assess the research that is proposed and offer the readers a clear indication of what the students are expected to do. Besides, Clare & Hamilton (2003) stated that a research proposal is a mechanism for the students to measure the level of help likely to be given by supervisors and the feedback of supervisors to the research design. Students should prepare a research proposal before conducting their study.

In university, especially the Ar-Raniry State Islamic University, students are required to pass a research proposal examination first before they conduct their study and write their undergraduate thesis further. Specifically, for the undergraduate program of English Education, the student can start to write a research proposal since the third year of their study. It can be said that a research proposal is the first step in resulting in a graduation thesis and intends to defend their topic by convincing an academic supervisor and examiner. So, that they gain approval to continue their actual research.

However, to write a thesis proposal is not an easy task. There are many challenges that be faced by students in writing their research proposals. Several studies have revealed this issue. For examples, Widiastuti (2010) pointed out the student's challenge in writing a research proposal is the unfamiliarity with the elements and its linguistic features in a research proposal. Most of the students' are lack of knowledge in applying those elements and linguistic features properly in their thesis proposals. Fudhla, Rozimela, & Ningsih (2014) show students have difficulty in composing well-structured writing based on the demanded rhetorical structure. The findings showed the students are able to establish the research territory, but their writing is considered too general and is repeated enormously in most of the introduction.

Furthermore, the majority of the students had not been able to indicate the gap or problem found in the previous researches. Besides, the resolution that written was considered poorly written since most of this stage stated in the introduction was not appropriate with the research problem. Further, Kheryadi (2018) shows that most of the students are faced difficulties in presenting arguments, in terms of justifications, and were not aware of the standard models in writing a research proposal. Therefore, as all students did not mention previous research and indicate a gap, they cannot reach the communicative purposes of the introduction.

Although many previous studies as revealed above have studied the students' problems in writing research proposal at the postgraduate level, few research has explored the students' challenges in writing a thesis proposal that

focuses on undergraduate students. Thus, this study aims to investigate the students' challenges in writing a BA thesis proposal. The study will be conducted in an undergraduate English study program at Ar-Raniry State Islamic University. This study attempts not only to identify the students' challenges in writing a BA thesis proposal but also how students deal with those challenges.

B. Research Questions

This study endeavors to respond to the questions of the following research:

1. What are the challenges in writing BA thesis proposal encountered by students of English education?

2. How do the students deal with the challenges in writing BA thesis proposals?

C. Research Aims

According to the statements of the problem, the objectives of the research are organized as follows:

1. To identify challenges in writing BA thesis proposal encountered by students of English education

2. To identify the way of students, deal with challenges in writing BA thesis proposal

D. Significance of the Study

The findings of this research are expected to be significant either practically or theoretically. Practically, this research is expected to be beneficial for lecturers of English Language Education in FTK UIN Ar-raniry. In addition, lecturers may also anticipate the challenges in the making thesis proposal by referring to the information in this study. The result of this research will give additional information to the teacher or supervisor regardless to the teaching of Academic Writing and teaching English languages Research at university stage, and to aid them understand better the challenges faced by the students in order they can provide more significant feedback to their students and can give students with better investigative tools to be utilize in writing a thesis proposal. Besides, this research will be useful for the students to find the way of writing a thesis proposal in English correctly. And the result of this research is hopefully able to bring the students improve their academic writing, particularly writing a thesis proposal in English. Theoretically, the findings from the current research will shed light on the literature of student's challenges in writing BA thesis. This research explores the students' point of view of the challenges and the deals with thesis proposal. Thus, the researchers can do further study which is more relevant to this study to create a comprehensive picture of students challenges in writing thesis at undergraduate program.

E. Research Terminologies

1. Writing BA Thesis Proposal

Writing a BA thesis proposal is the written plan for students to conduct their research study as one of the requirements for completing their study. Proposals are evaluated on the cost and potential impact of the proposed research, and on the kindness of the proposed plan for carrying it out (Wong, n.d.). In this research, the Researcher only focuses on writing BA thesis proposal.

2. Challenge

Challenge is a situation that is confronted with something that requires great mental or physical effort to be able to be carried out successfully and hence to test one's abilities (*Cambridge dictionary*, n.d.). In this proposal, the challenges are in writing the English research proposal.
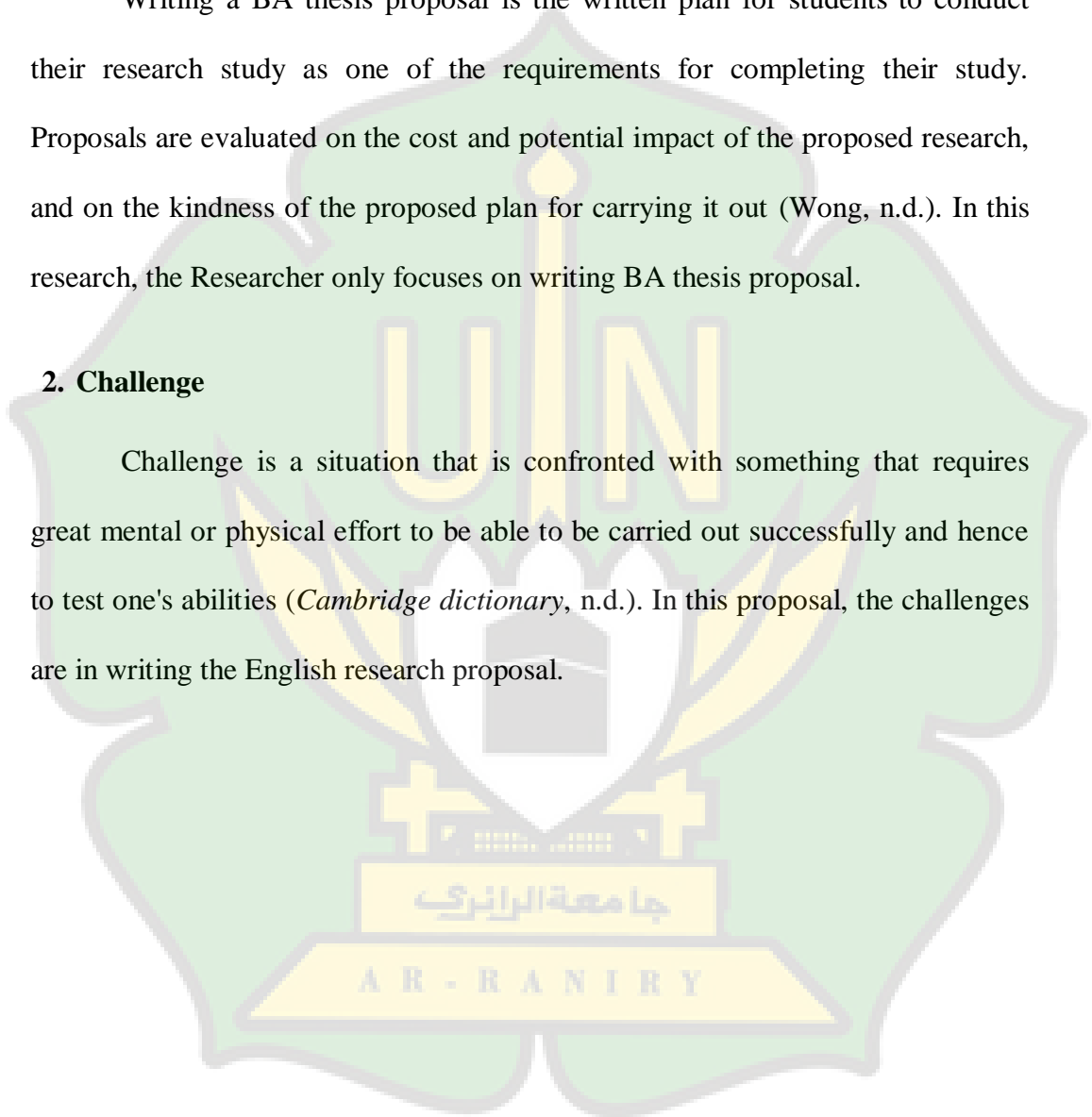
CHAPTER II

LITERATURE REVIEW

A. Writing

1. Nature of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is one of the essential skills required in academic practice and professional life. Writing is an activity in arranging words, phrases, and sentences. According to Nunan (2003), writing is the act of writing, thinking for ideas, thinking about how to compose and arranging ideas clearly into sentences and paragraphs. It shows that students can explore ideas and transform them into proper sentences. It is the physical of committing words or ideas to some medium, whether it is an object or a symbol or an email. Nunan also defines writing as both a process and a product.

There are many ideas about the writing process, as Harmer (2004) states that a way to produce language and express ideas, feelings and opinions is writing. Furthermore, he defines that writing is an undertaking that what people write is often profoundly affected by constraints of genres, and then these elements have to be presented in learning activities. The formulation of good writing is planned, drafted, edited, revised, and finalized. Then, Harsyaf, Nurmaini & Izmi (2009) stated that writing could be the way to communicate with others successfully. Writing is one way to express ideas in order to

communicate with others. This means that writing is one of the means of communication by which a student can convey his/her idea and massage. It implicates arranging, which implies the ability to communicate or retell pieces of information in the form of a narrative, description, or transformation of information into an essay or paragraph.

Writing involves more than just establishing words and sentences. To be able to generate part of writing, learners must be able to write a related series of words and sentences that are grammatically and logically related. Writing is an activity that is not produced instantly, due to the writer must first think about the topic, try to figure it out and find information about it.

From the statements of the writing above, it can be concluded that writing is the process of generating ideas, the ability to send information to someone or someone else. Writing is the process of creating larger units than smaller ones, that is, the author uses words to make sentences, sentences to make paragraphs, and paragraphs to create whole compositions. Writing not only organizes words into forms and sentences, but also thinks about how to express them, and organizes them into statements or paragraphs to make proper sentences in paragraphs.

2. Nature of Academic Writing

According to Whitaker (2009), academic writing means writing for university programs. Lecturers may have different names for academic writing assignments, such as essays, research reports, such as research proposals and abstracts), but all these tasks have the same goals and principles. Besides,

according to Bowker (2007), Academic writing is a special genre of writing that prescribes its own set of rules and practices.

3. **Features of Academic Writing**

The purpose of academic writing, similar to most other types of writing, is to communicate. For students, academic writing is the only window to mark their thoughts balanced. Therefore, they need to learn the best way to write by understanding the components and features contained in their academic writing so that it will convince students that their thoughts can be understood commonly. Based on Wolfe (2007), there are six main features of academic writing that are often discussed:

   a. Context

Use the introduction to sketch out a context for your paper or speech. Usually, that means quickly sketching the issue, summarizing the argument, and sketching the focus.

   b. Thesis

A short statement, usually one sentence, that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence. Students should make a bold claim that students will go on to support with evidence.

   c. Navigation

Students should use navigational techniques to guide their readers through their texts. The main navigation techniques are: Occasional summaries of

students' argument, logical transitions, and keyword/key concept transitions.

d. Evidence

Students have got to do at least three things with evidence, cite it, interpret it, and tell it. Students' thesis Evidence does not speak for itself.

e. Counter-argument

It means that students bring an opponent's argument into their essay.

f. Conclusion

Extend then summarize at the end of the paper.

4. Types of Academic Writing

Academic writing could be classified by several approaches. Different types of writing require different approaches (Crème & Lea, 2000). Academic writing refers to the types of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of knowledge. The characteristics of academic writing include using a third-person perspective rather than a first-person perspective (as a rule), a clear orientation to the research problem being studied, and the right choice of words. Like specialist languages adopted in other professions, such as law or medicine, academic writing is designed to convey the agreed meaning of complex ideas or concepts to a group of scientific experts. Reisinger, Scalia & Hicks (2013), state ten types of academic writing as follow:

a. Case Study

Purpose: Write down the details of a particular event or decision and respond.

b. Critique (Review or Critical Response)

Purpose: Summarize and evaluate the work of others, such as articles, books or films.

c. Essay

Purpose: Establish an extended academic paper supporting the paper and draw conclusions with this support.

d. Exegesis Paper

Purpose: Explore the meaning of a passage from Scripture.

e. Homily/ Sermon

Purpose: Explain the meaning of a biblical text and its application for the people of God today, within the context of worship- necessary

f. Journals

Purpose: Show the development of a student's thinking as a result of readings, lectures, experiences, etc.

g. Pastoral Narrative

Purpose: Describe your pastoral experience and its impact on you.

h. Reflection/ Reflection Paper

Purpose: Narrate, examine, and evaluate the writer's observations and experiences of a subject.

i. Research Paper/Thesis

Purpose: Writers of research papers choose a topic, formulate a question to answer, collect information from various sources, and present the answer to the question in written form.

j. Verbatim

Purpose: Reproduce a conversation related to ministry and explore the content and meaning of this conversation

B. Writing BA Thesis Proposal

1. Nature of Writing BA Thesis Proposal

According to Hardling (2004), writing a thesis is an exercise in conducting research and writing a report on research activities. In making BA thesis, students should make a thesis proposal, to find out the steps that will be carried out on the research and get approval for student's research. In addition, the research is a process of steps used to gather and analyze information to increase understanding of a topic issue (Creswell, 2014). Thesis writing is central to the success of students' learning at the university. However, writing a BA thesis is one of the requirements for undergraduate students' who will get a bachelor degree.

Further, Murray (2006) says that writing BA thesis is a much larger project than most students have ever done before; it requires more independent study, more motivation. Besides that, writing a BA thesis is difficult for those who write in English, whose mother tongue is not English, and the problems are even

more significant (Paltridge & Starfield, 2007). No doubt writing a BA thesis is not an easy project, and it is more difficult among other types of writing for students.

Murray (2006) says that for students, writing a BA thesis is not an entirely new experience, because it does build on their previous studies. Writing a BA thesis proposal is a comprehensive guide to the stages of working out the difficulties of writing and maintaining a bachelor's degree from the initial stages of choosing a topic for a thesis and supervisors, defending the thesis until getting approval of thesis in proposal examination. Writing a BA thesis proposal provides the guidance needed to write a BA thesis in a format that is very easy to read (Blair, 2016).

From the explanation above, it can be concluded that writing a BA thesis is a final project to undergraduate students who will get a bachelor degree. In the process, writing a BA thesis is long, because it is a more significant project and needs to provide a thesis proposal first as preliminary design before taking actual research. However, writing BA thesis is of great importance for students. Through the process, the students come to know how to do research and keep going on students' research.

2. Process of Writing BA Thesis Proposal

Writing a thesis takes process and the process of writing a thesis begins with thinking about students' original topic that covers their specific field of study and also requires much time. However, once students own topic or thesis proposal has been approved, it basically marks the beginning of their research in finishing

their study. Lipson (2005) states that making a good thesis need some process, such as:

a. As planning and prewriting

Prewriting is everything you do before begin to draft the paper. There are four steps in prewriting are set up main categories, line up categories in order, file items in the individual category and check for holes (Missing Categories).

b. Writing your best

It means to write or report your research with the best, with the following sense in the rules and regulations or guideline.

c. Good editing

The editing of the draft theses is already prepared. This is done to ensure the correctness and accuracy of the writings that have been made (improvement).

d. presenting information visually

Moreover, last, that all information should be submitted in writing clearly (visual), straightforward, and informative.

Khuriyah (2016) adds that there are 3 processes of writing a thesis proposal;

a. Proposing the titles

1) The student does consultation about the thesis titles with their academic advisor

2) Student takes a form of title to propose in the academic office.

3) The student proposes the title and prepares the maximum 2 titles of the thesis to the chief of the department

b. Appointing a supervisor

1) The chief of department publishes a duty letter that appointing a supervisor to guide student

2) Student gets guides of the thesis proposal from the supervisor

3) The student does consultation about the thesis proposal with their supervisor

c. Preparing proposal of the thesis

1) The supervisor approves the proposal

2) The students proposing a thesis proposal examination by the online process

3) The chief of department appointing the team of examiners and the schedule

4) The students do the proposal of thesis examination

3. The Structure of Writing BA Thesis Proposal

Based on Mujiburrahman et al. (2016), the standard of thesis proposal structure has three sections: an introduction, a review on related study and research methodology. Each section is connected, and some of them may contain more than one chapter, and the essence may comprise more than half of the thesis. Each of these sections has a different role.

a. The front division research proposal

It usually contains cover, which written the name of the student, student's registration number, title, department, and name of the supervisor.

b. The introduction

In this section, it explains what the thesis is about: the issue that the thesis is focused on the purpose, scope and thesis statement. In some scientific disciplines, this includes a review of the results. The introduction is usually written for a wider audience than most abstracts and can use illustrative examples to help the reader understand what the researcher is trying to achieve. The introduction should have 7 aspects, there are:

1) The research background consists of rational arguments between ideality and reality related to the title of the thesis.

2) The problem identification - these are factors associated with the problem in the context of the study.

3) Problem limitation is the demarcation of the identified problem.

4) The problem statement is that the formulation has been formed in interrogative sentences, and the answer from the interrogative sentences will be found in the research.

5) The objective of the study is made to appropriate with a problem statement.

6) The benefit of the research is to explain the theoretical benefit and practical benefit of the research.

7) The key term is the explanation about the term related to the research.

c. Literature review

In this chapter, it provides an explanation to theoretical review based on some experts. The literary review should have 2 aspects, they are:

1) Review the theory. Explaining the theories relate to the research variable, and consists of a definition, assumption, and so forth.

2) Previous related study. Explaining the previous results which show the other results from the other authors and it also has the similar variables with the study.

d. Research methodology

In this section, it provides an explanation of the research design. It is used by the researcher when conducting the research. The research methodology has a few aspects, they are:

1) Research design, explains the outline of design research that will use in the research.

2) Site and Participant of the research, explains the site and participant in doing the research.

3) The sampling of the research explains the limitation subject that will be observed.

4) The technique of collecting data, explains the researchers' way to collect the data.

5) The technique of analyzing data, explains the steps to analyze the data.

e. Bibliography

A bibliography is known as a reference, a list of sources of written information about a subject. The bibliography is usually displayed as a list at the end of a book or article.

4. The Factors Affecting the Problem in Writing a Thesis Proposal

Murray (2006) argues that Internal and external factors greatly influence the writing of a thesis. Internal factors are factors related to student knowledge, and external factors are the environment. The first is the internal factors. These factors come from students. Students' knowledge includes lack of knowledge about the essence of writing a thesis, problems with determining the name of a dissertation, problems with determining a methodology, problems with finding the right theory, problems with finding the right literature, self-confidence and motivation (psychology students). The second is an external factor. This is a factor that comes from outside students, including parents; on-campus conditions that help students write their thesis (Lipson, 2005). Based on Brown (2007), he explains briefly the factors influence the problem in writing as follows:

a. Psychological factor

Psychological factors include processes and meanings on an individual level that affect mental states. Sometimes these words are combined as "psychosocial." This is a conclusion from a combination of psychological and social, but it also implies that the influence of social processes is sometimes mediated through psychological understanding (Stansfeld & Rasul, 2007). The psychological factors of students can be determined by the emotional factors of students (Brown, 2007). Furthermore, the active factors which become the psychological factor that will affect the undergraduate students in order to create good thesis writing are:

1) Self-esteem

Self-esteem is probably the most pervasive aspect of any human behavior. Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. By self-esteem, it can be evaluated which individuals make and customarily maintain concerning themselves, because it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In writing thesis the difficulties of self-esteem such as: in deciding topic of thesis, in deciding the title of thesis, in having prior knowledge due to the thesis topic, in identifying and formulating the thesis problem, in identifying the thesis purposes, in writing a proper literature review, in deciding the method used in writing thesis, in gaining the thesis data, in writing the finding of thesis, in writing good thesis.

2) Self-confidence

Confidence is defined as a feeling of trust in one's abilities, qualities, and judgments. Confidence is vital to your psychological health and well-being. However, some people have low self-confidence on his or her ability so that she or he is afraid, for example, in writing the thesis. Not all students can write and pass the thesis well. There are many obstacles in a thesis such as: in thought due to misunderstanding about thesis, lack information about the thesis and a lot of ideas in writing a thesis.

3) Risk-taking

Risk-taking is some decision to make an effort in finishing project. Everyone has a different mental in making some decisions. In this chapter, risk-taking becomes the most important characteristic in successful passing final projects. For the example: In trying or to presentiment to write a thesis.

4) Anxiety

Anxiety is a feeling of uneasiness and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing (Bouras & Holt, 2007). Anxiety can be defined as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. More simply, anxiety is associated with the feeling of uneasiness, frustration, self-doubt, apprehension, or worry.

5) Empathy

The definition of empathy includes various emotional states, including caring for others and a desire to help them; experience emotions that match the emotions of others; understand what other people think or feel; and make the difference between yourself and others not too different (Pijnenborg, Spikman, Jeronimus, & Aleman, 2012). It can also be described as the projection of one's personality into the personality of others in order to understand them better. In writing thesis, the difficulties of empathy for the example: in being aware of the current issues toward writing thesis and in identifying some issues related to writing the thesis.

6) Extroversion and introversion

Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Ausuble (as cited in Brown, 2007) states introversion and extroversion are a grossly misleading index of social adjustment. The extroversion person may behave in an extroverted manner in order to protect his or her ego, with extroverted behavior being symptomatic of defensive barriers and high ego boundaries. At the same time, the introverted quieter, more reserved person may show high empathy. In thesis writing, the difficulties between extroversion and introversion are the students cannot distinguish both extroversion and introversion.

7) Motivation

Motivation has two kinds; there are intrinsic motivation and extrinsic motivation. Edward (as cited in Brown, 2007) defines intrinsic motivation as an intrinsically motivated activity is an activity that has no reward except the activity itself. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from the outside and beyond the self. Typically, extrinsic rewards are money, prize, grades, and even certain types of positive feedback. Various theories of motivation have been proposed over decades of research. Three different perspectives emerge:

a) From a behavioral perspective, motivation is seen in a very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for a behavior, we act accordingly to achieve further reinforcement.

b) In cognitive terms, motivation places much more emphasis on the individual's decision, "the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in the respect".

c) A Constructivist view of motivation places even further emphasis on social context well as an individual personal choice. Each person is motivated differently and will act on his or her environment in unique ways.

All of the physiological factors mentioned by Brown (2007) will affect the decision of a learner to create the objective of the research, the data for the research, and the whole research based on the proved ration.

b. Socio-Cultural Factor

Culture is a way of life it is the context within which we exist, think, feel and relate to others. Marsumoto (as cited in Brown, 2007) says that culture is a dynamic system of rules, explicit, and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group. Brown (2007) claims that culture becoming powerfully crucial in the learning of a second language. Therefore, the focus factors that will be

arisen in this study of difficulties in writing thesis are bold in three aspects, such as:

1) The social distance

A social distance refers to the cognitive and affective proximity of two cultures that come into contact with an individual. Social distance describes the distance between different groups in society and is opposed to locational distance. In writing thesis, the social distance between undergraduate students and their tutors should be built. It relates to undergraduate students and their tutor in finishing thesis writing. The social distance among undergraduate students and her tutor become a factor of the students' difficulties in writing thesis. It can be seen when the students are doing guidance in discussing their thesis.

2) The culture

Culture becomes one of the most factors in students' challenges in writing thesis. For example, the students' habit in the classroom in using a foreign language, the students who rarely used or spoken English in the classroom face difficulties in writing thesis more than the students who often used English.

3) The communicative competence

Communicative competence is a term in linguistics that refers to the grammatical knowledge of the user about syntax, morphology, phonology, etc., as well as social knowledge about how and when to use speech correctly. In writing thesis, the difficulties of communicative competence can be

identified when: in knowing proper lexical items and linguistic unit on writing a thesis, in connecting each sentence and to form it into a meaningful thesis, in knowing the roles of the social context related on the study of thesis, in maintaining communication through speech styles on thesis.

  c. Linguistic Factor

Brown (2007) classified four categories to describe the errors in second language learner production data. Browns' first overview is to identify errors by addition, omission, substitution, and order. The second category, as Brown believes in identifying the errors is put in the students' levels of language (phonology, lexicon, grammar, and discourse) that should be considered. Third, Errors can be also analyzed by global errors or local errors. Finally, identify errors by considering two dimensions of related errors, such as domain and extent. In the context of the analysis of the factors of students' problem in writing thesis proposal, he overviews about two related dimensions will be used to analyze the linguistic factors affecting undergraduate students writing thesis proposals.

C. **Previous Related Studies**

Several empirical studies have shown that even advanced learners at a high proficiency level of English have problems with a written academic discourse at the level of text organization (Widiastuti, 2010; Kheryadi, 2018). While some other focus on a particular section, such as abstract only (Fudhla, Rozimela, & Ningsih, 2014). Widiastuti (2010) investigated the students' ability and problems in writing a research proposal. In her study, she used a case study

method, particularly text analysis. The participants of this study were nine students and two lecturers of an undergraduate English study program in one university in Banten. This study employed two data collection techniques, such as the documentation of students' research proposals and interview. The data were, then, analyzed based on the theory of genre analysis and SFL, and validated by triangulation and member checks. The study revealed three findings related to the research questions. First, despite their ability in the semantic discourse level, most students still have problems in achieving the communicative purpose of each major element in a research proposal. Second, the leading causes of the problems are the students' unfamiliarity and lack of knowledge in terms of the elements and linguistic features required in a research proposal. Finally, the solutions that can be proposed to solve the students' problems are guidance, assistance, and explicit teaching for the students in writing the elements and linguistic features of a research proposal. It is thus recommended that all the subjects related to writing and research should allow students to have the capacity needed in writing a research proposal.

While Fudhla, Rozimela, and Ningsih (2014) that only focused on the first chapter, found the rhetoric of writing research proposal introduction for English Language Education Students (PBI). The writing rhetoric used as a research guideline is the Swales' CARS model which consists of 3 steps (3 moves) namely: 1) Establishing the Territory (Move 1), 2) Establishing the Niche (Move 2), and 3) Occupying the Niche (Move 3). Their research was a descriptive study with data sources in the form of thesis proposals of 16 pieces selected by stratification

random sample technique — data collected through the instrument in the form of coding sheets and coding records. Then the data is reduced, displayed and interpreted. The findings of this study indicate that in general: 1) the research area written in Establishing the Territory (Move 1) is still too broad and does not fit into the research problem even written repeatedly and overlaps with other moves, 2) the research problem that should be mentioned in the introduction does not fit the Establishing the criteria Niche (Move 2) so that what will be studied is not clearly stated and 3) the objectives and research questions in Occupying the Niche (Move 3) are still not written correctly and are not following the research problem.

Furthermore, Kheriyadi (2018) reveals several results. He investigates the students' ability and problems in writing the introduction section of the research proposal. This study has been conducted in an undergraduate English study program at a University in Banten. The documentation/selection of students' research proposal was conducted by choosing nine students' research proposals from fifty-seven students to represent different levels of achievement. It uses text analysis and in-depth interview to investigate the students' performance in writing a research proposal. These findings implicate that most students faced difficulties in presenting arguments in terms of justifications. Second, most students were not aware that there are standard models in writing a research proposal, especially in terms of its elements and linguistic features, which are widely accepted in the field of English Language Teaching (ELT). This study supports the extensive research into academic writing that emphasizes the importance of explicit

teaching of the structure of specific written genres, particularly a research proposal, to second-language students.

However, from the previous studies mentioned above, it is noticed that although there is a large amount of literature that paid attention to the linguistic features, and communicative purposes, there are no direct feedback from students about how there is no direct feedback from students about dealing or going through the challenge phase of thesis proposal and not asking for their advice to their department, so that can be further developed and solutions to their problems as they experience, which means more productive. This motivated the researcher to carry out this study that investigated the challenges among English education department students in writing BA thesis proposal and their deals

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used qualitative research. A descriptive study is a study whose purpose is to obtain information about the phenomenon of the current situation. Qualitative research has practically no statistics (Ary, 2002). Research design helps researchers plan and carry out research in such a way that they can obtain the desired results, thereby increasing the chances of obtaining information that may be related to real situations (Burns & Grove, 2001).

B. Research Sites and Participants

1. Research Sites

This research was conducted at English Education Department at Ar-Raniry State Islamic University which located on JL. Ibnu Sina, No. 2, Darussalam, Syiah Kuala, Banda Aceh, Aceh Telp. (0651) 53769. The University is run under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. The researcher specifically conducted an analysis of challenges among EFL students in writing BA thesis proposal at Tarbiyah dan Keguruan Faculty in Pendidikan Bahasa Inggris/PBI (English Department). English Department is the place the researcher conducts and represents the sample for research. It is one of

the reputable departments that many students eagerly study in which Dr. T. Zulfikar as the Head of the English Department.

2. Participants

The participants for this study were the students from English Education Department of Ar-Raniry State Islamic University. These participants were 10 students who have passed the thesis proposal examination. The participants were chosen by using purposive sampling currently in the process of writing their research proposal. Kothari (2004) stated purposive sampling is the way of sampling, where the researcher deliberately selects the sample. Therefore, the researcher chose the participants who provide their opinions genuinely, which related to the research. The researcher used initial to the participants in order to simplify in mentioning each of the participants which are started from SN-01 till SN-10.

C. Methods of Data Collection

The data was collected through questionnaires and interviews. The summarizing of data collection is depicted in Table 3.1.

Table 3.1

Summary of data collection methods

No	Research questions	Methods	Respondents
1	What are the challenges in writing BA thesis proposal encountered by students of English education?	Document analysis	23

2	How do the students deal with the challenges in writing BA thesis proposals?	Interview	10

1. Documentation of students' thesis proposal

According to Arikunto (2002), documentation is a technique used to look for data or variables in the form of notes, transcripts, books, newspapers, magazines and Inscription. Agenda for information personified data relating to clients under investigation. For this study, two tools are used, one of which is the analysis of documents. In this case, a checklist developed based on the theory of Paltridge & Starfield (2007). The tool used as the primary qualitative research tool in this study was documented in the forms of students' thesis proposal. This tool can answer research questions for qualitative research (Alwasilah, 2008; Moleong, 2007). The checklist, designed to help with document analysis (see table 3.2, 3.3 and 3.4).

Table 3.2

The frequency of students challenges in thesis proposal

The Challenges in Elements of Introduction (PBI thesis of Guidelines)		Frequency Total	
		N	Percentage
Background of the Study	Claiming centrality		
	Making topic generalizations		
	Outlining purposes or announcing present research		
Previous	Counter-claiming;		

Studies	indicating a gap; question-raising; or continuing a tradition;
	Reviewing items of previous research
Research Questions	the proposed problem must be following the title of the thesis submitted
Research Aims	Answers of research questions
Significance of the Study	expected end-users of the research
Terminologies	limitation of the study and focus of research
Research Methodology	Research approach Research Subjects
TOTAL DATA	

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

Table 1.3

The frequency of students challenges in thesis proposal

Elements of Literature Review		Frequency Total	
		N	**Percentage**
theory for research	Terminologies in possibly the following explanations Definition, History, Types, Functions		
	Making topic generalizations		

Previous Studies	Reviewing items of previous research		
TOTAL DATA			

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

Table 3.4

The frequency of students challenges in thesis proposal

Elements of Methodology		Frequency Total	
		N	Percentage
Research Design	Approach		
Research Sites and Participants	Location of study		
	Population and sampling technique qualitative data analysis		
Methods of Data Collection	options and tools		
	List of questions in instrument		
Methods of Analysis	Data analysis tools or steps		
TOTAL DATA			

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

2. Interview

The data for this research were collected through interview. Easwaramoorthy & Zarinpoush (2006) stated that interview is a gathering of data

discussion. The research interview involved the interviewer, who coordinated and asked questions about the conversation process, and the interviewee, who answered the question. Interviews can be performed through face-to-face, internet or telephone. The researcher used an interview to know the causes that affect the students' challenges in writing a research proposal. The researcher applied a semi-structured interview in case the follow-up question will occur during the interview process. On the other hand, the researcher used an in-depth interview as the researcher wants to explore intensively about the EFL student's challenges in writing a BA thesis proposal.

D. Methods of Analysis

1. Documentation of the student's thesis proposal

The procedure of text analysis in case study follows the procedures laid out in the related theory. This study used the theory of genre analysis and PBI thesis formatting as the guidelines to analyze 23 pieces of the students' thesis proposals due to the purpose of the study. The analysis is in terms of the elements the students employed in their research proposals to achieve the communicative purpose of each element in the research proposals.

There are four steps of text analysis employed in this study. Firstly, each chapter of the thesis proposal (introduction, literature review, and methodology) was analyzed to see its elements. Secondly, the analysis of elements was carried out to compare and contrast to those proposed by theorists revealed in chapter two. It has shown the students' problems to apply appropriate elements of a

research proposal to convey its communicative purposes. As a result, it answered the first research question, which is to identify the student's problems in writing a research proposal. Lastly, each student's problems are categorized in the following form.

2. Interview

The data from 10 interviewees were analyzed in four steps. First, get familiar with the data: the researcher read the data several times to get familiar with it and started looking for necessary observations or patterns. This also included transcribing the data. Second, revisiting research objectives; the researcher revisited the research objective and identified the questions that can be answered through the collected data. Third, developing a framework; Also known as coding or indexing. It meant the researcher identified broad ideas, concepts, behaviors, or phrases and assigned codes to them. Fourth, identifying patterns and connections: Once the data was coded, the research started identifying themes, looking for the most common responses to questions, identifying data or patterns that could answer research questions, and finding areas that can be explored further (Bhatia, 2018).

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents the analysis and interpretation of the data. There are two types of data, documentation and interview that need to be analyzed. The chapter contains findings and discussions. Each finding has discussions of the data that is presented to the research questions.

A. The challenges in writing BA thesis proposal

After conducting instrument documentation (students thesis proposal), The researcher found some students challenges in writing research proposal and the causes of problems are faced by EFL students. The result you can see below.

a. Introduction

The introduction section became another problem faced by the students in writing a proposal. It can be seen from the analysis of students' research proposal, the researcher found some students do not include elements that must be included in the introduction (see Table 3.1).

Table 4.1

The frequency of students challenges in thesis proposal

The Challenges in Elements of Introduction (PBI thesis of Guidelines)		Frequency Total	
		N	Percentage
Background of the Study	Claiming centrality	0	0%
	Making topic generalizations	0	0%
	Outlining purposes or announcing present research	0	0%
Previous Studies	Counter-claiming; indicating a gap; question-raising; or continuing a tradition;	16	69%
	Reviewing items of previous research	16	69%
Research Questions	the proposed problem must be in accordance with the title of the thesis submitted	3	13%
Research Aims	Answers of research questions	1	4%
Significance of the Study	expected end users of the research	0	0%
Terminology	limitation of the study and focus of research	0	0%
Research Methodology	Research approach	23	100%
	Research Subjects	23	100%
TOTAL DATA		23	100%

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

As the table above show, all of the students in this research which are the participants tend to find challenges in conducting chapter 1. It shows that Research Methodology (point 3) held the highest frequency of challenges. In

some way, with 100% of them or 23 participants could not fulfill this requirement. Then, followed by the previous study, which is 69 % of them or 16 participants did not mention the previous study on their chapter 1. About research questions, only 13% of them or 3 of 23 participants, and research aims only 4% or 1 participant who could not able in to write as required.

b.Literature Review

In Chapter 2, the researcher assumes that chapter 2 is the main challenges that students faced in their writing research proposal. It can be seen from the analysis students' text research proposal by the researcher. The researcher found some students' text proposal did not include Chapter 2, there were also from several students' text proposal structured literature review, but did not complete to fill the components as required. It can be seen in the table below (see table 4.2).

Table 4.2

The frequency of students challenges in thesis proposal

Elements of Literature Review		Total	
		N	Percentage
Theory for research	Terminologies in possibly the following explanations Definition, History, Types, Functions	16	69%
TOTAL DATA		23	100%

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

In conducting chapter 2 to enriching students' study with theories, the students seem to find some challenges. This can be proven by the fact that there are 69% or 16 of 23 students did not write anything in chapter 2.

c. Research Methodology

In the Research Methodology, became a subsequent issue that students faced in writing a proposal. It can be seen that the researcher found there was all students include Research Methodology in their thesis proposal, but their works did not satisfy as required. It can be seen in the table below (Table 4.3).

Table 4.3

The frequency of students challenges in thesis proposal

Elements of Methodology		Total	
		N	Percentage
Research Design	Approach	0	0%
Research Sites and Participants	Location of study	6	26%
	Population and sampling technique	6	26%
Methods of Data Collection	data analysis options and tools	3	13%
	List of questions in the instrument	23	100%
Methods of Analysis	Data analysis tools or steps	0	0%
		0	0%
TOTAL DATA		23	100%

Adapted from "Thesis Formatting Quick Guide for PBI Students," by Department of English Language Education, updated in 2019.

The table above show, there are few students wrote their sub-element not in accordance with the formulation of the problem in their research. 26% or 6 of 23 students' text research proposal did not include research sites in their research proposal, population and sampling. 13% or 3 of 23 students did not write the Methods of Data Collection by fulfilling the components needed.

B. The students deal with the challenges in writing BA thesis proposals

Besides investigating students' challenges in writing research proposal, the researcher also tried to reveal the students deal with the challenges in writing BA thesis proposals. To get the answer, the researcher has interviewed with 10 students and to find out how they deal with the challenges that they faced. From the interview, the researcher got some problems solving. For more details about the students deal with the challenges in writing BA thesis proposals, it can be seen in the explanation below.

1. Introduction

As the tables above show, there are many challenges in writing research proposals which become obstacles in each working period of the thesis proposal. Even so, by knowing the problems, some students managed to deal or find a solution to the problem so that when continuing the thesis, they did not repeat the same mistakes in the proposal period, no more confusion, and even wanted to do a thesis as desired**.** In establishing the chapter 1, few students know to deal against those challenges as preparation their proposal toward being the actual thesis. Most

of them try to enrich themselves by finding out more by reading sources related to my thesis. In several ways, as SN-01 said:

"Actually, there are some parts that have become a problem in the process of making my proposal thesis. The background section is the one that made me challenge in this process, I felt it when I started to make a background that is almost too few sources that I have, especially for previous research sources in Indonesia. However, after I found the source, it difficult to analyze a gap between the previous researchers and the present study. To deal with it, I spend my time reading many examples of proposals and comparing them to others. When I found the points, I consulted with my supervisor again."

In line with SN-01, SN-09 has the same way:

"I tried to find the similar thesis with mine, so I can see how to do it. I ask my friends who understand about my title. And sometimes, I consult with my supervisor".

2. Literature review

First, in writing the proposal, many students did not write chapter 2 because of their ignorance of the circulated information and their supervisor just ordered them to bring chapter 1 and 3. Nevertheless, some of them tried to deal with it, even though they did not have much time until the thesis proposal examination day. So, most of them deal with the challenges by looking on the internet, seeing earlier thesis that has finished, and trying to establish an outline of chapter 2 in the order it is easy to understand what content is needed to put. SN-02 explained that:

"First, I wrote chapter 1 and chapter 3, and then a day before the examination, I got the information from student majority must bring include chapter 2 in their thesis proposal. But I tried to write my thesis proposal on my own, without guidance or suggestions from my supervisor. I tried to dig more the references in Google to strengthen my thesis proposal, I asked my friends who has done thesis proposal to see how they conducted chapter 2, and I also went to ruang baca, reading the previous thesis as my guidelines".

In addition, another respondent also added the challenges that she faced and how she deals with those challenges. SN-04 said:

"For chapter 2, was a little bit difficult to find the content of my proposal because I did not know what kind of content I wanted to write on my proposal, the element or component that should be obligatory to put there. I was even not using the department guidelines know, because I don't know if there any guidelines. And then, I am using the thesis guideline or thesis formatting that I saw from my senior thesis in PBI library and consult with the lecturer and ask some my friend suggestion and their advice".

3. **Research Methodology**

In chapter 3, some student met some challenges. They tended to be confused about the component or sub-element. But, some of them also succeed to deal that challenges by using the format as a guideline about the structure, sub-element or content that you must include or explain, though it got from internet and also supervisor, as SN-05 mentioned:

"I really confused about the format, because there are many formats that to be followed. What method that appropriate with my titles. The examiner suggests me to use quantitative that I have not ever imagine to play data statistically. I did not know if PBI providing guideline, I use guideline that given from my supervisor. If any guidelines that are provided by the department, it is still not implemented well. As we saw, every supervisor has different guideline for their students".

C. Discussion

This study highlights students 'challenges in writing BA thesis proposals and the deals of challenges students encounter. Students stated students' challenges in writing BA thesis proposals during interviews and documentation (students write research proposals). Based on the research findings, the dominant challenges in writing thesis proposal were Chapter 1 and Chapter 2. Their frequencies were 100% for Chapter 1 (research methodology only) and 69% for chapter 2. Chapter 1 consist of the background of study, previous studies, research questions, research aims, The significance of study, Terminologies, and Research Methodology, have self-functions. Among those functions, Research methodology performed the highest frequency of in chapter 1. It showed in 100% of students from all of thesis proposal that has analyzed. This implies that there was a lot of thesis proposal presented by students, are not following the guidelines provided by the department and made confused.

Instead of chapter 1 and chapter 2, chapter 3 showed a low frequency of challenges with 26% for the research sites and participants, and 13% for the

method of data collection. Based on PBI guidelines and conventional research, thesis proposal conducted by students should be supposed to explain research sites and the as the problems that will be investigated in student's actual thesis and explain the population and sampling as parts of participant a person or a group who participates in human subject research by being the target of observation by researchers.

By analyzing those challenges, the researcher expected the audience to have a better reference in writing thesis proposal, to be not lazy reading a book, understanding the guidelines that have been provided, do consultation discuss the about the references (guidelines or another thesis in the library) frequently.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions of this study and offers some suggestions. This chapter is divided into two parts, with the first part is aimed at giving conclusion remarks about this study on student's problem in writing a research proposal and the second part contains suggestions for related parties and further research in the related topic.

A. Conclusions

The study unveils two conclusions related to the two research questions formulated in this study, namely the student challenges in writing a research proposal, and the students deal in writing research proposal that can be proposed to answer the challenges.

First, despite their challenges in developing the ideas being a topic, most students still have challenges in understanding the communicative purpose of each major element/component in a research proposal, namely introduction, literature review, and methodology. In general, the students' main challenges were in presenting arguments in terms of justification. Most students have not been able to justify their research area to fill the gap in previous research, justify the literature review to be correlated to the proposed study, and justify the choice of research methodology to answer the research problems. Second, the possible solutions that

can be proposed to solve the students' problems are guidance, assistance, and explicit teaching in writing the elements of thesis proposal to solve their problems in writing a thesis proposal.

B. Recommendations

The results of this research encourage the writer to give some suggestions to others.

1. The Students

This research can be used as a solution and helps students to understand their challenges in writing thesis proposal. It is suggested to the students to read and practice more on how to write a good thesis proposal. The students should understand well the components in making a good thesis proposal so that the students will not face any problems when the process runs. Besides, they should be diligent, they also have to attend the class and pay any attention to the lecturer' explanation.

2. The Lecturers and the department

Considering the results of this research, it is suggested that the lecturer should give clear information to the students about ho writing thesis proposal. The lecturer should allocate much more time in teaching the students in the class and also made the learning runs effectively. Furthermore, lecturer and the department should provide the guidelines, the brief ones for each student, and each supervisor. Moreover, make a workshop writing thesis.

3. The Other Researchers

The findings of the study are expected to be used as a consideration for other researchers who plan to conduct the study focused on students' problems in writing thesis proposal. It is suggested to the researcher to follow the study that focuses on different aspects of this research, for example:

1. Focusing on other students' challenges in writing thesis proposal

2. Arousing students' demotivation in writing their thesis proposal

3. Analyzing students' problems in composing good validity and grammatical of the thesis proposal.
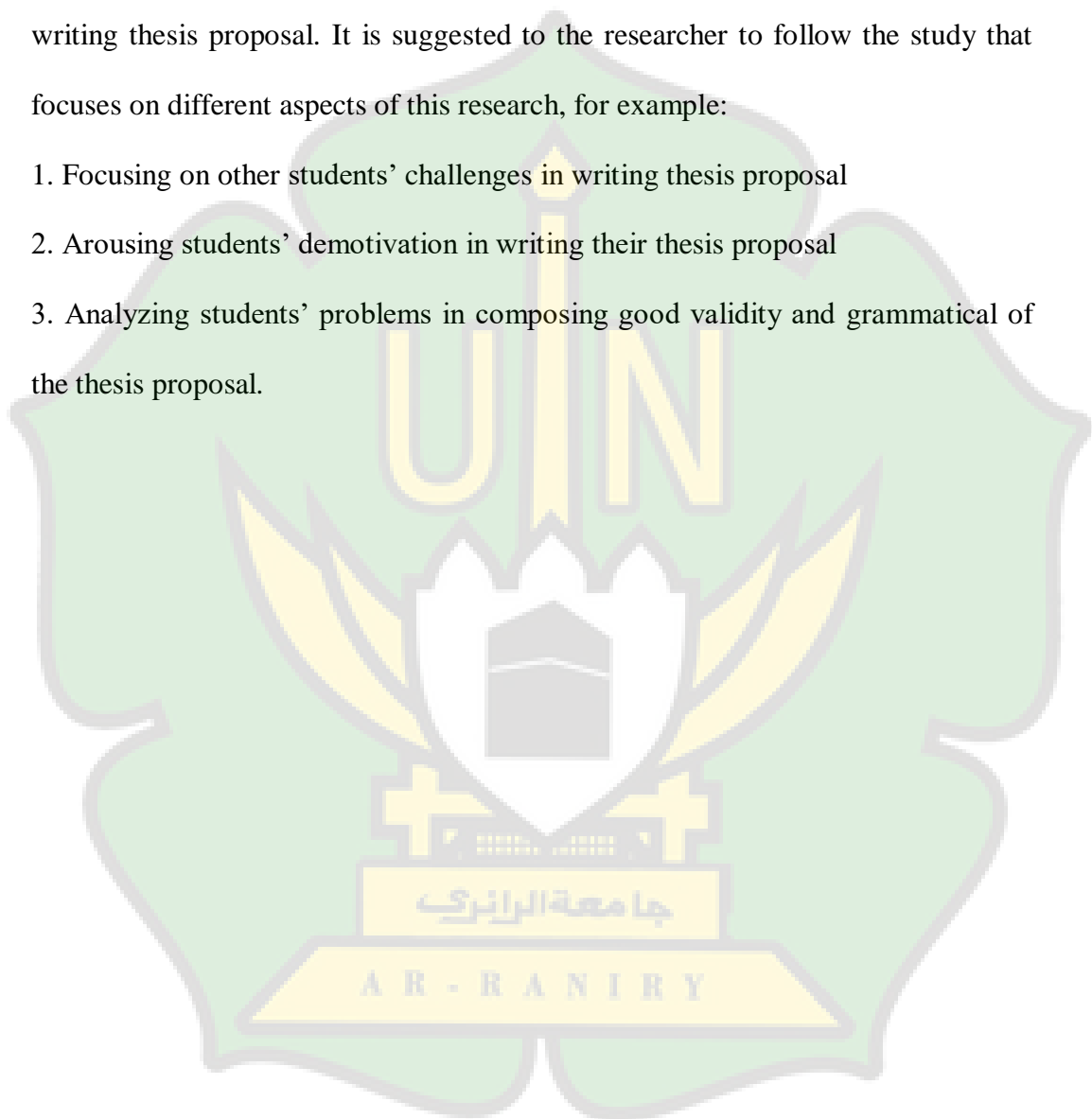
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17105/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Oktober 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Rahmat Kurniawan**
NIM	:	**150203222**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**An Analysis of Challenges among English Education Department Students in Writing BA Thesis Proposal**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2019
An. Rektor
Dekan,

Muslim Razali

Interview Protocol

Project: **English Language Students' Self-Reported Challenges in Writing Thesis Proposal and the deals for the challenges**

Time of interview   :

Date   :

Place   :

Interviewer   : Rahmat Kurniawan

Interviewee   :

Position of Interviewee : English language student who has been passed Thesis Proposal examination 2019/2020 period

This study was conducted based on the fact that most of English Language Students in UIN Ar-Raniry have not able to write thesis proposal as required even though thesis proposal is important in preparing students preliminary research design before jumping to write actual thesis. The purpose of this study is to investigate English Language Students' Challenges in writing thesis proposal and the deals with the challenges in writing thesis proposal. The data will be collected by using in-depth (semi-structured) interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the challenges that you faced during conducting thesis proposal and your deals or problem solving with the challenges in writing thesis proposal. The interview process will take approximately 30 minutes.

The points covered in this research
1. Interviewee's process of making thesis proposal
2. The Interviewee's knowledge of thesis proposal
3. The challenges in writing thesis proposal
4. Interviewee's deals of making thesis proposal
5. The interviewee's suggestions to clarify the proposal thesis requirement.

Title   : An Analysis of Challenges among English Education Department Students in Writing BA Thesis Proposal

Researched by : Rahmat Kurniawan

Consent Form for Participant in Research Interview

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I agree that my anonymised data will be kept for the future research purpose such as publications related to this study after the completion of the study. ☑

I agree to take part in this interview:

AAZ	17 - 12 - 2019	_(signature)_
Participants' Name	Date	Signature
Rahmat kurniawan	17 - 12 - 2019	_(signature)_
Researchers' name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher   : Rahmat Kurniawan

Full Adress   : Lr.Melati No.27/D, Meunasah Krueng, Ingin Jaya, Aceh Besar, Aceh

Telp   : 085362341997

E-mail   : rahmatk639@gmail.com

Title : An Analysis of Challenges among English Education Department Students in Writing BA Thesis Proposal

Researched by : Rahmat Kurniawan

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AZH	19 - 12 - 2019	
Participants' Name	Date	Signature
Rahmat kurniawan	19 - 12 - 2019	
Researchers' name	Date	Signature

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E-mail : rahmatk639@gmail.com

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I agree to take part in this interview:

DR	16 - 12 - 2019	*(signature)*
Participants' Name	Date	Signature
Rahmat kurniawan	16- 12 - 2019	*(signature)*
Researchers' name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Rahmat Kurniawan

Full Adress   : Lr.Melati No.27/D, Meunasah Krueng, Ingin Jaya, Aceh Besar, Aceh

Telp   : 085362341997

E-mail   : rahmatk639@gmail.com

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I agree to take part in this interview:

NI5	15-12-2019	*(signature)*
Participants' Name	Date	Signature

Rahmat kurniawan	15-12-2019	*(signature)*
Researchers' name	Date	Signature

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I agree to take part in this interview:

NMS	17- 12 - 2019	*Signature*
Participants' Name	Date	Signature
Rahmat kurniawan	17 - 13 - 2019	*Signature*
Researchers' name	Date	Signature

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I agree to take part in this interview:

OS	10-12-2019	*(signature)*
Participants' Name	Date	Signature

Rahmat kurniawan	15-12-2019	*(signature)*
Researchers' name	Date	Signature

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P2B	16 – 12 – 2019	*(signature)*
Participants' Name	Date	Signature

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
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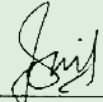
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Participants' Name	Date	Signature
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SNF	1ᴄ-12 - 2019	Saffira Sf.
Participants' Name	Date	Signature
Rahmat Kurniawan	15 - 12 - 2019	
Researchers' name	Date	Signature

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-01/Un.08/PBI/TL.00/01/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17782/Un.08/FTK.I/TL.00/12/2019 tertanggal 18 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Rahmat Kurniawan
NIM   : 150 203 222
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis of Challenges among English Education Department Students' in Writing BA Thesis Proposal.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Januari 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

<div align="center">

INTERVIEW GUIDELINE

</div>

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: AAZ

Interviewer: Rahmat Kurniawan (the researcher)

I   : What process do you face in conducting your thesis proposal?

R   : like another students, first, I must meet my academic advisor, in order to get or to discuss my thesis proposal title the maximum number amount of thesis titles that we must proposed to our department are 3 titles. I only have one title, so my academic advisor gives me 2 more titles based on him as a backup. And then I proposed my thesis title to the PBI department. And then after a week, the department published the titles that are approved (pa the titles).he only 1 meeting to consult before registering thesis proposal examination, because it is the last day.

I   : What should you include and write down in your thesis proposal?

R   : First, I wrote chapter 1 and chapter 3, and then a day before the examination, I got the information from student majority must bring include chapter 2 in their thesis proposal. But I tried to write my thesis proposal by my own, without guidance from my supervisor or suggestions.

I   : Do you face any challenges in writing your thesis proposal?

R   : Yes, I did

I   : In which step do you face the challenges in your thesis proposal?

R   : All chapters, but particularly in chapter 2.

I   : What are the challenges that you face?

R   : because of lack of knowledge, I did not know how to establish a title, lack of sources in conducting all chapters, I did not know how to write thesis as needed. And the requirement to include chapter 2 in thesis proposal did not an obligatory to bring in the examination, but a day before the exam, I got new information about that from another students. So, I confused, did I need to bring that or not, I confused how to conduct chapter 2 because the limited time that I had, but tried to make it possible

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : Yes they do, I tried to use the guidelines despite i was confused, I got the guidelines from my friend.

I   : How do you deal with those challenges?

R   : I tried to dig more the references in Google to strengthen my thesis proposal, I asked my friends who done thesis proposal to see how they conducted chapter 2, and I also go to *ruang baca* reading previous thesis my guidelines.

I   : What factors that challenges students in writing thesis proposal?

R   : First, student are difficult to find problem as their titles of thesis, it is hard form to develop ideas to be a topic. Second, all students don't know about the PBI guidelines of thesis proposal, and they do not know where to get.

I   : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R   : as I suggest for lecturers who teach ELR class, they maybe explain clearly about how to conduct thesis proposal, it's very important. So might be providing clear information. for the supervisor, they should be really care about their student who going to conduct thesis, and give very helpful guidelines that can .
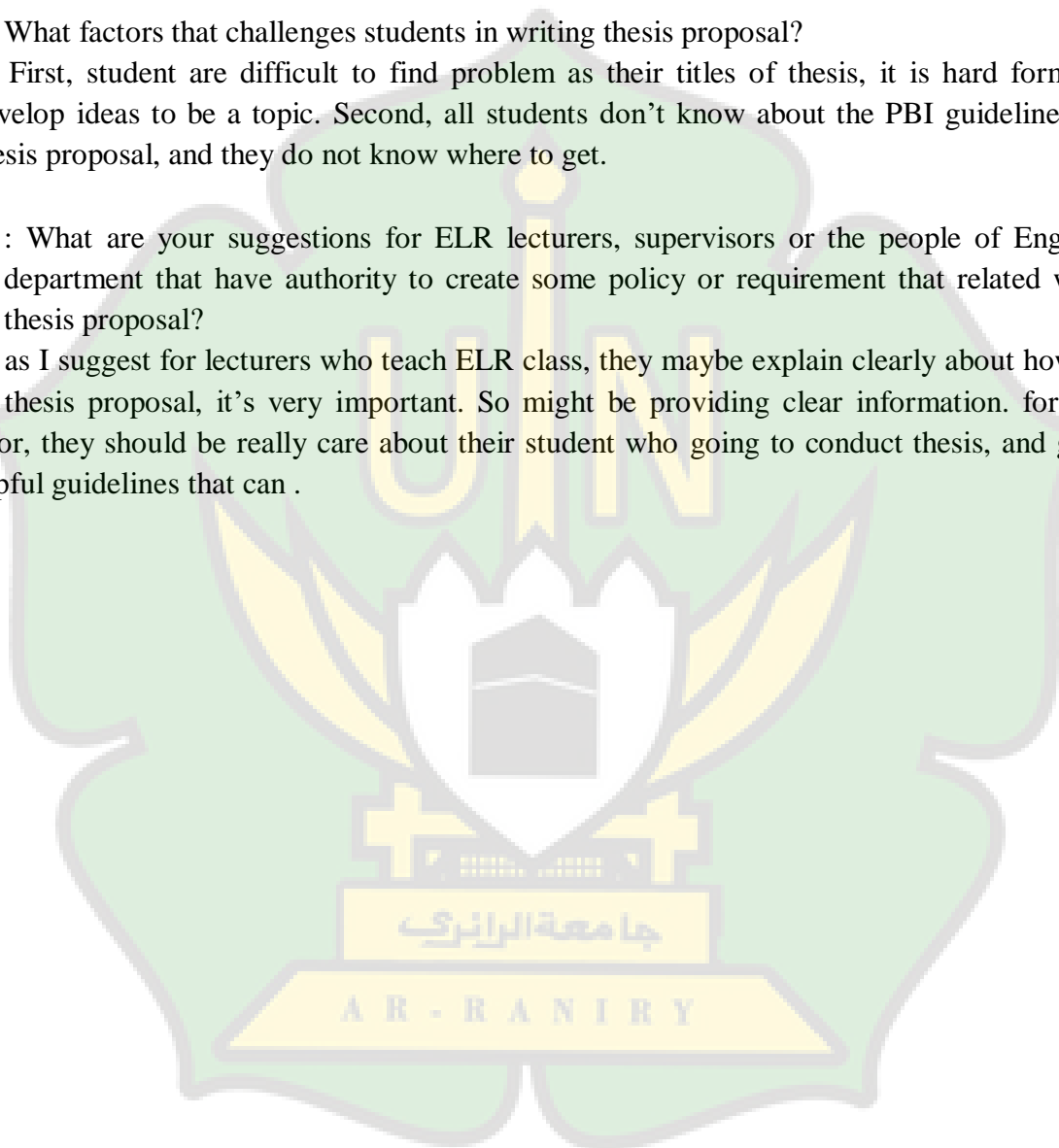
INTERVIEW GUIDELINE

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: AZH

Interviewer: Rahmat Kurniawan (the researcher)

I   : How do you write your thesis proposal?

R   : The first thing I did when making my proposal thesis was that I looked for several sources related to the problems in my research. I looked for it to be able to provide me with additional information about the problems in my research. After that, I started to make the contents of my proposal and consult it with my supervisor. After making some improvements related to the contents of my proposal, I submitted my proposal which was ready for research.

I   : What should you include and write down in your thesis proposal?

R   : In my thesis proposal, I make a submission to do research related to the problem I will examine as for the facts like the present, which has already happened, and the effects that will occur in the future. That way, I can determine the problem as well as the hypothesis that will happen in the future with all the help and the best solution.

I   : Do you face any challenges in writing your thesis proposal?

R   : Of course, I do.

I   : In which step do you face the challenges in your thesis proposal?

R   : Actually, there are some parts that have become a problem in the process of making my proposal thesis. Background section is the one that made me challenge in this process

I   : What are the challenges that you face?

R   : I felt it when I started to make a background that is almost too few sources that I have, especially for previous research sources in Indonesia. However, after I found the source, I found it difficult to have a gap between the previous researchers.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : Yes, they did and i used it.

I : How do you deal with those challenges?

R : I spend my time reading many examples of proposals and comparing them to others. When I found the points, I consulted with my supervisor again.

I : What factors that challenges students in writing thesis proposal?

R : In my opinion, the restraining factor of this process is time that is not used properly and also the limitations available by meeting the supervisor. Guidance from the supervisor is very important here, but the movement of students is also more needed.

I : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R : As my suggestion to the supervisor, they should first conduct individual observations of the students who will be guided by them. In addition, the supervisor should be able to motivate more and not drop the will of his students which means, the supervised Lecturer must also be able to open his mind when facing various kinds of attitudes from many students.
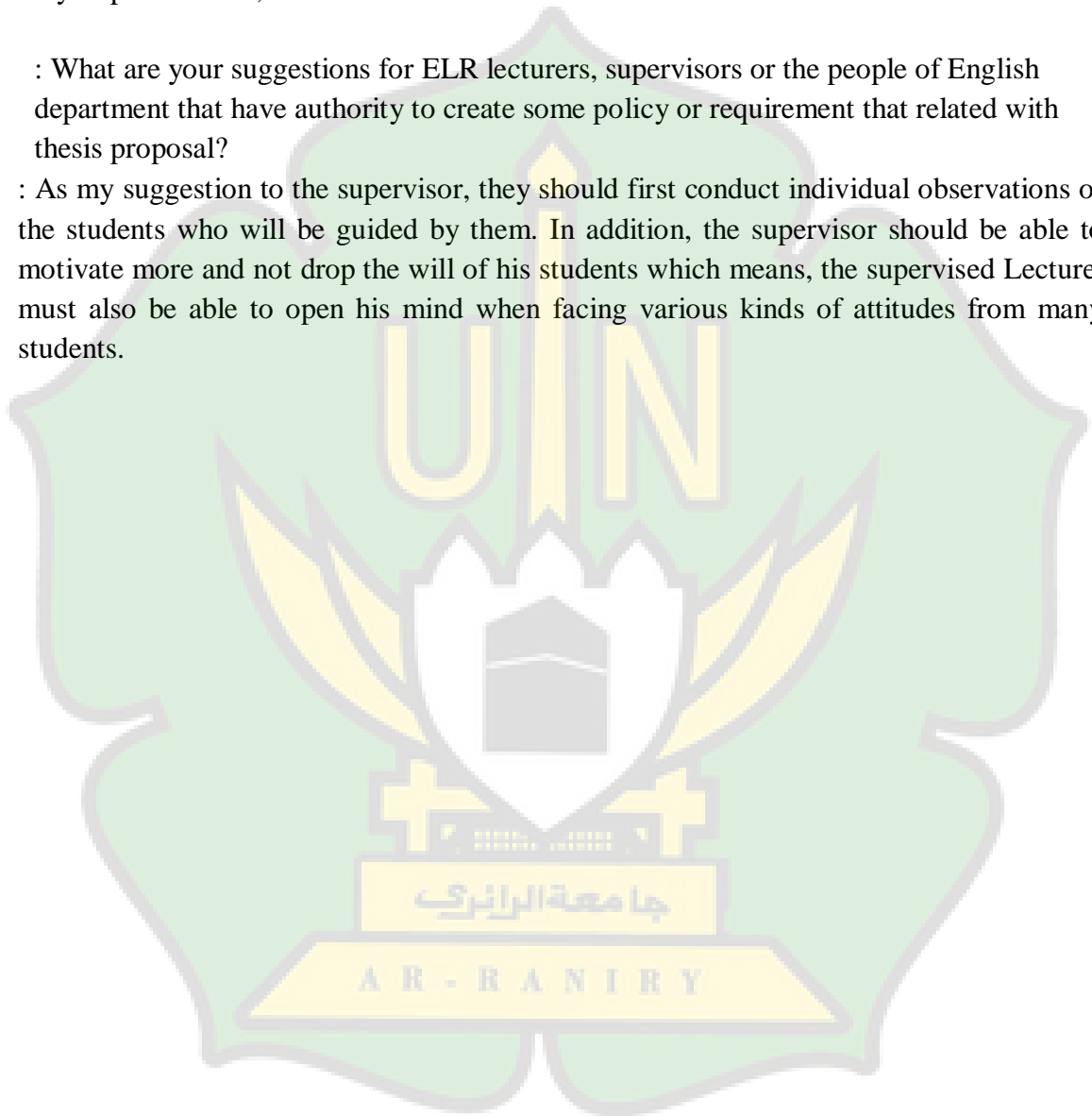
Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: DR

Interviewer: Rahmat Kurniawan (the researcher)

I : How do you write your thesis proposal?

R : First, I decided 3 titles and consulted to my Academic advisor. He chose one of 3 titles. After that, I got approval the title to the PBI's official. The ways I started to write my thesis proposal, I wrote the chapter 1 about the background and then, I did consult with supervisor. Then, chapter 3 consulted to my supervisor, I did revision in 4 times. The last, my supervisor approved my thesis proposal to proposal seminar

.

I : What should you include and write down in your thesis proposal?

R : In chapter 1, I included background, research questions, aims, terminology, and previous study. In chapter 3, I included research design, participants, and analysis collection data.

I : Do you face any challenges in writing your thesis proposal?

R : Yes, I do.

I : In which step do you face the challenges in your thesis proposal?

R : In chapter 1 and 3

I : What are the challenges that you face?

R : I lack of idea to write the thesis proposal. And also I faced difficulty to find the references that suitable to my thesis.

I : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R : Yes, I do. I use it to follow the formatting of the thesis and i got it from my friend.

I : How do you deal with those challenges?

R : I search others' thesis proposal to guide my thesis proposal such as earlier thesis in *ruang baca.*

I   : What factors that challenges students in writing thesis proposal?

R   : The factor is blank of idea, and how I want to analyze the data.

I   : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R   : My suggestion is help us to increase idea and to develop our idea related to the content in writing thesis proposal.

INTERVIEW GUIDELINE

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent : NMS

Interviewer: Rahmat Kurniawan (the researcher)

I   : How do you write your thesis proposal?

R   : Find out the same content of my proposal, looking for the lecturer to consult thesis proposal, and ask suggestion and help from my friends.

I   : What should you include and write down in your thesis proposal?

R   : The background of thesis proposal, why I chose this problem. also for chapter 2, I was a little bit difficult to find the content of my proposal because I was still do not know what kind of content I wanted to write on my proposal, then for Chapter 3 was confused for what kind of research method I wanted to use between qualitative or quantitative.

I   : Do you face any challenges in writing your thesis proposal?

R   : Yes, of course

I   : In which step do you face the challenges in your thesis proposal?

R   : while decide the research question and the methods that appropriate and support with my titles.

I   : What are the challenges that you face?

R   : research question and method. Because, it is too confused to decide research question and method, what kind of question that is suitable with my content and what kind of method that is suitable with the problem research and for the result of the problem research.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : I don't know, because I am using the thesis guideline or thesis formatting that I saw from my senior thesis in PBI library.

I   : How do you deal with those challenges?

R   : consult with the lecturer and ask some my friend suggestion and their advice.

I   : What factors that challenges students in writing thesis proposal?

R : I think, many students have many different problems while writing thesis proposal such as to decide what kind of method they want to use, what is the background of thesis proposal, what are the research questions they want to provide in the proposal.

I : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R : my suggestion for those lecturers who guide the student, the lecturers must be understand what kind of content or topic the student's thesis proposal.

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: NIS

Interviewer: Rahmat Kurniawan (the researcher)

I   : What process do you face in conducting your thesis proposal?

R   : consulting to my supervisor, before I conducted my research proposal, I have to consultation with my academic advisor, consulted about my titles; it was about 3 meetings to meet my supervisor. In consulting of the titles for my thesis, I required or my supervisor asked me to bring 3 titles for my thesis proposal. He went to ask about method that will be conducted in the research about the participant. It's about guidelines for us for connecting the research proposal, it's not so detail, but the line in which way we gone use to do this study. between 3 title proposal, then the pa will gone just like suggest one title that best for us, it just before considering that the titles is not used in the previous years, i mean our senior in the same titles for research proposal. And then the tiles is clear with the methodology that will be used, the pa highly recommend one of them that will be used. in my consultation, I had 3 meetings to make clear that my titles are appropriate to be used. After the consultation, I applied the title to my major office. But there were some requirements like transcript, the permit for supervisor about the title. And the staff of department will check the requirement that i have brought. it's going to be approved its going to be useful, and then after the department approve the title, they going to announcement supervisor for us, but only 1 supervisor, if we pass the proposal

examination, then will be published the another supervisor. I only took 5 meetings to consult and get approval from my supervisor for thesis proposal examination.

I : What should you include and write down in your thesis proposal?

R : first, background of study, the research question, the aims, the significance, the research methodology, the detail of participant the method of data collect, method data analysis. In, Background, that tells the problems that we conduct in our study, and the thing that I focused on. And why it does have to be concern. I have to tell a lot. And relate it to previous study and what are we concerned to, and the research question we briefly tell about the questions that we are going to be solved. In my thesis proposal, i have 2 RQ, in the aims of study it about to solve the questions, in the significance of study, about the benefit that will offer form this research finding. in the research methodology, it's different from another student, because my thesis supervisor suggest me to follow the guidelines of thesis or format of thesis, its mean I didn't have to input or write LR, in research methodology, we have to be told the research design that will be used, participant, sampling that will be used, Data collection, how we collect the data, data analysis and then the references.

I : Do you face any challenges in writing your thesis proposal?

R : Yes, I do

I   : In which step do you face the challenges in your thesis proposal?

R   : the whole step is so confusing, in the beginning of doing my thesis proposal, I really confused about the format, and I consulted my supervisor, he gave me e-format that makes no confusion. In doing fist thing, background, I was confused because there are many format that to be followed. Research Methodology really made me confused the method that I used what method that appropriate with my titles. The examiner suggested me to use quantity that I've imagined to play data statistically.

I   : What are the challenges that you face?

R   : I really confused about the format, because there are many format that to be followed. What method that appropriate with my titles. The examiner suggest me to use quantity that I've not ever imagine to play data statistically.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : No, they did not. I use guidelines that given from my supervisors. If any guidelines that are provided by the department,, it is still not worth it, because every supervisors has different guideline for their students

I   : How do you deal with those challenges?

R   : I consulted everything with my supervisor to deal with those challenges, like he gave me e-format that made me no confusion.

I : What factors that challenges students in writing thesis proposal?

R : External factors, I don't know how to write a good thesis, I don't know measure it, I don't are there any guidelines or thesis that good as sample to be followed. I don't any experiences it writes the thesis proposal, while other had tried to write that in ELR class

I : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R : I suggest for lecturer, to introduce the component or something that must include in thesis in ELR class. For the department, they should do socialization with the lecturers and supervisors if they have provided the guideline for student's thesis proposal. For the supervisor, he or she should use thesis proposal guidelines same as another supervisor use or universal guideline.
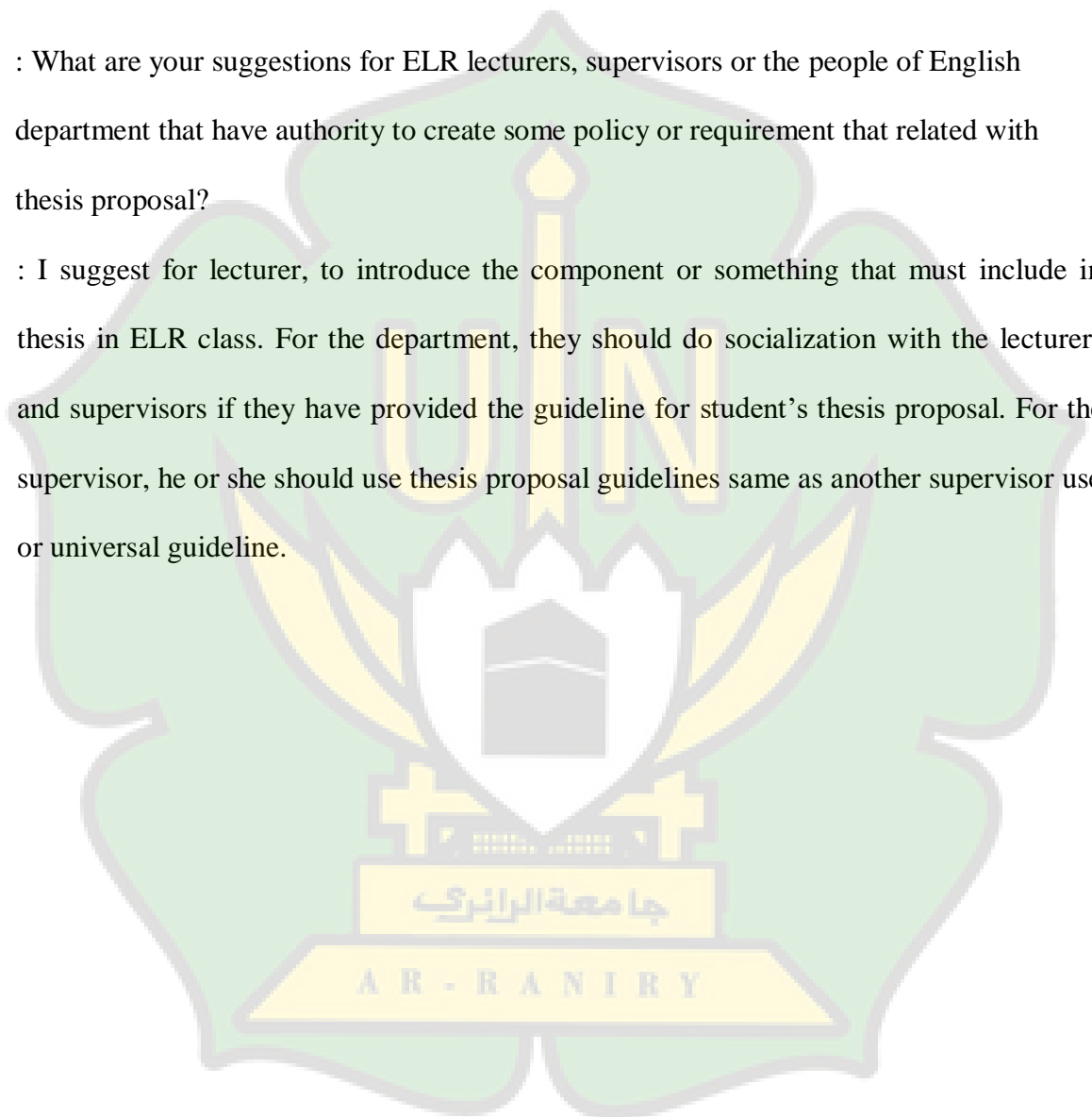
INTERVIEW GUIDELINE

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: OS

Interviewer: Rahmat Kurniawan (the researcher)

I   : What process do you face in conducting your thesis proposal?

R   : one of the difficulties problem faced by me was finding the title/issue that will be the object for my research.

I   : What should you include and write down in your thesis proposal?

R   : because it is a thesis proposal, Writer should only focus on chapter 1, 2, and 3.

I   : Do you face any challenges in writing your thesis proposal?

R   : Yes, of course

I   : In which step do you face the challenges in your thesis proposal?

R   : Chapter 2

I   : What are the challenges that you face?

R   : in writing the thesis proposal, I was facing several problems such as finding the source (book, journal, or article) and a little bit confuse in paraphrasing. The way how I created with the problems were by searching the material as much as I can then for the paraphrasing itself, I was trying my best to paraphrasing then I asked the comment of my supervisor

I   : Does your department provide thesis proposal guideline? If yes, where do you know, where do you get? And do you use it? If no, what guidelines do you use and where you get that?

R   : Yes, our department provider the thesis proposal guideline. I have known about this since I was in semester five. Later on, when I was in seventh semester, the guideline was a little bit changing. I got the guideline from my lecture and my supervisor.

I   : How do you deal with those challenges?

R   : asking comments from my lecturers as feedback

I   : What factors that challenges students in writing thesis proposal?

R   : First, students need to get rid of their laziness. Then, students should find a good and an interesting title/issue.

I   : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R   : Most of ELR lectures were done a very good job. They were teaching a very useful material for their students. But, there was a thing that the ELR lecturer should do, for example: asking the students to write a real thesis proposal as preparation. So, they can use the proposal for seminar without waiting. According to my experience, there were some of my friends who did not use the proposal that they made while in ELR class.
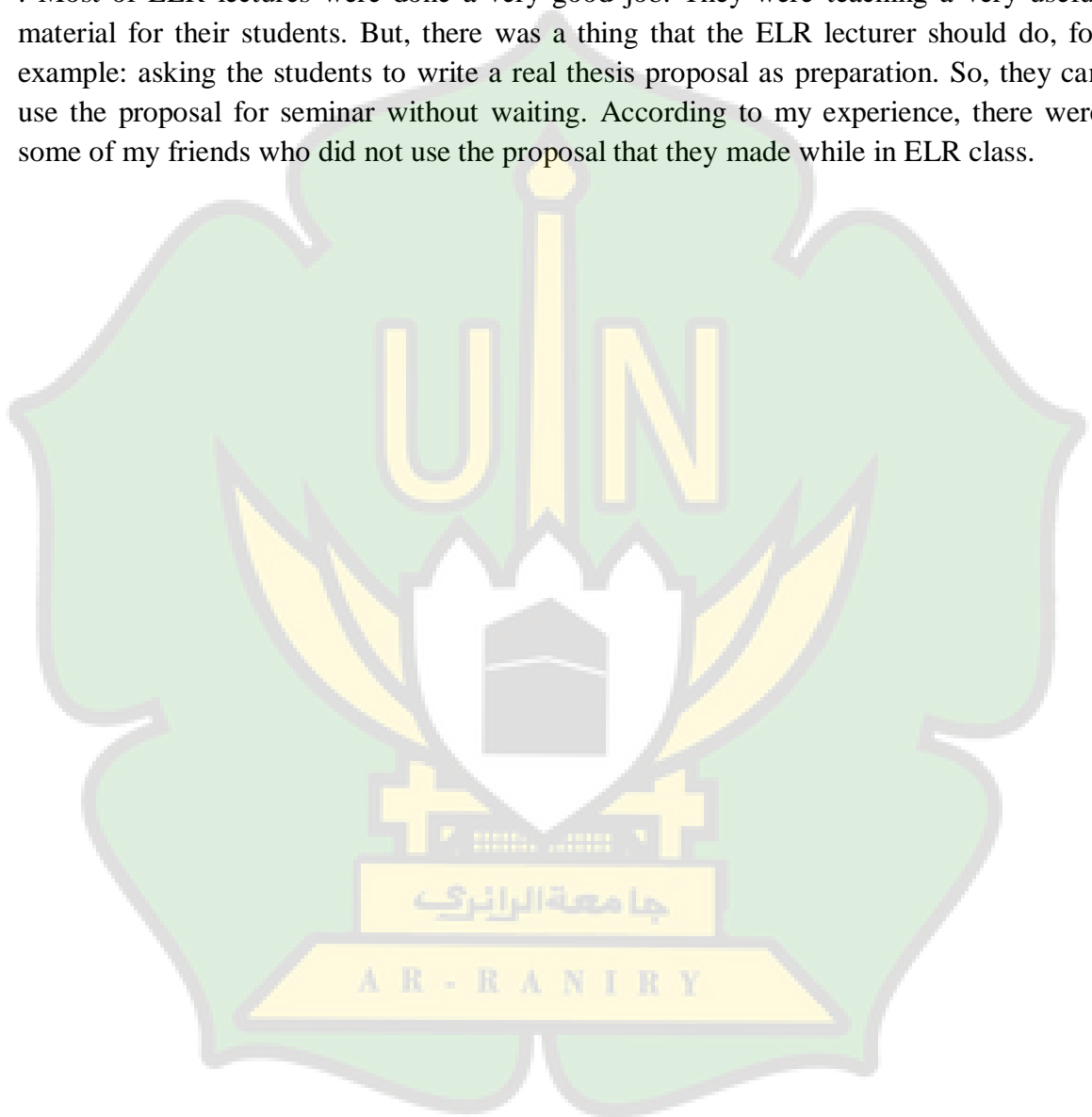
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INTERVIEW GUIDELINE

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Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: PB

Interviewer: Rahmat Kurniawan (the researcher)

I   : How do you write your thesis proposal?

R   : The first thing I do is submit my title to the academic supervisor until it is approved, then I begin to make a proposal that I must consult with the supervisor. In the proposal, we must be able to complete three chapters. After three chapters received approval from the supervisor, then I submitted a proposal to conduct a

I   : What should you include and write down in your thesis proposal?

R   : I write down in my thesis proposal about method use to teach vocabulary

I   : Do you face any challenges in writing your thesis proposal?

R   : Yes, I do.

I   : In which step do you face the challenges in your thesis proposal?

R   : In chapter 1 and 3

I   : What are the challenges that you face?

R   : I was lack of idea to write the thesis proposal. And also I faced difficult to find the references that suitable in my thesis.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : Yes, I do. I use it to follow the formatting of the thesis to match that was requested by the study program department.

I : How do you deal with those challenges?

R : I search others' thesis proposal to guide my thesis proposal and also share my problem with my supervisor.

I : What factors that challenges students in writing thesis proposal?

R : The factor was lack of idea.

I : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R : My suggestion is to keep guiding us, improving our writing skill and the idea in writing thesis proposal.

INTERVIEW GUIDELINE

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: QN

Interviewer: Rahmat Kurniawan (the researcher)

I   : What process do you face in conducting your thesis proposal?

R   : As the other students did, I submitted a title to my department after 2 times consulting with my academic advisor and she chose 1 title from 3 tiles that I have brought. But, my title was rejected by the department. So I had consulted with my Academic advisor to submit again and the department accepted my second submitted title. Second submitted title, it took 3 times consultation with my academic advisor. So I wrote the proposal chapter 1 and 3 about it, but my supervisor said that my title is too general, so he suggested me to change the title, he suggested me to write about persuasion. So I did my proposal about it. I had met my supervisor about 7 times to consult my proposal before I finally joined to thesis proposal examination.

I   : What should you include and write down in your thesis proposal?

R   : I should include background, Research question, research aims, and terminology in chapter 1. In Background tells why my research must be conducted, the focus, significance and what makes my research different from others. Terminology explained the keyword of the title. In Chapter 2, I explained the theory about the title I chose Chapter 3. Research methodology including participant, the research design, how I analyze the data

I   : Do you face any challenges in writing your thesis proposal?

R   : of course I do.

I   : In which step do you face the challenges in your thesis proposal?

R   : In all chapters

I   : What are the challenges that you face?

R   : The challenges are the department obligates the student to include references above 2000; i have tried to find the references that I needed. So, my thesis proposal is not

strengthen enough because the definition, term and previous study above 2000s that related with my thesis proposal are not much easy to get.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : I think they do, but I just followed the thesis that exist in *ruang baca* as my thesis guideline

I   : How do you deal with those challenges?

R   : I tried to find the similar thesis with mine, so I can see how to do it. I ask my friends who understand about my title. And sometimes, I consult with my supervisor

I   : What factors that challenges students in writing thesis proposal?

R   : I feel like it's hard to relate one of my opinions with the opinions of other researchers supporting mine. And also lack of understanding of the student on how to conduct the research. It might be happened because they don't really pay attention on ELR class.

I   : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R   : My suggestion is it will be good if ELR and Metodologi Penelitian lecturer explain how to conduct a research more detail. I mean like how is the good background, what must be include in it, how to get the data and how to process,. For supervisor, I do hope they have more available time to do the consultation with students
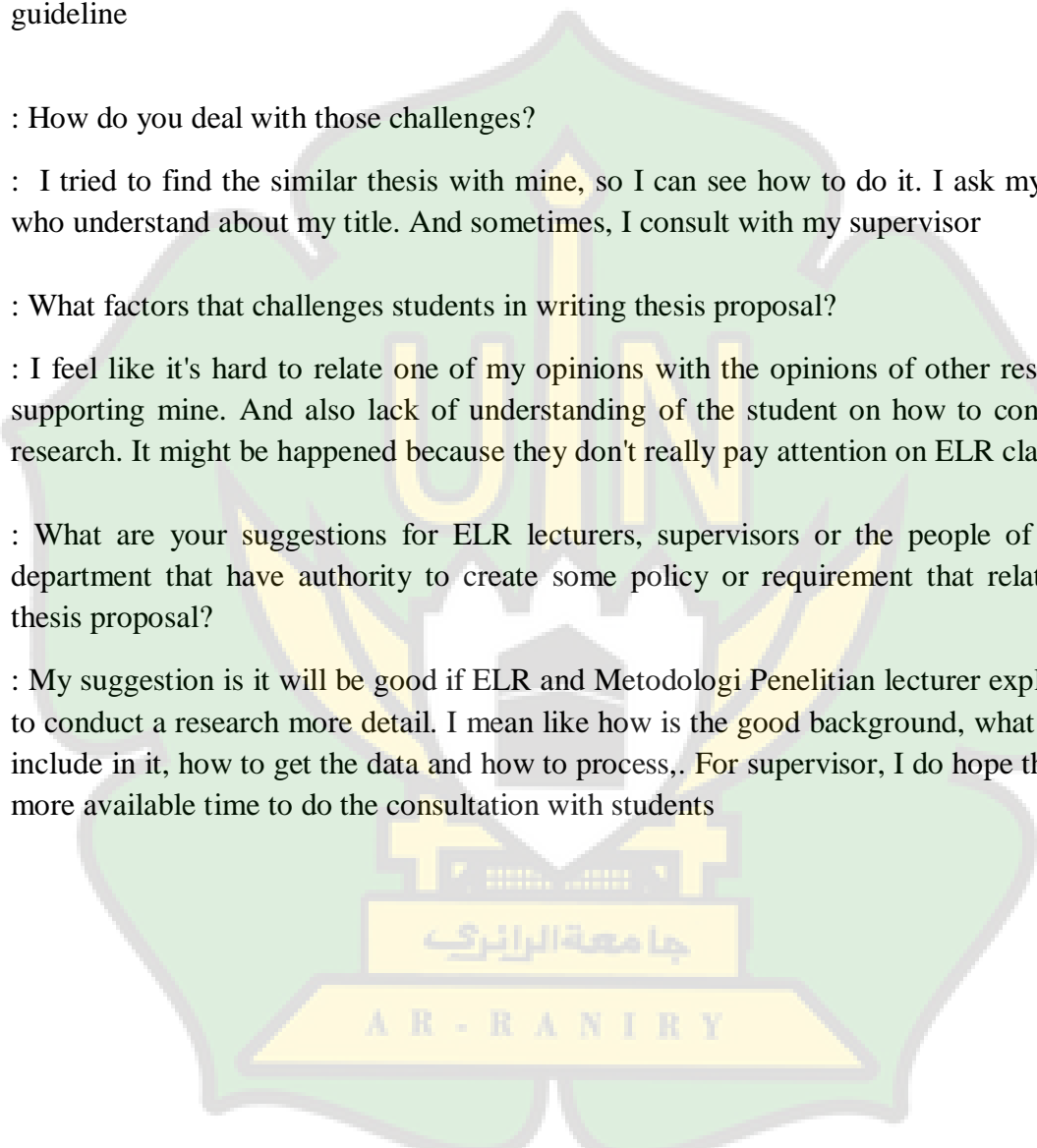
INTERVIEW GUIDELINE

Place: UIN Ar-Raniry

Interviewees: English Education Department Students of UIN Ar-Raniry

Respondent: SL

Interviewer: Rahmat Kurniawan (the researcher)

I   : How do you write your thesis proposal?

R   : Firstly, I have three proposal thesis titles. I got 2 from myself and the other one is from my friend. And then I meet or consulted with my PA about my title. And my supervisors accepted one of my titles. And I registered my title to major. I have for about 4 or 5 times meet my supervisor. And I registered my proposal thesis. Then I got my seminar examination. I wrote thesis based on my supervisor's direction.

I   : What should you include and write down in your thesis proposal?

R   : Introduction, Research question, the aim of Study, Significance of Study, Literature Review, and Research Methodology

I   : Do you face any challenges in writing your thesis proposal?

R   : Yes, I do

I   : In which step do you face the challenges in your thesis proposal?

R   : Research question and Research methodology

I   : What are the challenges that you face?

R   : I usually found challenges when I wrote research question. Because I thought the research question was very affecting my whole proposal thesis. So, I think it's hard to me to choose what kind of research question that I needed to put on my research proposal. And also I found challenges on writing the research methodology. There's a lot to do on writing research methodology. So, sometimes this part was confusing me a lot. So that's why I needed more and more references when I wrote this part.

I   : Do your major provide thesis proposal guideline? If yes, do you use it? If no, what guidelines do you use and where you get that?

R   : yes, of course we do. But at the first time I wrote my thesis proposal, I didn't follow the guideline from my major. Because it was my first day writing thesis proposal when I got the information that we have our own guideline on my major, I just immediately used it.

I   : How do you deal with those challenges?

R   : When I got stuck on writing research question I Immediately met my supervisor for a better idea. And then, when I got confused I usually will take a rest for a while and also meet my supervisor for a better knowledge

I   : What factors that challenges students in writing thesis proposal?

R   : I'm not really sure what kind of factors that challenges the student, because every student has a different ability. Especially, when the student writing the thesis proposal. The student must have different idea or creativity on writing their thesis proposal. But

once I got that sometimes the student kind of neglectful how to say, because thesis proposal is not think that have the deadline, I mean we don't need to face or collect this to our lectures for a score I think things that makes the student's negligence. Sometimes, I think yes. The other factor is less of references I think. I mean sometimes we didn't have what we want on the others people journal or book for example. But it doesn't mean there are no references. There's a lot references out there. And also we have all we want out there. But sometimes it's not coming on the right times.

I   : What are your suggestions for ELR lecturers, supervisors or the people of English department that have authority to create some policy or requirement that related with thesis proposal?

R   : for supervisor, to provide more consultation time

AUTOBIOGRAPHY

Full Name : Rahmat Kurniawan

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Place/Date of Birth : Aceh Utara / April 26th, 1997

Sex : Male

Religion : Islam

Nationality : Indonesia/Aceh

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Occupation : Student

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Phone Number : 085362341997

Parents

    Name of Father : Zakaria.

    Name of Mother : Nurjannah

    Father's Occupation : *PNS*

    Mother's Occupation : House wife

Educational Background

    Elementary School : MIN Pagar Air

    Junior High School : MTsN 2 Banda Aceh

    Senior High School : SMAN 8 Banda Aceh

    University : Tarbiyah Faculty and Teacher Training Department of English Language Education Ar-Raniry State Islamic University

Banda Aceh, December 31th 2019

Rahmat Kurniawan