AN UNDERGRADUATE THESIS

**AN ANALYSIS OF WRITING DIFFICULTIES FACED BY THE
STUDENTS OF THE ENGLISH DEPARTMENT IAIN METRO
IN UNDERGRADUATE THESIS PROPOSAL
ACADEMIC YEAR 2019/2020**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AN ANALYSIS OF WRITING DIFFICULTIES FACED BY THE STUDENTS OF ENGLISH DEPARTMENT IAIN METRO IN UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020

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In English Education Study Program

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An Undergraduate thesis entitled: AN ANALYSIS OF WRITING DIFFICULTIES FACED BY THE STUDENTS OF ENGLISH DEPARTMENT IAIN METRO IN UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019 / 2020, Written by MUSTIKAWATI, student number 1501070276 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 13th 2019 at 14.00 - 16.00 p.m.

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AN ANALYSIS OF WRITING DIFFICULTIES FACED BY THE STUDENTS OF THE ENGLISH DEPARTMENT IAIN METRO IN UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020

ABSTRACT

BY:

MUSTIKAWATI

The main purposed of this research were to figure out the students' difficulties in writing proposal which appeared in the undergraduate thesis proposal of English department student's IAIN Metro in academic year 2019/2020.

The characteristic of this research were descriptive qualitative. The primary data of this research were taken from twenty proposal of IAIN Metro English department student's in academic year 2019/2020. The data were collected by observation, interview and documentation. Moreover, the data were categorized, decoded, analyzed deeply and represented by qualitative descriptive. In addition Creswell model were used to analyze the data which had been collected.

The result of this data researched shown that student's difficulties in writing the undergraduate thesis proposal. After analyzing this phenomenon, there are four difficulties or mistakes in writing proposal namely: depth and breadth (60%), logic (50%), mechanic of grammar (50%), references and formatting (80%). In addition, the result of the data interview shows that students have difficulties in writing the undergraduate thesis proposal. The writer found that many students have still confused in writing the undergraduate thesis proposal. They know about thesis proposal and how to write it but still do not know in detail and depth about their thesis proposal, grammar, reference and formatting. The conclusion of this research is the student's difficulties in writing the undergraduate thesis proposal and it should be fixed in their writing. Besides grammar and references are the difficulties that often appear in writing the undergraduate thesis proposal for students.

Keyword: *Analysis, Scientific work, Writing, Difficulties, Proposal*

MENGANALISIS KESULITAN YANG DI HADAPI MAHASISWA BAHASA INGGRIS IAIN METRO DALAM MENULIS PROPOSAL SKRIPSI TAHUN AJARAN 2019/2020

ABSTRAK

DITULIS OLEH:

MUSTIKAWATI

Tujuan utama dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis yang muncul dalam tesis proposal mahasiswa jurusan bahasa inggris IAIN Metro di tahun akademik 2019/2020.

Penelitian ini adalah penelitian kualitatif deskriptif. Data utama dari penelitian ini merupakan 20 proposal yang diambil dari mahasiswa jurusan Bahasa Inggris IAIN Metro 2019/2020. Data dikumpulkan dengan observasi, wawancara dan dokumentasi. Selain itu, data dikategorikan, diterjemahkan, dianalisis secara mendalam dan disajikan menggunakan deskriptif kualitatif. Metode analisis yang dikemukakan oleh Creswell untuk menganlisa data yang telah diperoleh.

Hasil data penelitian ini menunjukkan bahwa siswa kesulitan dalam menulis tesis proposal. Setelah menganalisis fenomena ini, ada empat kesulitan atau kesalahan dalam penulisan proposal yaitu: kedalaman dan luasnya (60%), logika (50%), mekanisme tata bahasa (50%), referensi dan format (80%). Selain itu, hasil wawancara data menunjukkan bahwa siswa memiliki kesulitan dalam menulis proposal. Penulis menemukan bahwa banyak siswa masih bingung dalam menulis proposal tesis sarjana. Mereka tahu tentang tesis proposal dan bagaimana menulisnya tetapi masih belum tahu secara detail dan mendalam tentang proposal tesis mereka, tata bahasa, referensi dan format. Kesimpulan dari penelitian ini adalah kesulitan siswa dalam menulis proposal tesis sarjana dan harus diperbaiki dalam tulisan mereka. Selain itu tata bahasa dan referensi adalah kesulitan yang sering muncul dalam penulisan tesis proposal untuk mahasiswa.

Kata Kunci: *Analisis, Pekerjaan ilmiah, Menulis, Kesulitan, Proposal*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Mustikawati

Student Number   : 1501070276

Study Program   : S1 English Education Department

States that this undergraduate thesis is original except the certain parts of it quoted

from bibliography mentioned.

Metro, 30 October 2019

The Researcher

Mustkawati

S.N. 1501070276

PERNYATAAN KEASLIAN PENELITAN

Yang betanda tangan dibawah ini:

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Jurusan   : S1 TBI (Tadris Bahasa Inggris)

Menyatakan keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah

dicantumkan dalam daftar pustaka yang ada.

Metro, 30 Oktober 2019

Peneliti

Mustikawati

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v

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Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Bestow and mirus always deliver to our precious prophet Muhammad s.a.w who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This undergraduate thesis entitle "AN ANALYSIS OF IAIN METRO ENGLISH DEPARTMENT STUDENT'S DIFFICULTIES IN WRITING THE UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020"

Regarding to the undergraduate thesis, the writer would like to express the gratitude to the sponsor Drs. Kuryani, M.Pd and the co-sponsor, Syahreni Siregar, M.Hum, who have sincerely guided writer to accomplish the undergraduate thesis. Finally, the writer realizes that this undergraduated thesis is far from perfect. The writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, October 30th 2019
The writer

Mustikawati
NPM. 1501070276

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of international languages which are widely used in many countries around the world. It is very important for students to master English in all skills. The skills are listening, speaking, reading and writing. Those skills are related to each other. In this case the researcher is going to focus on writing. People can discover and express their ideas, issues and events only in process of writing. In addition, writing is away in order students to accomplish their ideas on the paper.

Meanwhile, writing as a process expressing ideas should be done in our leisure. Everyone has a same occasion to express everything their mean on the paper. Writing will be an enjoyable activity as long as someone having ideas and knowledge to actualize it.

Therefore, many students retell their life experience in writing. However, in fact writing is not an easy activity event for someone especially in writing thesis proposal. Before doing writing thesis, students are required to start writing undergraduate thesis proposal. There are many difficult to be mastered by the students because it consists of the rules of English writing grammatically. The students also have to know about the structure of the English writing and the choice of words that are used in the writing.

In reality, there are many difficulties to write in English especially for English department students of IAIN Metro in the writing thesis proposal. Based on the observation on writing thesis proposal, students could not write English with grammar well because of several reasons. In their proposal, students have difficulty in arranging the sentence to writer their proposal.

In this case, the researcher wants to conduct the research in English department student at IAIN Metro to find students who have difficulty at write their proposal. Based on the pre-survey have been conducted in September 2019. It is investigated that the students still have many difficulties in writing thesis proposal from the clarity, relevance, depth and breath, logic, mechanics of English, references.

Table 1
The Pre-survey data of the IAIN English department student's
difficulties in writing the undergraduate thesis proposal

No	Name of Students	Grade	Criteria
1	KT	3	Commendable
2	UP	3	Commendable
3	RI	5	Growth Area Value
4	UL	5	Growth Area Value
5	RR	5	Growth Area Value
6	FA	1	Outstanding
7	DW	1	Outstanding
8	KN	1	Outstanding
9	RS	3	Commendable
10	HY	3	Commendable

Table 2
The Criteria of Students in Writing the Undergraduate Thesis
Proposal

No	Grade	Frequency	Percentage	Criteria
1	0-2	3 students	30%	Outstanding
2	3-4	4 students	40%	Commendable
3	5-6	3 students	30%	Growth Area value

The writer conducted the pre- survey with 10 proposals. From the table above, shows that many students still have difficulties in writing undergraduate thesis proposal. They are not capable in reach outstanding criteria in writing undergraduate thesis proposal.

From this case, writer will try to analyze the English students' difficulties in writing undergraduate thesis proposal. The writer will find out what the factors cause the English students' difficulties in writing undergraduate thesis proposal. Therefore, the writer will conduct a qualitative research entitled of "An Analysis of Writing Difficulties Faced by the Students of the English Department IAIN Metro in Undergraduate Thesis Proposal Academic Year 2019/2020."

B. Problem Identification

Based on the background above, the researcher found some problem as follows:

1. The students are difficult and confused in writing undergraduate thesis proposal.

2. The students have low motivation in writing undergraduate thesis proposal

3. Students are not able to detect the problem of research

4. Students have difficulties in writing because students low vocabulary in writing undergraduate-thesis proposal

C. Focus of Study

As stated in problems identification above, the researcher limits the problems by focusing of number 1 that is students are difficult and confused in writing undergraduate thesis proposal.

D. Research Questions

Based on the background of study and the problem limitation above, the writer formulates the problem in the research as:

1. What are difficulties in writing faced by students of the English Department in undergraduate thesis proposal IAIN Metro Academic Year 2019/2020?

2. Why do the difficulties in writing faced by students of the English Department in undergraduate thesis proposal IAIN Metro Academic Year 2019/2020?

3. How to solve difficulties in writing faced by students of the English Department in undergraduate thesis proposal IAIN Metro Academic Year 2019/2020?

E. Objectives and benefit of the study

1. Objectives of the study

   The objective of this research is as follows:

   a. To investigate the student's difficulties in writing undergraduate thesis proposal at IAIN Metro Academic Year 2019/2020.

   b. To investigate the factors problems student's difficulties in writing undergraduate thesis proposal at IAIN Metro academic year 2019/2020.

   c. To gives solution to solve problem student's difficulties in writing undergraduate thesis proposal at IAIN Metro academic year 2019/2020.

2. Benefit of study

   The researcher expects that the result of the study will give some benefits to the students, to the other researchers and to English teacher. They are follows:

   a. For the students

   As the actual phenomena that provides students better understanding about difficulties in writing from their writing ability. The qualitative research is expected to be useful for students so they to know how difficulties in writing mastery in their writing ability. Then beside that students will also realize their difficulties in their writing ability. After realizing their

difficulties in writing mastery, it hoped that students will react to improve their limitation in writing difficulties mastery.

b. For Other Researchers

As one of the guidelines and examples, because others researchers can take lessons related to the English difficulties in writing undergraduate thesis proposal.

c. For English Teacher

As one of the consideration English teachers to improve students' writing difficulties in mastery writing ability. This research can provide information to English teachers to obtain alternative solution in teaching English writing.

F. Prior Research

The first prior research was conducted by Saehu. This research focuses on English thesis Writing of UIN Sunan Gunung Djati. This research use qualitative research[1]. The similarity between this research with the first prior researched is in the method use qualitative, both focuses on writing thesis. The different in first prior research focus in English thesis writing while this study focus on students difficulties in writing the undergraduate thesis proposal

The second prior research was conducted by Komba. The research focuses on to investigate challenges of writing thesis and

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[1] Andang Saehu "An Analysis of English Thesis Writing: A Case Study of English Department of Uin Sunan Gunung Djati Bandung" *Journal of English Education*, 2013, ISSN 2301-7554, Issu 1, p. 1

dissertations among postgraduate students[2]. This research use qualitative research. The similarity between this researched with the second prior research is in the focus of study, both focuses on English writing thesis. The difference between the second prior research and this study is the second prior research focus on to investigate challenges of writing thesis and dissertations among postgraduate students and this study focus on students difficulties in writing the undergraduate thesis proposal

Moreover, the third prior research was conducted by Siahaan. This research focuses on an investigation towards the tenth graders' ability and difficulties in writing descriptive text. This research use case study as the research designed[3]. The similarity between this researched with the third prior research is in focus of study, both focus on difficulties in writing while the difference is the third prior research focus on ability and difficulties in writing descriptive text and this study focus on the students difficulties in writing the undergraduate thesis proposal.

Based on the three prior researched above, the first prior research and the second prior research have similarity on the research method used qualitative research and this study also use qualitative research, both the second the third prior research use case study as the research designed. Then the first prior research and the second prior research have similarity focused on writing thesis, both the second prior research focus on ability

[2] Sotco Claudius Komba "Challenges of writing theses and dissertations among postgraduate students in Tanzanian higher learning institutions" *International Journal of Research Studies in Education*, 2016, ISSN: 2243-7711, Vol. 5, No. 3, p. 1

[3] Junita Siahaan ." An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts" *Journal of English and Education*, 2013, ISSN: 114-121, Vol. 1, No.1, p. 1

and difficulties in writing descriptive text. The difference is this study focuses in student's difficulties in writing the undergraduate thesis proposal. So, this research will conduct the new kind of research related to student's difficulties in writing the undergraduate thesis proposal.

CHAPTER II

THE LITERATURE REVIEW

A. Concept of Writing

1. Definition of Writing

In learning English, people must master four basic skills such as speaking, reading, listening and writing. In this case, the writer will focus on writing. Many definitions about writing have been proposed by expert.

Firstly, according to Gregg and Steinberd, writing is like trying to work something. In writing, people must choose the title first.[4] Writing is process to express their ideas, in writing people needs many vocabulary to write in the text, the writer makes paragraph to become a text.

Secondly, referring to Olive and Levy, writing is an activity or someone to express their ideas, feeling and opinion on the paper.[5] Using written can give information to the reader.

Another definition by Brause, writing is one of free yourself to start writing, ask ourselves to do writing until final text.[6]

From the explanation above, the researcher conclude that writing is the processing ideas and mind by using knowledge of structure and vocabulary to combine our ideas a means communication and found the first words.

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[4] Lee W. Gregg & Erwin R. Steinberg. *Cognitive Processes in Writing.*(London: Routledge, 2017), p. 3

[5] Thierry Olive & C. Michael Levy. *Contemporary Tools and Techniques for Studying Writing.*(France: Kluwer Academic Publisher, 2002),p. 1

[6] Rita S. Brause. *Writing Your Doctoral Dissertation Invisibel Rules of Success.*(Taylor: Routledge, 1999), p. 91

2. The Process of Writing

The writing process used in Nazario, writing consists of five stages:[7]

a. Prewriting

In the first step, discovering and limiting the topic. Pre writing techniques to step find the topic and focuses to writing of the text. Prewriting techniques help the people discover ideas the writing process.

b. Drafting

The writer drafting product related to the topic. The writer check the words in elaborating the topic. Besides, in drafting phase, reading and correcting are required to improve product of writing.

c. Revising

In this stage, if the students revise, the students review the draft to see where can make their writing clearer, more accurate, more meaningful and more informative. Each writing chapter includes a style tips to help students write more clearly and accurately and a problem–solution section.

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[7] Luis A. Nazario ,et.al, *Bridge to better Writing*. (Australia: Wadsworth, 2010), p. 9-15

d. Proofreading

In the proofreading stage, the students can see the text for spelling, sentence structure, and word usage. Each chapter presents grammars error as a starting point writing for proofreading.

e. Reflecting

The final stage of the writing process is reflecting. The students start by reflecting on their writing experiences in that chapter. The students created their draft in their next writing.

3. **Characteristics of Writing**

Brown stated there are many characteristic of writing from perspective from a reader as follows:[8]

a. Permanence

Written is permanent cause elaborate writing in the paper or computer to give information to the reader, gives education media in model a book.

b. Production time

In written text, the writer limited processing time to production writing in the text. The written have good time efficient process to get final text.

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[8] H. Douglas Brown, Teaching By Principle *: An Interactive Approach to Language Pedagogy, Ed*-2(San Franscisco: Longman,2001),P. 341

c. Distance

In the written, distance is very important because in writing process the writer must give distance space like specific words, phrases, sentences and paragraphs will be interpreted. So in the written, distance influence information to the reader that no ambiguity in the meaning of the text.

d. Orthography

The orthography is science that discusses the procedures for updating and pronouncing alphabet in other written symbols English correctly.

e. Complexity

In complexity the written must combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety. The writer must learn how to deleted the sentences that no coherent or matching.

f. Vocabulary

In Written language, vocabulary is very importance to make a sentence and paragraph to product a text. Good writers will learn to take English vocabulary with matching. The writer must choose the vocabulary that familiar so the reader easily to understand the meaning of the text.

g. Formality

Writing is frequently more formal than speaking or speech. In writing there are rhetorical, formality also formal structure like openings and then endings of the text.

4. **Types of Writing**

Vinci stated, there are three types in writing as follows:[9]

a. scientific articles

Scientific article is scientific papers that are specialized and published by journals, magazines and newspapers. Part of introduction consists of title, author's name, abstract and keyword.

b. research papers

Research papers are generally written about the results of conducting a research that is made clearly and coherent methodology with language accurately. The research paper was made to be presented at classroom.

c. proposals

Proposals is a design of activities that written with systematically, in written the proposal education there are three chapter which will be move on as thesis but must get accepted from the guidance. Proposals also can make to request donation that will be cooperation in it.

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[9] Leornado da Vinci, *Writing in English a Practical Handbook for Scientific and Technical Writers.* (Europan Commision: Project Group,2000), p. 1-3

B. The Concept of Difficulties in Writing Faced by Students in Undergraduate Thesis Proposal

1. The Definition of Undergraduate - Thesis Proposal

Firstly according to Eco, a thesis is a typewritten manuscript, usually 100 to 400 pages in length, and then student defends it in front of guidance.[10]

Secondly, according to Smith, thesis writing is also description a planned approach to experimental work. Experienced researchers relate how designing and conducting experiments. This type of planning helps the students to the final thesis.[11]

Thirdly, according to Blair, a proposal a detailed description of the study and defend their proposal to guidance. Students must make proposal with high quality research. Importantly, the proposal is explanation for the topic and methodology, and, once accepted, is a written agreement between students and their guidance.[12]

From definition of thesis proposal above, researcher conclude that thesis proposal is detailed description of the study and proposal is how related between designing and conducting experiments. The students make proposal with high quality research and defends until move on thesis.

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[10] Umberto Eco. *How to Write a Thesis*.(Cambridge: the MIT Press, 2015), p. 1

[11] Robert V. Smith, et.al., *Graduate Research A Guide For Students In The Sciences*, (London: Elsevier, 2016), p. 142

[12] Lorrie Blair. *Writing a Graduate Thesis or Dissertation.*(Canada: Sense Publishers, 2016), p. 23

2. **The Purposes of Undergraduate - Thesis Proposal**

There are purposes of undergraduate thesis proposal as follows:[13]

a. Develop their research under the guidance of lecturers

b. Can experience in problem identification, data analysis, and interpretation.

c. Develop methodological and technical skills.

d. To applying theory and methodology to investigating a problem.

e. To build professional working relationships with the guidance lecturers

3. **The Organization Structure of Undergraduate - Thesis Proposal**

David states that typically, the thesis will include the following:[14]

a. Introduction

Introduction is the first chapter of the paper that contain description topic or title of the research. In the first chapter describe about problem background of study, problem identification, focus of study, and the purposes of research.

b. Literature review

A detailed description about theory of the expert related to the topic or title of the research (sometimes combined with the introduction).

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[13] Lisa Chasan-Taber. *Writing Dissertation and Grant Proposals Epidemiology, Preventive Medicine and Biostatistics*. (London: CRC Press, 2014), p. 15-16

[14] Martha Davis. *Scientific Papers and Presentations*.(San Diego: Academic Press, 2005), p. 68-69

c. Materials and methods

Specific techniques and methodology used in the study, including materials needed and data collection and analyses.

d. Bibliography

A bibliography is a list of all from source that used in the research. Bibliography should include the authors' name, the titles of the research and the dates were published.

4. **The Characteristics of Undergraduate-Thesis Proposal**

There are many characteristics every part of Undergraduate-Thesis Proposal namely:[15]

a. Characteristics Introduction/Literature Review:

1) Student's research within its coherent scientific context.

2) Identifies limited of the research that students will do.

3) Makes an argument for the meaning more depth and breath

b. Characteristics of the Methodology:

1) Gives description of the methodological approach.

2) Gives details about methodology so that readers can understand about the methodology used of the quantitative/qualitative methods or CAR.

5. **The Difficulties in Writing Undergraduate-Thesis Proposal**

Many students have difficulties in writing undergraduate thesis proposal caused by many factors. For some students, writing a thesis

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[15] Ray Cooksey & Gael Mc Donald. *Surviving and Thriving in Postgraduate Research*. (New England: Tilde University Press, 2011), p. 1111-1112

proposal is more difficult than writing a thesis. Students cannot successfully master their proposal.

Based on Interviewed student cannot successfully in their proposal because lack of focus, motivation and initiative as the reasons students drop out of their studies. The unsuccessful student was not able to find a research question.[16] These become the reason for many students that make them difficult in writing the undergraduate-thesis proposal.

6. The Rubric of Writing Undergraduate-Thesis proposal

There are many categories used in assessing writing undergraduate-thesis proposal. This category used to consider the undergraduate-thesis proposal value. Here the table of the category used:[17]

Category	Outstanding Value	Commendable Value	Growth area Value
Clarity, accuracy, and precision	1. Meaning is consistently clear and has no ambiguity Relevance examples, clearly illustrate ideas.	1. Meaning is clear and has little ambiguity. Relevant examples illustrate most ideas.	1. Meaning is sometimes unclear and/ or has some ambiguity.
Relevance	1. The information is relevant (clearly and consistently linked to the topic and purpose statement).	1. Most information presented is relevant (clearly linked to the topic and purpose statement).	1. Some information presented is relevant (links between information and topic and purpose statement are missing).

[16] Lorrie Blair. *Writing a Graduate Thesis or Dissertation…* p. 24
[17] Halyna M. Kornuta and Ron W. Germaine. *A Concise Guide to Writing a Thesis or Dissertation Educational Research and Beyond.* (New York: Routledge, 2019), p. 89-94

Depth and breadth	1. Significant issues directly related to the topic are addressed in detail.	1. Most significant issues directly related to the topic are addressed in detail.	1. Some issues are addressed well while others need greater detail.
Logic	1. Clearly and consistently support the logic of argument and purpose statement.	1. Support the logic of argument and purpose statement.	1. Sometimes support the logic of argument and purpose statement.
Mechanics of English	1. Spelling and grammar are error free 2. Sentence and paragraph construction consistently contribute to understanding.	1. Spelling and grammar are mostly error free. 2. Sentence and paragraph construction contribute to understanding.	1. Spelling and grammatical errors are sometimes distracting. 2. Sentence and/ or paragraph structure is occasionally awkward.
References, formatting	1. All sources are accurately cited in the body and reference section using current APA style	1. Most sources are accurately cited in the body and reference section using current APA style	1. Few or no sources are accurately cited in the body and reference section using current APA style

7. The Solutions of Writing Undergraduate - Thesis Proposal

There are many solutions of writing undergraduate thesis proposal:[18]

a. Overcoming Fear

The students have same problem, students have lack of confident to working their proposal, panic in think of writing proposal. Students must confident to write their idea to their proposal.

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[18] Lorrie Blair. Writing a Graduate Thesis or Dissertation… p.24-30

Approach to the research and academic work can help deleted fear and lack of confident

b. Working Independently

Working independently it mean that students must write their proposal by themselves. The students usually guided by lecturer in learning and do assignment. Sometimes students find difficulties in writing their proposal. So make a group with friends or working independently can help the students solve this problem

c. Developing or Joining a Community of Practice

Students working and meeting with friends help to solve problem in write their proposal. Students as soon as possible build the group or join community practice.

d. Working with the Supervisor

Students working with the supervisor to help guidance of the research proposal and overcome many problems that make student difficult and confusing

e. Finding a Research Topic and Methodology

Choose the research topic and methodology is very important to start write proposal. Students must master their topic and methodology to easy in write proposal. Students also easily to search the e-books references.

f. Components of the Proposal

Component of proposal for CAR, qualitative and quantitative is different component. Component of proposal it is important to determine what data will be collect and how the students will be analyzed.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Research

In this research, the researcher used a qualitative research. Qualitative research concerns on the study things in their natural setting, attempting to make sense of or the interpret phenomena in terms of the meaning people bring to them[19]. The qualitative research is descriptive. It means that type of qualitative research in this research focused on description.

This research produced descriptive data in form of written words the subject and its behavior can be observed. The type of qualitative research focused on description. Schrieber states that description studies simply describe on phenomena using number to create a picture of a group or individual.[20] It means that descriptive studies are methods for explain the phenomena of group. This researcher will observe the data in form of written words.

The researcher decides to use qualitative approach to investigate and analyze the student's difficulties in writing undergraduate-thesis proposal. The research would be conducted in institute for Islamic studies of (IAIN) Metro. In the qualitative research, a discussion about participations and site might include four aspects indentified by Miles and Huberman: setting (where the research will take place), the actors (who

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[19] James Schrieber and Kimberly Asner-self, *"Educational Research"* (New York : John Wiley & Sons, 2001), p. 10.

[20] *Ibid*., p. 15.

will be observed or interview), the events (what the actors will be observed or interview doing), and the process (the evolving nature of events undertaken by actor within the setting).[21]

Furthermore, the researcher would use purposive sampling as the participants. According to Marguerite, Purposive sampling is a common procedure used in qualitative research that indentifies key informants or person who have specific knowledge about the topic being studies. The type of purposive sampling that a research may decide to use depends on the purpose of the study.[22] The researcher chooses the English students difficulties in writing undergraduate- thesis proposal in institute for Islamic studies of (IAIN) Metro. The data will be obtained from the English students difficulties in writing undergraduate-thesis proposal that consist of ten students as the sample of this research.

B. Data Source

For gathering information, it is a must to discover important and accurate data from qualified source. There are basically two kinds of sources, namely primary sources and secondary sources. Primary source is firsthand information. Then secondary sources provide second hand information. In this research, the primary source is the student's difficulties in writing undergraduate- thesis proposal. Then, the secondary

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[21] Jhon W. Creswell, *Research design; Qualitative, Quantitative, and mixedd methods approaches* (2nd ED) New Delhi: Sage Publication, 2003), p. 189.
[22] Marguerite G. Lodico, et.al., *Methods in Educational Research: Form Theory to Practice*, (San Francisco: Jassey-Bass, 2006), p. 134.

sources are from books, articles, English dictionary, encyclopedia, and documentation that were related to the research would be gained.

C. Data Collection Technique

In this research, there are some steps conducted with intention of gaining the data from the beginning until the end of the observation. Consequently, in this research, the researcher will conduct the observation, interview and documentation to get of the data for this research. The steps are as follows:

1. Observation

Observation is the process of gathering information by observing people and places at a research site.[23] This research involves directly in their proposal. The researcher asks for proposal data to know the student's problem in their difficulties in writing undergraduate-thesis proposal.

2. Interview

Interviews are guided question-answer conversations, or an "inter-change of views between two persons about a theme of mutual interest". However, they differ from other conversations by having a specific structure and purpose.[24] In this research, the researcher will used interview to get the data of the student's difficulties in writing undergraduate-thesis proposal

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[23] Jhon W. Creswell, *Education research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 213.

[24] Sarah J. Tracy, *Qualitative Research Method*, (Chichester, West Sussex: Jhon Wiley & Sons Ltd, 2007), p. 131.

3. Documentation.

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.[25]In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper.

Example of private documents is personal journal and diaries, letters, and personal notes.[26] Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher will request the data form the result of students' when the writer ask about their proposal.

D. Data Analysis Technique

Data analysis technique is process of organizing the data in order to obtain regularity of the pattern of from of the research. According to Miles and Huberman, there are four major phases of the data analysis: data collection, data reduction, data display and conclusion drawing or verification.[27] The researcher would apply Miles and Huberman model to analyze the data. The componets of this analysis model are pictured by this figure.

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[25]*Ibid.*, p. 432

[26]Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), p. 190.

[27] Matthew B Miles and A. Michael Hurberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 12
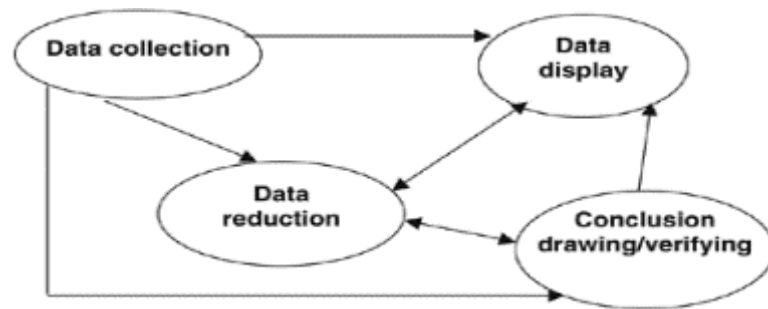
Figure I. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:[28]

1. Data Collection

   Data collection is the step when the researcher gathers all data which are used to complete the research.

2. Data Reduction.

   Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.

   In this case, the researcher selected the data derived from observation on asks difficulties in writing undergraduate-thesis proposal process then interview, and take documentation to the students.

3. Data Display.

   Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece

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[28] *Ibid,* p. 10

of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

Trough the data presentation of these data, the data organized, arrange in pattern of relationship, thus it will be more easily understood. Some activities in analyzing the data that done by researcher in data display as follows:

a. Observing the students

In this step, the researcher will observe the student's during the ask difficulties in writing their proposal process and what are the problems of difficulties in writing the undergraduate thesis proposal.

b. Interviewing the students

In this step, the researcher will interview the student's to get information about what are problems and causes of difficulties in writing the undergraduate thesis proposal.

c. Documentation

In this step, the researcher will request the data form the result of students' when researcher ask about their proposal.

4. Conclusion drawing/ verification

The last step of analyzing the data is conclusion drawing/ verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objective.

In this step, the researcher draw the conclusion and verify the answer of research question that done in display the data by comparing the observation data, interview data, and documentation data at IAIN Metro.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:[29]

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and

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[29] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), p. 7.

suggesting the importance of the study for select audiences that will read the report

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement.* This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DICUSSION

A. Description of Researching Setting

1. Profile of State Islamic Institute of Metro

a. The Historical Background of State Islamic Institute Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar lampung. The existence of IAIN Raden Intan Bandar lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL).

In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of

YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named " State Islamic Institute Raden Intan Tanjung Karang''. In the year 1993 based on the change of the name of capital province of lampung from Tanjung Karang to Bandar Lampung STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung. Likewise, in 1967, the education and Islamic Law Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society.

It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of

Institutional Faculties STAIN outside centaral instituted to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

IAIN Metro has fourth faculty, namely (1) Education (2) Islamic Law Faculty (3) Islamic Announcement and Communication, (4) Economies and Islamic Business. Education Department has eight study programs, they are: Islamic Education Department (PAI), Arabic Education Study Program (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI).

Biological Education, Islamic Garden School Departement (PGRA), Mathematic Education, Social Education Department. After that, Syari'ah Department has five study programs, they are: Syari'ah Economic (Esy), Ahwalusy Syakhisiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Department has three study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA) and Islamic Extension Guidance (BPI).

b. Name of Lectures and Official Employees of Tarbiyah and Teaching Training Faculty in State Islamic of Metro

The whole employees of Tarbiyah and Teaching Training Faculty in State Islamic Institute of Metro Academic Year 2019/2020

Table 3
Name of lectures and official employees of Tarbiyah Teaching Training Faculty

No	Name of Lectures
1	Drs. Zuhairi, M.Pd.
2	Drs. Mokhtaridi Sudin, M.Pd.
3	Drs. M. Ardi, M.Pd.
4	Dra. Haiatin Chasanatin, MA.
5	Dra. Isti Fatonah, MA.
6	Drs. Kuryani, M.Pd.
7	Dr. Zainal Abidin, M. Ag.
8	Mukhtar Hadi, M.Si.
9	Dr. Masyukurillah, S.Ag, MA.
10	Dr. Akla, M.Pd.
11	Dr. Aguswan Kh. Umam, S.Ag, MA.
12	Dr. Ida Umami, M.Pd. Kons
13	Dr. Mahrus As'ad, M. Ag.
14	Dr. Widhiya Ninsiana, M. Hum
15	Dr. Sri Andri Astuti, M. Ag.
16	Dr. Umi Yawisah, M. Hum.
17	Sudirin, M.Pd.
18	Basri, M. Ag.
19	J. Sutarjo, M.Pd.
20	H. Nindia Y, M.Pd.
21	Buyung Syukron, S. Ag., SS., MA
22	Dedi Irwansyah, M.Hum.
23	A. Subhan Roza, M.Pd.
24	Dian Eka Priyantoro, M.Pd.
25	Walfajri, M.Pd.
26	Yuyun Yuniarti, M.Si
27	Novita Rahmi, M.Pd.
28	Nuryanto, M.Pd.I
29	Nurul Afifah, M.Pd.I
30	Nurkholis, M.Pd.
31	Drs. Mahyunir, M.Pd.I
32	Dr. Yudiyanto, M.Si
33	Syahreni Siregar, M.Hum

34	Muhammad Ali, M.Pd. I
35	Trisna Dinillah Harya, M.Pd.
36	Umar, M.Pd.I
37	Ahmad Zumaro, MA.
38	Yunita Wildaniati, M.Pd
39	Andianto, M.Pd
40	Khodijah, M.Pd.I
41	Uswatun Hasanah, M.Pd.I
42	Tubagus Ali Rachman Puja, M.Pd
43	Much Deniantur, M.Pd. BI
44	Dedi Wahyudi, M.Pd.I
45	Drs. A. Jamil, M.Pd
46	Dra. Khotijah, M.Pd
47	Dr. Wahyudin, M.Phil
48	Dr. Khoirurijal, MA
49	Al Barra Sarbaini, M.Pd.
50	Hamdi Abdul Karim, M.Pd,I
51	Sri Handayana, M.Hum
52	Ika Selviana, MA.Hum
53	Andree Tiono Kurniawan, M.Pd.I
54	M. Dini Handoko, M.Pd
55	Muh. Badarudin, M.Pd.I
56	Amin, Efendi, M.Pd.I
57	Ning Setio Wati, M.Pd.
58	Dr. Abdul Mujib, M.Pd.I
59	A. Bobby Chandra, M.Si
60	Eka Yuniasih, M.Pd
61	Supriyati, M.Pd
62	Randes Rahdian Aziz, M.Pd
63	Ghulam Murtadlo, M.Pd.I
64	Ahmad Marzakki, M.Pd.I
65	Ani Meitika Sari, M.Pd
66	Sri Wahyuni, M.Pd
67	Leny Setiyana, M.Pd
68	Yeasy Agustina Sari, M.Pd
69	Muhammad Fauzi Sholeh, M.Pd
70	Yuniarti, M.Pd
71	. Rika Dartiara, M.Pd
72	Neti Nurhasanah, S.Pd., M.Sc
73	Linda Septiyana, M.Pd
74	Rahmad Ari Wibowo, M.Phil.I
75	Aisyah Khumairo, M.Pd
76	Lia Ricka Pratama, M.Pd
77	Ahmad Arifin, M.Pd

78	Ani Susilawati, SS, M. Hum
79	Khoirul Huda, M.Pd
80	Nur Fauziah Fatawi, M.Hum

c. Students at State Islamic Institute of Metro

The total of the students in State Institute for Islamic Studies of Metro is 8659 students.

Table 4
Total of students state institute for Islamic studies of Metro

| No	Departments	Program	Total of students
1	Tarbiyah Department	English Education (TBI)	945
		Islamic Education Department (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Department (PGMI)	562
		Mathematic Education Department (TM)	194
		Biology Education Department (TB)	185
		Social Science Education Department (IPS)	165
		Islamic Childhood Education Department (PIAUD)	223
2	Economy Business Faculty	D3 Syari'ah Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Economy Syari'ah (ESY)	1239
3	Syari'ah Faculty	Islamic Accountant (AKS)	211
		Pilgrimage Management (MHU)	109
		Islamic Law Program (AS)	457
		Islamic Economy Law Program(HESY)	681
		Islamic Constitutional	112

		Law (HTNI)	
4	Dakwah and communication faculty	Islamic Communication and Broadcasting program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI)	107

Source: result documentation of IAIN Metro in academic year 2019/2020

d. Organization Structure of State Islamic Institute of Metro

The organization structure of IAIN Metro in academic year 2019/2020 as follows:

Figure 1I: The Structural Organization of IAIN Metro in the Academic year 2019/2020
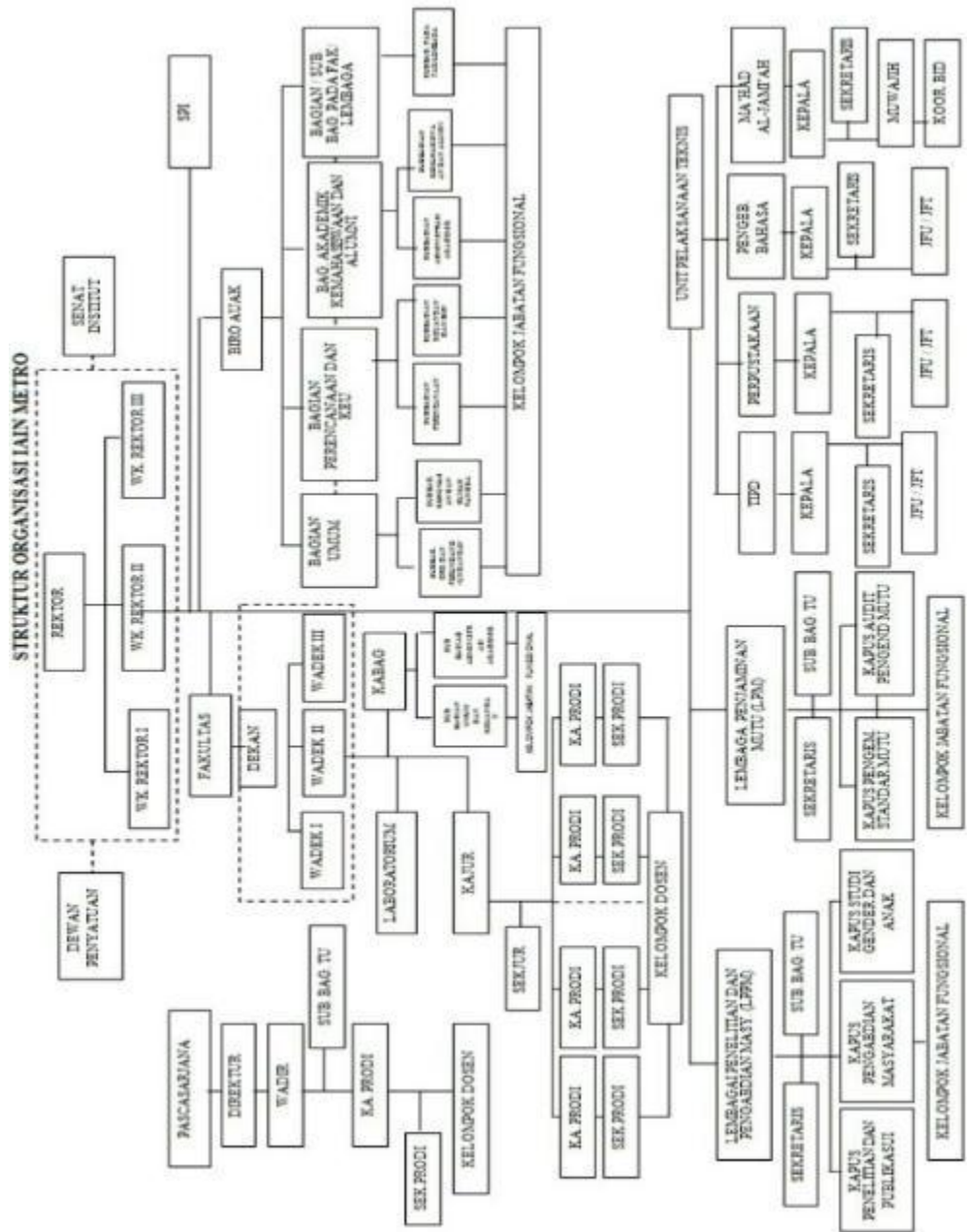
e. Facilities at State Islamic Institute of Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 5
Facilities at IAIN Metro

No	Facilities	Total of room	Large (m2)
1	Lecturer's Unit	1	556
2	Computer Laboratory	1	1000
3	Library	1	1000
4	Language Laboratory	1	180
5	Islamic Development	1	106,8
6	Classroom	74	30
7	Mosque	1	-
8	Futsal Field	1	1000
9	Basketball Field	1	510
10	Wall Climbing Field	1	-
11	Volley Field	1	92
12	Tennis Field	1	-
13	Auditorium	1	650
14	Students Activities	1	-
15	Students Committee Office	1	-
16	Office of University Head	2	-
17	Munaqosyah Building	1	-
18	Postgraduate Building	1	-
19	Parking Place	9	-
20	Faculty	2	-

Source: result of documentation at IAIN Metro on October, 2019

f.   The Sketch Location of State Islamic Institute of Metro

Figure III: the Location Sketch of IAIN Metro (Campus 1)
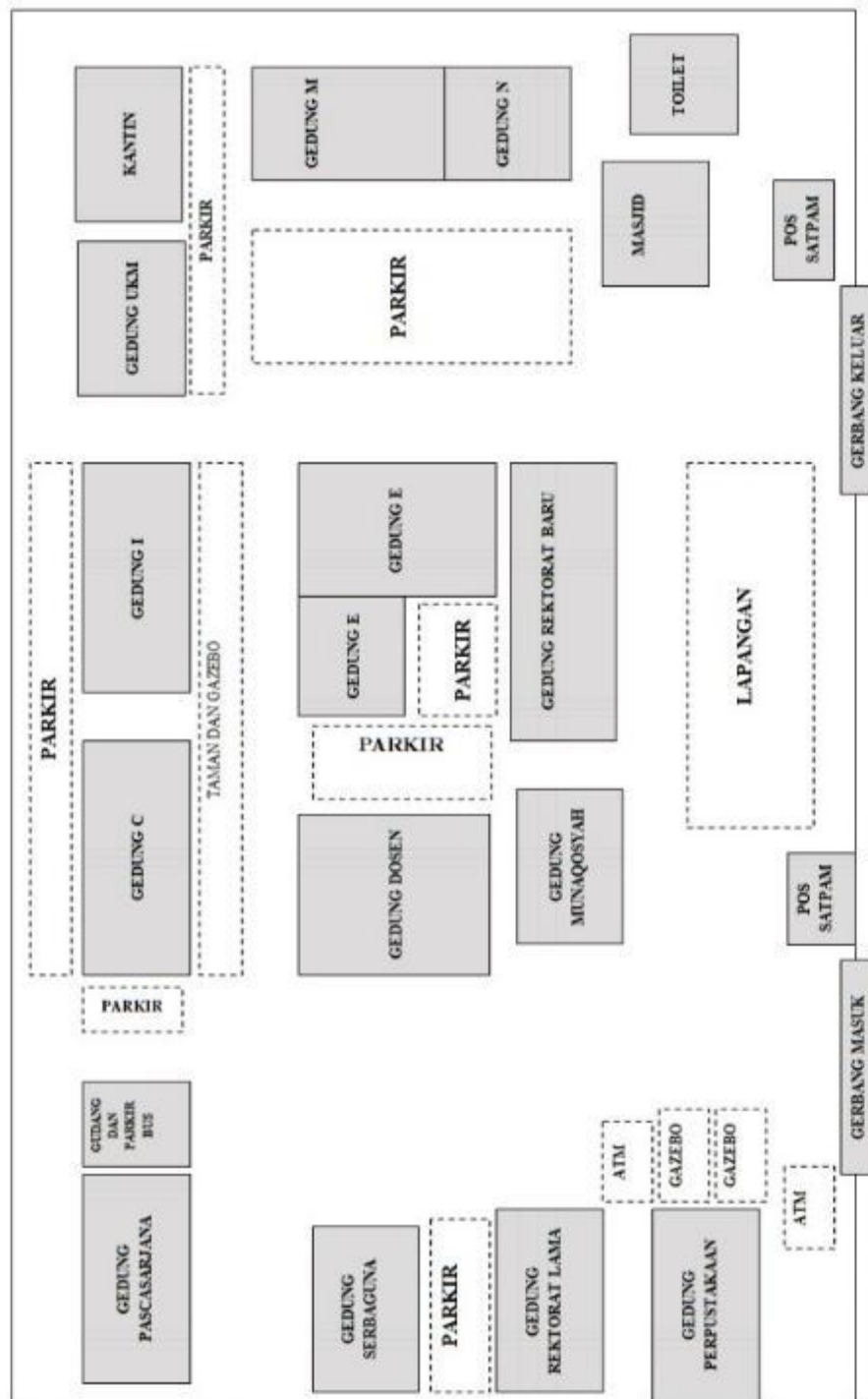
f. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b. Building and developing humanist, democratic, and modern academic atmosphere.

c. Growing the professionalism ethic through theoretical knowledge basic mastery.

d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.

b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

B. Data General Description

The researcher conducted the research on the IAIN Metro college at October 21 until 25 by Interviewed 20 English Department Students of IAIN Metro. The researcher asked seven questions related about their difficulties in writing the undergraduate thesis proposal in order to find out the reason why English Department Students of IAIN Metro still have

difficulties in writing the proposal. After, interviewed 20 students as sample, researcher find out that some of student's have difficulties in writing proposal because of limited reference books, lack of grammar and confused with their title and identified problem formulation.

It is also supported by the result of proposal analyzed. The researcher analyzed 20 proposals of each respondent where the result shown that there are some of mistakes in the respondent's proposal that assessed from six categories. It caused by the difficulties in writing proposal. Some of the students still confused and not understand fully how to writer proposal appropriately.

C. Data Analysis

This data analysis research is based on the criteria from Kornuta and Germaine, the criteria involved six aspects namely: accuracy, relevance, depth and breadth, logic, mechanics of English and references. First aspect is accuracy, accuracy means the writer in choosing and writing the right theory related to their title. Second aspect is depth and breadth, this is how the writer mentions the theory in widely and complete involved the whole aspects for their variable.

Third theory is logic, how the writer mentions the theory and choose the title that can be accept logically. Fourth theory, mechanics of English is how the writer can write their proposal in the right form of English including grammar, sentence patterns and other. The last,

references means how the writer chooses the right references that fulfill the criteria.

1. English Department Student's Difficulties in Writing the Undergraduate Thesis Proposal

In conducting the research, the writer analyzed 20 undergraduate thesis proposals from student's English department. In this research, the writer analyzed the undergraduate thesis proposal by using rubric of writing undergraduate thesis proposal. Based on the analysis, the writer found same of students difficulties in writing the undergraduate thesis proposal in table 6:

Tabel 6
The result of English student's Difficulties in Writing the Undergraduate Thesis Proposal

No	Name of students	Clarity, accuracy, and precision	Relevance	Depth and breadth	Logic	Mechanics of English	References formatting, Table of Contents	Total	Criteria
1	KMW	1	0	0	1	1	0	3	Commendable
2	UPA	0	0	1	0	1	1	3	Commendable
3	RRR	1	1	1	1	0	0	4	Commendable
4	UML	1	1	1	1	0	0	4	Commendable
5	RSR	1	1	1	1	0	1	5	Growth Area value
6	FHA	0	0	0	0	0	1	1	Outstanding
7	DWL	0	0	0	0	0	1	1	Outstanding
8	KHN	0	0	0	0	0	1	1	Outstanding
9	ERS	0	0	1	0	1	1	3	Commendable

10	NHY	0	0	1	0	1	1	3	Commendable
11	LTK	0	0	1	1	1	1	4	Commendable
12	HNF	0	0	1	0	1	1	3	Commendable
13	ASR	1	0	1	1	0	1	4	Commendable
14	FIW	1	0	0	1	0	1	3	Commendable
15	FLS	1	0	1	1	0	1	4	Commendable
16	TKW	0	0	0	0	0	1	1	Outstanding
17	RDW	1	0	0	1	1	1	4	Commendable
18	FTK	1	0	0	1	1	0	3	Commendable
19	AKH	0	0	1	0	1	1	3	Commendable
20	ANK	0	0	1	0	1	1	3	Commendable
Total		9	3	12	10	10	16		
Percentage		45%	15%	60%	50%	50%	80%		

Table 6: Student's Difficulties in Writing the Undergraduate Thesis Proposal

No	Grade	Criteria
1	0-2	Outstanding
2	3-4	Commendable
3	5-6	Growth Area value

Table 7: the Criteria of writing undergraduate thesis proposal measurement

Base on the result of the data that have been analyzed, the researcher founded six mistakes namely: accuracy, relevance, depth and breadth, logic, mechanic of English, and reference (formatting).

Furthermore, the researcher will give the brief description of data analysis result as follows:

a. Accuracy

From the data analysis result, it founded that some of proposals still have error in accuracy which the proposals still not have accuracy in their title, theory and problem identification that can be seen in the explanation below:

1) First proposal

   The first proposal with title "An Analysis of Vocabulary Skills Using Mobile Legend Game Among The Eight Graders at SMP YP 17 Tegineneng" the researcher mention about the nature of vocabulary or a little explanation about it which is not accuracy. The researcher should explain about the definition of vocabulary from expert which makes the research theory is accuracy.

2) Second Proposal

   The second proposal with title "The Use of Brain GYM Method to Increase Student's Reading Comprehension Ability at the Eight Grade of SMP PGRI 1 Braja Selebah in Academic Year 2019/2020". The researcher choose the reading comprehension ability at the eight grade which is not accuracy because the eight grade students usually only learn about expression and has not mastery enough vocabulary to comprehend the text. The researcher should pick sebior high school students instead. Secondly, the researcher uses word ability in reading comprehension where the term reading comprehension does not used the word ability.

3) Third Proposal

The proposal entitled "A Comparative Study Between the Use of Video & Song in Students Listening Comprehension at MTS Muhammadiyah Metro Academic Year 2019/2020". The researcher chooses the listening comprehension but choose the seventh students which is not accuracy. It uses to be in Senior High School.

b. Relevance

From the data result, it was found that many students were mention some of the theory that is not related or matching with their proposal. Some of the mistake founded was:

1) First proposal

The first proposal with title "The Influence of the Student's Psychology on the Speaking Ability at The Tenth Graders Of SMA N 2 Natar Academic Year 208/2019". In this proposal the writer choose a research about the speaking ability but in the chapter two or theoretical review, the writer only mention the definition of speaking (in general) but does not mention the definition of speaking ability even though the title focused on the speaking ability. The writer also chooses the psychology as the variable x, but in chapter two the writer does not explain about the focuses of psychology.

2) Second proposal

The second proposal with title "An Analysis of Vocabulary Skills Using Mobile Legend Game Among The Eighth Graders At SMP YP 17 Tegineneng". In the second proposal focuses on the vocabulary skill as the variable y and mobile legend game as the variable x, the mistakes that founded in chapter two: first, the writer only explain a little about the vocabulary as a nature of vocabulary but does not mention the definition of vocabulary skill from expert. Second, the writer mistaken the sub title of the theory into classroom action research (CAR) even though the writer title was qualitative (an analysis). The sub title that researcher mention was "game based learning" and "the impact through game in vocabulary learning". Third, the researcher does not mention how to apply or play the games.

3) Third proposal

The third proposal with title "An Analysis of Non-Verbal Behaviour in Students Speaking Performance of The Eighth Grade at MTS Riyadlatul Ulum in The Academic Year Of 2018/2019. The researcher focuses the title on the speaking performance and the impact of non- verbal behavior there are some mistakes related to the relevance. Firstly, researcher focus was speaking performance but there is no explanation about the speaking performance only about speaking. Secondly, the researcher does

not mention the speaking performance assessment only the assessment speaking.

c. Depth and Breadth

From the data result it can be seen that many respondent did not mention the whole theory that cover the variable in their research. Some of the mistakes as follow:

1) The first proposal with title "improving writing ability in recount text by using brain sketching technique at the seventh graders of smp muhammadiyah 3 metro in the academic year of 2019/2020". In one of the sub title about the function of brain sketching the researcher only mention one sentence in each point without explain in detail. That can see as follow:

"*Brain sketching has some beneficial functions, as follows:*

    a. Sketchers make it easier to explain a technical point

    b. Sketch is seen as essential to creativity in design place, object and people

    c. Sketches provide a means to store design ideas, so that they can be revisited at later point in time."

The researcher needs to explain more about the point that mentioned in the theory in more clear and wide. So, the reader can understand easily about the point stated in the theory.

2) Second proposal entitle "The Use Of Metacognitive Strategy to Improve the Writing Skill in Descriptive Text Among Eight

Grade Of Smp N 7 Metro". In this proposal the researcher focuses on two variables. First is Metacognitive strategy and the second is writing skill. In chapter two the second variable explanation, the researcher only mention theory about definition of writing skill, process and skill in writing but, the researcher did not mention the theory of writing skill assessment which is very important to included in the theory so the people know how to measure the skill".

3) Third proposal entitle "An analysis of the students syntax difficulties in identify an adjective on the sentence". In the first variable explanation about the syntax, the researcher only stated about the definition and assessment of syntax. The researcher does not mention the theory about the problem or difficulties in syntax or the theory about the difficulties in identify adjective and also the researcher does not explain more about the sub material about the kinds of adjectives that can see below:

"*There are some kinds of adjective, that are:*

a. *Adjective of Quality*

   Adjective of quality or descriptive adjective indicate the kinds or characteristics of noun or pronoun. This adjective consist of two part:

   1). Proper adjective formed of proper noun"

The researcher need to explain more about the kinds that mention so the reader can understand more what are exactly the kinds of adjectives.

d. Logic

From the data, many of respondent have choose the unbalance title and identify problem in chapter one in unacceptable way.

1) The first proposal with title "An analysis of Vocabulary Skills Using Mobile Legend Game among the Eight Graders at SMP YP 17 Tigeneneng". The first came from the title, the researcher want to conduct qualitative research but input the word using which refer to the implementation in other word classroom action research methods. It means that there are two research model in the title which make it unclear and not logic.

2) The second proposal with title" A Comparative Study Between The Use of Video and Song in Students Listening Comprehension at Mts Muhammadiyah Metro". The mistake can be seen from the title the researcher want to conduct the research about listening comprehension with sample seventh graders students what is made this title not logic because the student in seventh graders still low capability in English and also they did not learn listening

comprehension. So, the researcher needs to choose the sample with the higher grade.

3) The third proposal with title "The Use of Metacognive Strategy to Improve the Writing Skill in Descriptive Text among Eight Grade of SMP N 7 Metro". The researcher want to focus the research in classroom action research but in title the researcher mention the word *"The use of.."* which refer to the quantitative research. So, there are two research models in title which make it not logic. The researcher should choose one of the research models.

e. Mechanic of English

Base on the data analysis result from mechanic of English. It can be seen some of the mistakes from the English writing in the proposal.

1) First proposal

The proposal with title "The Influence Of Using Synonym Context Clue Toward Reading Comprehension At The First Grade Of SMA Purnama Trimurjo In The Academic Year Of 2018/2019". Have some mistakes in arrange the word in English. First in the background of study, the researcher mention the word *we* while in the proposal we should not use word *we* but use the word people instead. In other sentence, the researcher mentions *"in relation study reading"* it should

be "in the relation of reading study" and the other mistakes researcher wrote *"the writer formulates of the problem in this research"* it should be "the writer formulates the problem in this research".

2) Second proposal

The second proposal with title "The Use of Film As Media to Improve Speaking Ability at the Seventh Graders of Smp Muhammadiyah 4 Metro In The Academic Year 2019/2020". There are some mistakes in mechanic of English the first researcher wrote *"though there are certainly other ways to communicate such as with body language, facial expressions and gestures, speaking a common language is by far the most efficient way to talk with another human being".* It should be "though there are certainly other ways to communicate such as body language, facial expressions and gestures. Speaking is a common language as the most efficient way to talk with another human." In other sentences the researcher mention *"the researcher*

> *Had indentified several researcher problems including the following:"* it should be "the researcher identified several research problems as follows:"

3) The third proposal

The third proposal with title "The Effectiveness of the Picture Word Inductive Model toward Students Reading Comprehension at the Tenth Graders of Ma Ma'arif Nu 05 Sekampung East Lampung". The first mistakes on the sentences *"by using media the students will easy to understand about the material" it should be "*by using media the students will understand about the material easily". Another mistakes the researcher wrote "*sometimes the teacher must using media in the learning process"* the right one is "sometimes the teacher must use media in the learning process"

f. References, formatting (Table of Content)

There are many rules in formatting undergraduate thesis proposal according to the guidance book of writing thesis from IAIN Metro but from the data analysis result showed many English students still follow another formatting that does not match with IAIN formatting rules. Some of the mistakes can be seen below:

1) First proposal entitle "improving the students reading comprehension through cooperative learning with Islamic text among the tenth graders of man 1 east lampung in the academic year 2018/2019". The mistakes

found in the bibliography formatting where the researcher wrote "Brown, H. Douglas. 2000. Teaching by Principles : An Interactive Approach to Language Pedagogy 2nd Edition. San Fransisco : Longman. The right one is Brown, H. Douglas. *Teaching by Principles :An Interactive Approach to Language Pedagogy 2nd Edition*. San Fransisco : Longman, 2000

2) Second proposal with title "the effect of using text structure strategy in teaching reading at MA Wali songo in academic year 2019/2020". The mistakes found in the footnote formatting where the researcher wrote "Abbas Pourhosein Gilakjani, *How Cans Students Improve Their Reading Comprehension Skill?,* (Macrothink Institute: Journal of Studies in Education, Vol.6,2016),p229". It should be "Abbas Pourhosein Gilakjani, "How Cans Students Improve Their Reading Comprehension Skill?," Macrothink Institute: *Journal of Studies in Education*, Vol.6, 2016, p. 229

3) The third proposal title "Improving Writing Ability in Recount Text by Using Brain Sketching Technique at the Seventh Graders of SMP Muhammadiyah 3 Metro in the academic year of 2019/2020". The mistake found in the table of content formatting. The researcher use one space

where it should be two space, the researcher also does not give the page number in the tables of content which should be mention the page number with roman alphabet.

2. The Result of Interview English Student's Difficulties in Writing the Undergraduate Thesis Proposal

In order to know the reason of English students still difficulties in writing the undergraduate thesis proposal properly. The writer conducted the interview to 20 respondents. The conclusion of interview result is presented in below:

The first question "Have you known how to write undergraduate thesis proposal?" the respondents answer that they have already know how to write the undergraduate thesis proposal.

Second question "Do you understand about what you wrote in your undergraduate thesis proposal?"All of the students stated that they understanding about what they write in their thesis proposal but there are various answers. Some of the student said that they are only knows a litle from what they wrote. There also an answer that student only know half the theory that written. Another answer said that the student could not understand the theory of their proposal. From the answer can be referent that the students understand their proposal but only in particular part not the whole proposal.

Third question "Have you known the component from research kind of Qualitative, CAR and Quantitative in undergraduate thesis proposal?" From the answer of question number 3 about the components of the research model, the respondent all answer that they are only know what is the components of their own research model while for the other research model, they do not know. There are also some of respondents that stated that they could not mention the components of research model because did not understand or mastery English.

The fourth question "Do you know how to distinguish the research method between Qualitative, CAR and Quantitative in undergraduate thesis proposal?"From the fourth question result, there are some respondents that can distinguish the research method by seeing the research instrument that used. Some other can distinguish the research model by looking the title of the proposal using the keywords: analysis, improve/increase and effectiveness/correlation. The rest of the respondents said that they can not distinguish the research method.

The fifth question "Do you have problems in writing undergraduate thesis proposal?"From the answer of the fifth all the respondent gave the answer that they have the difficulties or some problems in writing the undergraduate thesis proposal.

The sixth question "What kinds of problem in writing undergraduate thesis proposal?" from the answer the writer got some problems in writing undergraduate thesis proposal. The first problem is from the references how to find many books as the source of the theory for the proposal. From the interview, many respondents stated that they have difficulties in find the books for their undergraduate thesis proposal specifically, those whom got the unique title. The limited books and some of them said that they do not know where the place to find the English books because the books for English major theory in library are limited and not complete.

The second problem came from the grammatically factor, some of the respondents stated they had a hard time in writing the proposal because they had lack of ability in grammar and arrange the sentence and whole paragraph in English. The third problem from the chapter one, many respondents said that they had difficulties in identify some of the problem and focus in their thesis proposal that related to their title and last one is in problem, some of them said they had difficulties in writing the undergraduate thesis because of their title. Some of the title might not relevant or unclear.

The third, some of respondents also mention that they are still confusing in identifying the problem formulation and focus in chapter one, many other stated that they are confusing in writing the proposal

because they had never read it before and do not know exactly the right rule and format in writing the undergraduate thesis proposal.

The last question "What did you do to solve the difficulties in writing undergraduate thesis proposal?"The last question related to how respondents solve their problems in writing the undergraduate proposal. They gave many numerous answers. Firstly, by learn in course. Some of respondents joined the course that gave the service to guide the students in writing undergraduate thesis proposal because they are confusing and did not have any idea how to write proposal.

Secondly, they stated that they were asking their friends and asking opinion from them. Thirdly, there were respondents that solve their difficulties in writing undergraduate thesis proposal by download reference from the internet to be comparison with their and there also some of them that stated they were read some of thesis from senior in library as the example and inspiration.

D. Discussion

This research was conducted at IAIN metro in academic year 2019/2020. Based on the reference of the research theory, undergraduate thesis proposal is a typewritten manuscript in which the student addresses a particular problem in his chosen field which provides a detailed description of the study and assures a thesis

committee. From the data analysis results some of the proposal still have many mistakes that the percentage can be seen in the figure iii:

Figure III
The Percentage of Observation Sheet Student's Difficulties in Writing the Undergraduate Thesis Proposal
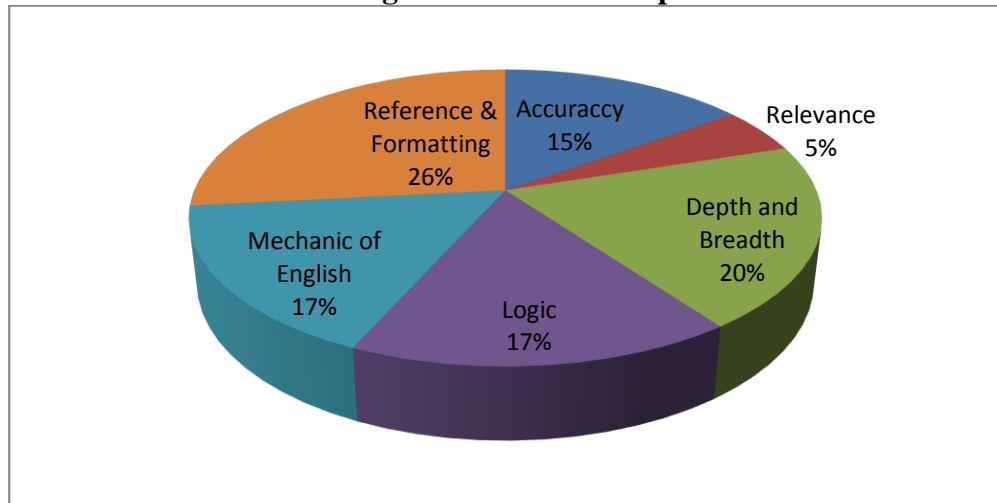
From the figure one it can be conclude that there still many mistakes in English student thesis proposal. There are six mistakes but the most common mistakes were found on the four criteria namely reference (formatting), depth and breadth, Mechanic of English and logic.

It caused by the student's difficulties in writing the undergraduate thesis proposal. Based on the result of interview, the writer found that many students were still confused in writing the undergraduate thesis proposal. They know about thesis proposal and how to write it but still do not know in detail and depth about thesis proposal and the formatting. The percentage of interview answer about difficulties in writing the undergraduate thesis proposal can be seen in the figure V:

Figure V
The Percentage of Student's Interview Answer on Difficulties in
Writing the Undergraduate Thesis Proposal
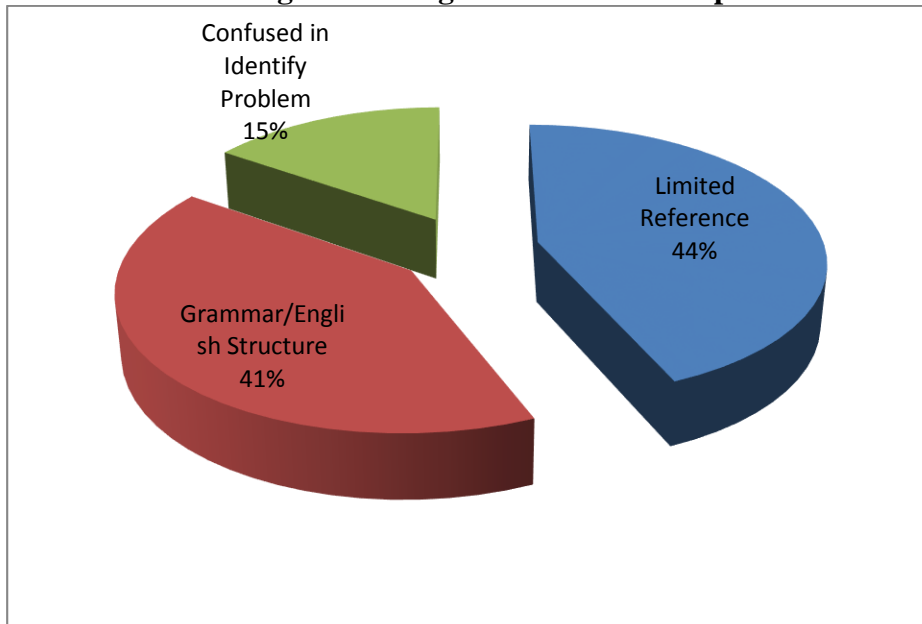
In order to solve this problem, there are many solutions that can be use by English Department Students. First one, they can join the course that has service to guide in writing undergraduate thesis proposal and work in small group. Second one, they can read some of previous thesis from senior or internet for reference in writing undergraduate thesis proposal. The last one, students can download the reference in form of e-book in the internet.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer concludes as follow:

According to the data analysis, the writer concluded that found some of student's difficulties in writing the undergraduate thesis proposal of English department student's at IAIN Metro academic year 2019/2020. There are four common mistakes in the proposal that the writer analysis, namely depth and breadth, logic and mechanics of English and references, formatting, table of content.

Based on the result of interview, they know how to write in their proposal but they have difficulties in writing their proposal because they had limited reference books, lack of grammar, still confusing with title of thesis and identifying problem in chapter I. So it can be said that student's have difficulties in writing the undergraduate thesis proposal is different for each individual.

From the problem above, there are some solutions that can be use by English students. First, they can join the course that provided the service to guide the students to writing proposal and working in group. Second, they can read some of the previous thesis in library or internet as guider to writing proposal. The last students can download references (e-book) in internet as there references.

The conclusion, there are four common mistakes namely depth and breadth, logic and mechanics of English then references, formatting, table of content. Moreover, from interview, student's difficulties in writing undergraduate thesis proposal are limited reference books, lack of grammar, still confusing with title of thesis and identifying problem in chapter I. However, some solutions that can be use by English students. They can join the course and download references (e-book) in internet.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follow:

1. For students

It is recommended for English students to be more focus on their English mastery because it is their major, they need to learn more and also recommended to read more thesis as reference in writing the thesis in the right format and read many sources as possible that support the research of their proposal.

2. For lecturers

It is recommended to motivate their students to read as many sources for their research and the senior or other thesis as reference to their process of writing proposal. The lecturer also suggested remind the students to follow the formatting in writing proposal

which exist in the guidance book of writing thesis from college so

there will be no difference formatting in the proposal.

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Nomor : B-3155 /In.28.1/J/PP.00.9/10/2019   07 Oktober 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Mustikawati
NPM   : 1501070276
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul   : An Analysis Of IAIN Metro English Departement Students' Difficulties In Writing The Undergraduate Thesis Proposal Acadeic Year 2019/2020

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-910/In.28/S/OT.01/11/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: MUSTIKA WATI	
NPM	: 1501070276	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070276.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Nopember 2019
Kepala Perpustakaan,

Drs. Mokhtandi Sudin, M.Pd.
NIP. 19580831 1981031001

Nomor : B-3344/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3343/In.28/D.1/TL.01/10/2019, tanggal 18 Oktober 2019 atas nama saudara:

Nama : **MUSTIKAWATI**
NPM : 1501070276
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IAIN METRO ENGLISH DEPARTMENT STUDENTS DIFFICULTIES IN WRITING THE UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-3343/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MUSTIKAWATI**
NPM	:	1501070276
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IAIN METRO ENGLISH DEPARTMENT STUDENTS DIFFICULTIES IN WRITING THE UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat

Drs. Mokhtariti Sudin, M.Pd.
NIP 19580831 198103 1 001

SURAT KETERANGAN IZIN RISET
Nomor : P.37/In.28/S/OT.01/11/2019

Berdasarkan Surat Tugas Nomor : B-3343/In.28/D.I/TL.01/10/2019 tanggal 18 Oktober 2019 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama   : Mustikawati

NPM   : 1501070276

Semester   : 9 (Sembilan)

Jurusan   : Pendidikan Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "An Analysis of IAIN Metro English Departement Students Difficulties in Writing The Undergraduate Thesis Proposol Academic Year 2019/2020" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 12 November 2019
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : MUSTIKAWATI Fakultas/Jurusan : TBI

NPM : 1501070276 Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	31/10/2019		✓	- Revise your data analysis - your conclusion have to answer your problem formulation.	
2	07/11/2019		✓	Acc and continue to the first sponsor.	

Mengetahui :
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NPM : 1501070276

Fakultas/Jurusan : TBI

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	14/11 2019	✓		Foto² dibui laturan minimal 6 foto. E DOF 1 Rudam Analisis per kapwa. Discussion who why than.	
2	9/11 2019	✓		Ae mungaya	

Mengetahui :
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IAIN METRO

Nama : MUSTIKAWATI   Fakultas/Jurusan : TBI

NPM : 1501070276   Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 16/05/2019		✓	- Revise your title - problem formulations - prior research - Add the theory	
2	Thursday 23/05/2019		✓	Show heference	
3	Thursday 20/06/2019		✓	Ace and continue to the first sponsor	

Mengetahui :
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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NPM : 1501070276

Fakultas/Jurusan : TBI

Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	21/6 2019	✓		Revise Footnote	
2	26/06 2019	✓		Revisi Chapter I,	
3	01/07 2019	✓		Revise Chapter II	
4	07/07 2019	✓		Revise Chapter III	
5	08/7 2019	✓		Acc Seminar.	

Mengetahui :
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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NPM : 1501070276   Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 03/09/2019		✓	Acc Research Instrument	

Mengetahui :
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NPM : 1501070276   Semester/TA : IX/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	7/10 2019	✓		Revise IPD,	
2	10/10 2019	✓		Acc IPD	

Mengetahui :
Ketua Jurusasn TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 196202151995031 001

Nomor   : B-2994/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **MUSTIKAWATI**
NPM   : 1501070276
Semester   : 9 (Sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : AN ANALYSIS OF IAIN METRO ENGLISH DEPARTMENT STUDENTS DIFFICULTIES IN WRITING THE UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 September 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP19750610 200801 1 014

SURAT KETERANGAN IZIN RISET
Nomor : P.33/In.28/S/OT.01/10/2019

Berdasarkan Surat Tugas Nomor : B-2994/In.28.1/J/TL.00/09/2019 tanggal 24 September 2019 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama   : MUSTIKAWATI
NPM   : 1501070276
Semester   : 9 (Sembilan)
Jurusan   : Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF IAIN METRO ENGLISH DEPARTMENT STUDENTS DIFFICULTIES IN WRITING THE UNDERGRADUATE THESIS PROPOSAL ACADEMIC YEAR 2019/2020" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 14 Oktober 2019
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

INTERVIEW GUIDELINE

Please read questions bellow carefully and give your answer!

1. Have you known how to write undergraduate thesis proposal?

2. Do you understand about what you wrote in your undergraduate thesis proposal?

3. Have you known the components from research kind of Qualitative, CAR and Quantitative in undergraduate thesis proposal?

4. Do you know how to distinguish the research method between Qualitative, CAR and Quantitative in undergraduate thesis proposal?

5. Do you have problems in writing your undergraduate thesis proposal?

6. What kinds of problem in writing undergraduate thesis proposal?

7. What did you do to solve the difficulties in writing undergraduate thesis proposal?

Name   : Khoirul Munawaroh

Proposal title : A comparative study between the use of Video and song in students Listening comprehension at Mts Muhammadiyah Metro Academic year 2019 /2020

Interview answer sheet

1. Yes , I Know

2. Yes I understand

3. I understand my research component

4. Yes I can distiguish the research method from research instrument

5. Yes, I have

6. the rubric of listening and then reference and how to make sentence

7. write another source and join the course.

Name   : Ulfa puspa Ayu

Proposal title : Improving writing ability in Recount text
by using Brain Sketching technique at
the Seventh graders of smp Muhammadiyah
3 Metro in the academic year of 2018/2019

Interview answer sheet

1. Yes, I know

2. Yes, a little bit

3. I know only my research

4. Yes, I know from the keyword in research tittle

5. yes, I have Some problem

6. I have difficulties in find the reference and then how to arrange the sentence.

7. I solve my problem by find tutor to teach and some reference in library.

Name   : Raudhatu Rahma Raiz

Proposal title : An Analysis of ~~xbtit~~ non verbal behaviour
in students speaking performance of
the eighth Grades at MHs Riyadlatul
Ulum in the academic year of 2019/2020

Interview answer sheet

1. Yes, I know

2. Yes, Half of it.

3. I only know Mine

4. Yes I know from the title of the
Proposal

5. Yes, I have some

6. My problems are find the references
and Identifying the problem in chapter 1

7. I solve it with go to course and
library to read many sources.

Name : Ummi Latifah

Proposal title : the Influence of the students Psychology on the speaking ability at the tenth graders of SMA N 2 Natar Academic year 2018/2019

Interview answer sheet

1. Just a little

2. Yes, I understand about my thesis

3. I just know about my thesis.

4. Ya, I know

5. Yes, I have may problem

6. Source, make a pharaprase for the theory that I have from book, split my time etc.

7. Read more book.

Name : Ria Seprina Rahayu

Proposal title : An Analysis of Vocabulary skills using mobile legend Game Among the Eighth Graders at SMP YP 17 Tegineneng.

Interview answer sheet

1. Yes. I know

2. Just a little

3. I Just know Component qualitative

4. I can distinguish the little qualitative usually use analysis CAR use (mprove, increasing In qualitative, the corelation, the effectiveness

5. Yes, I have Problems In writing my proposal

6. I have problem In reference, because my tittle is unique.

7. I ask sugestion from my friend and I download reference in another campus.

Name : Fellisya Hepta Amanda

Proposal title : Improving the students' reading comprehension through cooperative learning with Islamic text among the tenth graders of MAN 1 East Lampung in Academic year 2018 / 2019

Interview answer sheet

1. Yes, I know. Because I was finished my thesis.

2. Yes, I understand what I wrote but I couldn't explained without reading the thesis about the theory.

3. I only know the components of my research model because I working on it and I don't read another research model.

4. I only know how to distinguish it from the keywords in the title. improve /increase; CAR, effechveness / correlation : Quanti. Analysis : Quali

5. I have some problems, &

6. first, laziness, second, sometimes I have hard time makes sentence in English, third, I worries about the accuracy in identify the fous of problem.

7. I solved it by reading many sources, asked friend with the same research model.

Name : Dwi lestari

Proposal title : An Analysis of Consonat Mastary In students pronuncration at the eight Graders of smp n 5 metro In Academic year 2019/2020.

Interview answer sheet

1. Yes, I know

2. Yes, I only a little, because many theories inside my research propotal

3. Just a little, I only know the components from my research pooposal.

4. No, becauye I only know the method in my research

5. Yes, I have som problem in write my research pooposal.

6. the fist I have problem in reference, In Granmar and identifying problem.

7. the solution in my research problem by studying and looking at thesis from library.

Name   : Khoirotun Nisak

Proposal title : The effect of using text Structure strategy on students reading comprehesion at MA Wali Songo in academic year 2019/2020

Interview answer sheet

1. Yes, I know

2. Just a little

3. I Dont know

4. Just my research model

5. Yes, I have

6. The Problem is in little and reference

7. I go to library for find tutor

Name : Erna Sari

Proposal title : An Analysis of the students Syntax Difficulties In identify An Adjective on the sentence.

Interview answer sheet

1. _Yes, t know about it ._

2. _Yes, I understand what I write in my proposal._

3. _Yes I know. But only the components of my own research._

4. _Yes, I can distinguish the research method._

5. _Yes, I have_

6. My problems in writing research proposal is grammar, how to write in English and identify the problem.

7. I solve it by learn from senior thesis, asked opinion from friends.

Name : Nra Handayani

Proposal title : Improving speaking skill of the eighth
Graders of smp N 2 way jepara By
using experience text Relationship (ETR)
And fack Questions response (FQR) Strategy
In the academic year 2019-2020

Interview answer sheet

1. Yes , I know

2. Yes , I understand

3. Only know the mine, Since I wrote it
but other research . I dont know

4. I know from the little only, not specific.

5. Yer , I have

6. My problem are in the grammar, Sourre
and arrange the sentence in proposal.

7. I Solve it by learn in Course and
ask friend.

Name : Leni tri kurniawati

Proposal title : the Effectivness of picture word Inductive Model toward students reading Comprehension at the tenth Graders of MA Maarif tu os Sekampung east lampung

Interview answer sheet

1. Yes, I know

2. Yes, a little bit

3. I know only my research

4. Yes, I know from the keyword in research. title.

5. Yes. I have some problems.

6. I have difficulties in find the reference and then how to arrange the sentence.

7. I solve my problem by find tutor to teach and some reference in library.

Name   : Heni Nurul fadilah
Proposal title : The Influence of using synonym coentext
              Clue toword reading compenension at the
              first Grader of SMA Purnama trimurjo in
              the academic Year of 2018 / 2019

Interview answer sheet

1. Yes, I know

2. Only a litle

3. I only know component of mine

4. No, I am not

5. Yes, I have Problem in writing thesis

6. my Problems is in reference that limited
   how to make word in English

7. I solve It by learn from friends and
   Senior thesis

Name : Astia Ranti

Proposal title : the use of MetaCognitive Strategy to Improve the writing skill among eight grade of SMP N 7 Metro.

Interview answer sheet

1. Yes, I know

2. Yes, I understand but Sometimes forget the meaning of each word in the research proposal

3. Yes, I know, but just in component from my research proposal.

4. I just know the methodology from my research propsal.

5. Yes, I have many problem in write my thesis proposal.

6. frestly, I problem in tittle my research Second' I have problem in reference and I have problem in grammar

7. the Solution to my research proposal looking thesis at library and ask friend to Help me

Name   : Fiki Ismawati

Proposal title : The use of Brain GYM method to increase
students reading Comprehension ability
at the Eighth Grades of SMP PGRI
I Braja selebah in Academic Year
2019/2020

Interview answer sheet

1. Yes, I know

2. Yes, I understand what I wrote in
my thesis proposal

3. I Jost know Component from my research
Proposal i.e PTK

4. I Donly know how to differences between
CAR such as improve and have Cycle 1,2,3
and Quantitative.

5. Yes, I have problems in writing undergraduate
thesis proposal

6. the first problem in reference, second problem
in grammar and identifying the problem
in chapter I

7. I solved asking Senior and read in
the library.

Name : fenylra saputri

Proposal title : An Analysis of Soriolinguistics of Bilingualism In language teaching perspective at the fifth semester of state Institute for Islamic studies of metro In Academic year 2019 / 2020.

Interview answer sheet

1. Yes, I know

2. Yes, I understand about my write proposal

3. Yes I know bot just qualitative method because my research proposal used qualitative research

4. Yes, I just know APO from qualitative with interview documentation, Quantitative with quesioner and post test.

5. Yes, I have some problem

6. I have problem in reference, and I have problem In grammar and arrange a sentence in my research proposal.

7. I solve by learn In course and library.

Name : Khoirotun Nisa'

Proposal title : the use of film as media to Improve speaking ability at the seventh Graders of smp Muhammadiyah 4 metro in the academic year 2019 / 2020.

Interview answer sheet

1. Yes , I know

2. yes I understand about my write under graduate thesis Proposal

3. I Just know componen from CAR research because my research Proposal use CAR method

4. I dont know because I Just know componen qualitative mothod

5. yes, I have some Problem

6. firstly, I have Problem in grammar secondly, reference

7. I solve my Problem in course and read senior thesis in library

Name   : Rosnana Dwi Safitri

Proposal title : the Influence of listening ability towards the Students communication mastery in English at the second graders of Junior High School in SMP N 3 BATANGHARI EAST LAMPUNG

Interview answer sheet

1. yes, I know

2. yes, a little

3. Just my own research

4. I don't know

5. yes. I have

6. My problem is in reference and grammar

7. I solve my problem by ask my friends opinion and find source in library.

Name   : Ferliana Aryantika

Proposal title : An Analysis of film Subtitle In listening
testing at the ninth Graders of smp N2
Batanghari east lampung academic year
2019/2020.

Interview answer sheet

1. Yes, I know

2. I understand what I wrote except
theory

3. No, I don't know

4. Yes, a little from the little

5. Yes, I have problems

6. The problems are in references, grammar,
and vocabulary.

7. I solve it by ask friend. for help.
google translate and read in library.

Name   : Bunga Dwi Puspita Sari
Proposal title : An Ambiguity Analysis of students poem translation at the fifth Graders of IAIN Metro

Interview answer sheet

1. Yes, I know

2. Yes, I understand

3. only know the components of mine

4. I dont know

5. Yes I have many Problems

6. the Problems are in grammar, references and limited books

7. I ask Friend to share and help me and rearch source in Library

Name : Farida Misnia Asnah

Proposal title : Improving students pronunciation By using
Dave scondas video at the eleventh Graders
of MA Roudlotul ulum seputih Surabaya
central Lampung In the academic year
of 2019/2020.

Interview answer sheet

1. Yes, I know

2. I understand what I wrote except theory

3. No, I dont know

4. Yes, a little from the title

5. Yes, I have problems

6. the problems are in references, grammar,
and vocabulary.

7. I solve it by ask friend for help, google
translate and read in library.

Documentations

Interview with Ummi Latifah

Interview with Rosiana Dwi Safitri

Interview with Fellisya Hepta Amanda

Interview with Khoirul Munawaroh

Interview with Ria Seprina Rahayu

Interview with Raudatu Rahma Rais

CURRICULUM VITAE

The writer name is Mustikawati. She was born in Wonosari on December, 29th 1997. Live in 28 A Purwoasri Metro Utara. The writer finished her formal education on Aisiyah bustanul atfal kindergarden, elementary school at SD N 5 Metro Utara, junior high school at SMP N 6 Metro and senior high school at SMA N 5 Metro. After graduated from senior high school, the writer became the student of IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.