



## THE DIFFICULTIES OF WRITING A RESEARCH PROPOSAL BY STUDENTS OF STIBA IEC JAKARTA

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**Abstract:** This research aims to analyze the English Literature students' of STIBA – IEC Jakarta problems in writing final project in English. The causes are viewed from students' and the lecturers perspective as the advisor and also what are supposed to do to help the student minimize the problems in writing final project. This study used descriptive qualitative method that fully describe the problems as well as solutions in writing final projects. The deep analysis has been done from the student's and the lecturer's perspectives. After conducting a survey by doing some interviews and distributing questionnaires, we found that there are so many factors that affects the students' difficulties in finishing their final projects. This research method is a method of classroom action research conducted to improve the ability of students to make a research proposal through a direct learning model. The process of implementation of the measures is implemented in stages until the research is successful. The procedure initiated actions of (1) the action plan, (2) implementation of the action, (3) observation, and (4) reflection. Results research shows that the ability to write a student thesis research proposal in semesters 7-8 English Literature Study Program 2018 academic year belongs to sufficient qualifications. Semester 7-8 students of the English Literature Study Program STIBA - IEC Jakarta should be helped to really understand how to prepare a thesis research proposal so that they can write research proposals well and in the end students will be able to complete the thesis quickly and on time.

**Keywords:** *Ability to Make Proposals, Direct Learning, difficulties, writing proposals and thesis research*

### INTRODUCTION

One of the scientific papers produced by students, especially final year students who complete their education at the undergraduate level (S1) is a thesis. Completing a thesis is an absolute requirement for

students who want to immediately start their study period in college.

A good thesis in the sense of a thesis written in accordance with the content and systematics of the institution (university) comes from a good proposal which is also written in accordance with the content and systematics of the institution (university). The

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problem is that not all students are able to make proposals as desired. Even because of the ongoing confusion, not a few students continue to delay making proposals even though the thesis title has long received approval from the study program coordinator and the head of the department.

The research proposal is a brief description of the research plan to be carried out. The research proposal is the first step of a long stage of research that will be carried out by students in conducting research. All students who will complete their education will definitely be faced with the stages of preparing a research proposal. This proposal will be assessed by a team and will be recommended for research by the student concerned.

Making a proposal is the application of a series of theories, methodologies and research procedures that have been studied. Technically student legality will start to make a proposal when the student has obtained a decision letter for approval of the research title and the supervisor. However, in reality, not all students immediately start making proposals. This is known from the lack of students in the current academic year who register for research proposal seminars in the English literature department. This indicates that the proposal is not ready for seminars, so as not to say that the research proposal has not been completed or has not been worked on at all.

In writing a research proposal, students must also be able to demonstrate that they have the competence to carry out the research. This can be demonstrated by a good mastery of research problems and themes. From the explanation given, students should be familiar with the theme and topic of the research to be carried out. Likewise, the literature, theories and theoretical materials that will be used can all show that the student really understands it. For that, of course, students who will write a research proposal must really understand what will be researched.

Understanding of research theory, methodology and procedures as well as ability applying it seems to need to be done more seriously by choosing the use of learning models that are able to improve students' ability to make research proposals.

The focus of attention to be improved in writing research proposals is the ability to reduce the concepts/theories used, the ability to use scientific notation and grammar, the ability to choose sampling techniques and/or research informants in accordance with the determination of the research problem, the ability to choose data collection techniques, research instruments, data processing and analysis techniques that are in accordance with the problem and research objectives, and the completeness of references to support the concept (Ardimen, 2017).

Then, Aisiah & Firza, (2019) were more concerned with looking at the obstacles faced by English Literature Department students in writing thesis proposals. The obstacles they face start from writing a qualitative type of proposal. The obstacles faced by students are related to how to formulate research problems according to phenomena in the field, pouring data collection techniques and data analysis techniques, and specifically for qualitative research the obstacles are around product specifications that are in accordance with user expectations and needs.

Other factors that cause delays in the preparation of this thesis as well expressed by Susetyo, et al, (2020) namely the difficulty of expressing problems in the background, lack of sources or references related to theory, lack of understanding of selected research methods, compiling instruments and testing instruments, as well as analysis research data. At the most extreme, students do not know what will be researched and how to research it and do not understand the direction of the research to be carried out.

In general, in the Thesis Writing Guidelines, it is stated how to compose thesis research proposals and



reports. Completely systematic proposal writing and The thesis research rep have has included the systematics of writing, among others, to: research proposal writing includes (1) introduction, (2) literature review or review, (3) research methodology. For writing a systematic thesis research report, it includes (1) introduction, (2) literature review or review, (3) research methodology, (4) research results and discussion, and (5) conclusions and suggestions (Gani, 2019). Writing a thesis proposal for the student is not easy. Even though he has obtained a Methodology course in the seventh semester. It is proven that some students cannot finish college on time or mostly completed their studies more than 4 years or eight semesters (Faelasofi, 2018). Not to mention the problem students don't understand yet the process of writing articles on the results of their thesis research which must also be published in journals national level as a judicial requirement (Susetyo, et al, 2020). This can be overcome if the concept of writing a proposal and thesis is correct, so writing a scientific article too will be easy.

Kristanto et al. (2014) in his research further explains that there is a relationship between self-confidence and anxiety in preparing thesis proposals, causing obstacles that make students difficult in preparing thesis proposals. This is different from the research conducted in this discussion which aims to see the ability and level of difficulty in writing a thesis writing proposal, especially for students of the English Literature Study Program, STIBA -IEC Jakarta. The goal is to be able to see firsthand the problems faced by students so that they can be improvements in the future for managers, supervisors, and students in compiling thesis research proposals correctly and completed on time.

Difficulties in compiling thesis research proposals for students are a classic thing, even though students have received Language and Literature Education Research Courses, Language and Literature Research, Seminars (Teaching,

Language, and Literature), but students still experience difficulties and obstacles that they face. naturally when compiling a thesis research proposal. This is also similar to the results of research conducted by (Aisiah & Firza, 2019) that students generally experience difficulties in writing thesis research proposals, especially in stating the background, framework of thinking, research instruments, data analysis, and data wetness testing. Likewise, research that has been carried out by (Zuriati, 2020) shows that 60% of students still have difficulties in writing thesis proposals starting from writing the introduction, theoretical basis, and bibliography.

Writing a proposal is a must for prospective undergraduate students who will go into the field or collect data (Susetyo & Noermanzah, 2020). After the research proposal is submitted to the supervisor, both the supervisor Main (Advisor I) and Assistant Supervisor (Advisor II), and tested in the seminar exam and declared passed by the supervisor and examiners, new students are allowed to take data. Proposal This research is an absolute requirement in the completion of a student thesis, without a research proposal, of course the thesis research report will not be realized.

As one of the private universities in Jakarta, namely the College of Foreign Language Studies (STIBA) - IEC Jakarta which has a study program in English Language and Literature, it must strive to produce graduates who are skilled in writing scientific papers. To be able to write a scientific paper, students in the STIBA -IEC study program must first pass several prerequisite courses, namely Thesis Writing, Literary Research Method and Linguistics Research Method. The ultimate goal of this course is that students are able to write a good proposal.

The guidelines and writing mechanisms that have been applied to the English Literature study program at STIBA - IEC Jakarta have different writing formats from those in other universities. There are two forms of research proposal writing

formats that can be used as a reference by students in writing research proposals that are tailored to the study they will examine.

Problems that are usually faced by students in the process of writing a thesis proposal include difficulty in finding literature, limited funds, not accustomed to writing in the sense of writing scientific papers, less familiar with the scheduled work system with such tight timing and problems with thesis supervisors (Darmono & Hasan, 2007). From the initial survey that has been conducted, the researcher gets an idea of what difficulties are experienced by students when writing a research proposal for both Linguistics and Literature studies. They experience difficulties starting from chapter I introduction to chapter III research methods with different levels of difficulty.

This study aims to find out the difficulties of students writing research proposals at the English Language and Literature Study Program at the College of Foreign Language Studies (STIBA) - IEC Jakarta.

## **LITERATURE REVIEW**

### **Difficulties in Students in Compiling Thesis Proposal.**

According to Winkel (1998), students are people who study in tertiary institutions, both at universities and institutes or academies, those who are registered as students in tertiary institutions can be referred to as students. Student academic tasks include coursework that must be completed on time, achievement of study load, practicum, street vendors and thesis. but in completing their academic tasks students will be faced with various obstacles. These constraints will often increase along with the increase in the level of lectures they achieve. as well as final year students, where at the student level they are faced with a final task, namely a thesis to complete studies and obtain a bachelor's degree from the alma mater that oversees them.

The work process starts from the proposal until the end, students are required to be able to think outside the box, increase creativity and independence in seeking knowledge, uphold the value of cooperation, prioritize an unyielding spirit and have a concern for (Ekelenburg, 2010), revealed in his research that "writing the research proposal is not simply typing words and punctuation" means that writing a research proposal is not only typing words and punctuation, but requires briefly and clearly to record facts, and draw up a convincing line of thought for funding a project.

Ekelenburg, (2010) also said that to get the best results, both sides of the brain, a logical and intuitive left brain, and a creative right side brain need to work as a team. A research proposal is a brief description of the research plan to be carried out. The research proposal is the first step of a long stage of research that will be carried out by students in conducting research. This proposal will be assessed by a team and will be recommended for research by the student concerned.

### **Understanding Thesis**

According to the Big Indonesian Dictionary, a thesis is a scientific essay that must be written by students as part of the final requirements for their academic education. while according to Fatma, (2013) thesis is a scientific work written by undergraduate students at the end of their studies based on the results of research, literature review, or the development of a problem that is carried out carefully.

The results of the study Fadila (2013) found that students who were writing a thesis were included in the category of high-stress level. This was due to various obstacles such as the difficulty of meeting supervisors, the difficulty finding book reference literature, an environment that was not conducive and feeling tired when compiling a thesis. because it took too long to compose the script. The results show that the obstacles commonly faced by students in writing their final thesis include: confusion in



developing theory (3.3%), lack of methodology (10%), difficulty compiling discussions (10%), difficulty describing research results (13.3%), perceptions such as fear of meeting lecturers (6.7%), difficulty in determining the title (13.3%), lazy (40%).

Dubicki (2015) found that many students had difficulty writing rigorous research papers, even though they had previously completed research assignments for other classes. There are clear indications that instruction and support from librarians continue to be valuable, even to experienced students. This is the same as the research conducted by Na'imatul (2015), for reasons why they did not propose, students answered that it was not fun, students said that it took a long time, and students answered that they wanted to focus more on college assignments.

Research conducted Dubicki (2015) found that students often have difficulty in compiling long research papers, especially in identifying relevant material to be included, such as books, popular articles or scientific articles, government statistics and documents and information collected from websites.

In writing a research proposal, students must also be able to demonstrate that they have the competence to carry out the research. This can be demonstrated by a good mastery of research problems and themes. From the explanation given, students should be familiar with the theme and topic of the research to be carried out. Likewise, the literature, theories and theoretical materials that will be used can all show that the student understands it. For that, of course, students who will write research proposals must understand what will be researched Zuriati (2017).

Factors That Make It Difficult for Students to Prepare Thesis Proposal Writing a proposal is a must for prospective undergraduate students who will go into the field or collect data (Susetyo & Noermanzah, 2020). After the research proposal is

submitted to the supervisor, both the Main Advisor (Supervisor I) and Companion Advisor (Supervisor II), and is tested in the seminar exam and declared to have passed by the supervisor and examiner, new students are allowed to take data. This research proposal is an absolute requirement in the completion of a student's thesis, without a research proposal, of course the thesis research report will not be realized.

### **Looking for material or thesis title**

Students in searching for material or thesis titles that will be submitted as titles are due to the lack of seriousness, attention, and enthusiasm of students in submitting thesis titles, students' lack of ability in submitting ideas or ideas so that it is difficult for lecturers to understand the ideas proposed and do not understand what the problem is. who will be appointed for the title of the thesis.

### **Problems with the thesis supervisor during thesis consultation**

When consulting with the supervisor, there is good communication between students and the thesis supervisor. The problems faced by students are related to the scheduled guidance time so students find it difficult to meet the supervisor and the student's lack of ability to communicate with the supervisor so what they want to say is difficult to express. Establishing a good communication relationship with the supervisor is an easy way to complete the thesis.

From the description above, this problem is urgently needed to be researched to immediately get a clear picture of students' abilities in preparing thesis research proposals and what difficulties are experienced by seventh-semester students of English Literature Department STIBA - EIC Jakarta in writing thesis research proposals.

### **Constraints Experienced by Students in Compiling Thesis Proposal.**

The thesis is a scourge for students because the students concerned have to provide a special time to

work on it until it is finished, even students who are in the process of compiling this thesis also experience problems (Slamet, 2013). Another expert stated that failure in writing a thesis was caused by the difficulties of students in finding the title of the thesis, difficulty in finding literature and reading materials, limited funds, and anxiety in dealing with supervisors (Riewanto, 2013). From the explanations of the experts above, it can be concluded that the obstacles that are often experienced by students in preparing thesis proposals are :

### **Determining the research title**

Finding a title is not an easy matter in compiling a thesis. This will also become a pressure if it is not completed immediately. It is not enough once or twice to get the right title to complete the thesis on the research carried out. The title must be in sync with the background, the theory used, research methods, and research subjects. Choose an area of research that interests or interests the researcher.

For example in the field of learning media, learning organizations, and others relevant to the researcher's field of study. Choose a problem that interests the researcher and the researcher has sufficient knowledge and insight about the problem. For example, problems regarding the design, development, utilization, management or evaluation of learning processes and resources.

### **Looking for Literature Books**

Literature books are indeed very important for research, but indeed not all the books we are looking for are always available in the campus library, not infrequently we inevitably have to actively look for books outside the campus in order to support the research that we will carry out.

There is sufficient theory to study, analyze, or evaluate the problem to be studied. This is also shown by completing the research proposal with a bibliography.

### **Academic Ability**

Each student has their own academic ability, of course, also at different levels. For lucky students who have a high academic level, of course, it becomes their capital in carrying out their duties.

### **Analyzing Data**

Analyzing data from a study is not easy, while the ability of each student is different. For students who have a slightly low ability this will be a pressure for them.

Researchers can collect and obtain data about the problem to be studied. The selected problem has never been studied by other people with the same object and place. Sufficient time is available to conduct research in accordance with the set target time, starting from collecting, processing, presenting, and analyzing data to writing research reports. Research for a thesis should be targeted for completion in six months or one semester. There are supervisors in terms of research materials and methodologies who have expertise in accordance with the research field of the researcher.

### **METHOD**

This study uses a type of qualitative research that is descriptive-analytic. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various scientific methods (Tohrin, 2012).

This research design uses an ethnographic design, ethnographic research is a study of the way of life of a culture or community or group and organization, this research relies on a long period of fieldwork (Tohrin, 2012).

The population in this study were all 25 students of the Semester VIII English Language and Literature Study Program at the College of Foreign Languages (STIBA) -IEC.



According to (Arikunto, 1998) if the subject is less than 100, it is better to take all so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 20% to 25% or more. In this study using Total Sampling.

## RESULTS AND DISCUSSION

### 1. Description of Data

The results of the research data were obtained based on random questionnaires/questions through online interviews through the WhatsApp application. Data were obtained by 25 final semester student respondents at STIBA – IEC Jakarta.

This questionnaire was given to students according to the topic of study they would examine. There were 12 students who researched studies in the field of linguistics, while for Literature studies there were 13 students who were not included in the sample to be studied.

### 2. Data Analysis

#### a. Findings and Discussion of Linguistic Studies

Researchers took a sample of 12 students who took language studies. In this section, the researcher describes indicator I, namely the writing systematics in Chapter I as shown in the following table:

Tabel 1. Indikator I (Chapter I: Introduction)

No	Questions of Indicator I	Answer	
		Yes	No
1	<i>Saudara/i mengalami kesulitan dalam memahami sistematika penulisan pada Bab I/Introduction</i>	9 (75.0%)	3 (25.0%)
2	<i>Saudara/i mengalami kesulitan dalam menentukan suatu masalah penelitian</i>	11 (91.6%)	1 (8.40%)
3	<i>Saudara/i mengalami kesulitan dalam menyusun latar belakang penelitian</i>	8 (66.6%)	4 (33.4%)
4	<i>Saudara/i mengalami kesulitan dalam membatasi masalah yang akan diteliti</i>	12 (100%)	0 (0%)
5	<i>Saudara/i mengalami kesulitan dalam merumuskan suatu masalah dalam penyusunan proposal</i>	11 (91.6%)	1 (8.40%)
6	<i>Saudara/i mengalami kesulitan dalam menentukan tujuan penelitian</i>	6 (50.0%)	6 (50.0%)
7	<i>Saudara/i mengalami kesulitan dalam menentukan manfaat yang akan diteliti</i>	7 (58.3%)	5 (41.7%)
8	<i>Saudara/i mengalami kesulitan dalam membuat definisi operasional</i>	10 (83.3)	2 (16.7)
	<b>Average</b>	77.1%	22.9%

In indicator I, question no. 1 there were 9 samples (75.0%) still having difficulties, this was because students still did not understand how to compose an introductory chapter. And there were 3

samples (25.0%) who did not experience difficulties.

Question No. 2, there were 11 samples (91.6%) still experiencing difficulties because they did not understand in determining a research problem

which must be based on a theory that supports research. There was 1 sample (8.40%) who had no difficulty in determining the research problem because they already had an overview of the problem to be studied.

Question No.3, there are 8 samples (66.6%) still experiencing difficulties due to students' ignorance in compiling a background that must be reinforced with supporting theory. There were 4 samples (33.4%) who had no difficulty because they already knew how to write a background which had to be known in advance about the problem to be studied and supported by relevant theory.

Question No. 4 there were 12 samples (100%) still experiencing difficulties because they could not find research problems due to difficulties in obtaining supporting theories. There were 0 samples (0%) who did not experience difficulties because they were able to determine the research problem and it was supported by theory.

Question No. 5 there were 11 samples (91.6%) still experiencing difficulties. This is because the problems studied are not clear so that the research formulation cannot be explained. There were 5 samples (8.40%) who did not experience difficulties, because the research problems described in the background had explained the

problem boundaries which were also related to the problem formulation.

Question No. 6 there were 6 samples (50.0%) still experiencing difficulties because they could not explain the research problem to be studied. There were 0 samples (50.0%) who had no difficulty. This is because they have been able to describe the research objectives they stated in terms of the problem and the formulation of the problem.

Question No.7 there is a sample (58.3%) still experiencing difficulties because of doubts in explaining the benefits of this research to anyone. There were 5 samples (41.7%) who had no difficulty. This is because it is clear to whom and for what purpose the benefits of the research they will examine.

Question No. 8 there were 10 samples (83.3%) still experiencing difficulties because the problem under study was not very clear and the supporting theory was also inadequate. it was found that 77.1% of the sample had difficulty in compiling the writing systematics in chapter I (Chapter I: Introduction) and there were 22.9% of the sample having no difficulty in compiling the writing systematics in chapter I (Chapter I: Introduction).

Table 2 Indicator II (Chapter II: Review of Related Literature)

No.	Questions of Indicator II		Answer	
			Yes	No
9	<i>Saudara/i mengalami kesulitan dalam memahami Sistematika penulisan Bab II / Review of RelatedLiterature</i>		9 (75.0%)	3 (25.0%)
10	<i>Saudara/i mengalami kesulitan</i>	<i>dalam</i>	11 (91.6%)	1 (8.40%)
11	<i>Saudara/i mengalami kesulitan dalam menemukan penelitian yang relevan</i>		10 (83.3%)	2 (16.7%)
	<b>Average</b>		<b>83.3%</b>	<b>16.7%</b>

In indicator II question No. 9 there are 9 samples (75.0%) still experiencing difficulties because they experience difficulties in developing related theories, there is no adequate theory available, more theories come from Indonesian language sources. There are 3 samples (25.0%) who do not experience difficulties because they have found an adequate theory.

Question No. 10 there are 11 samples (91.6%) still experiencing difficulties because they have difficulty finding theories with the latest year's publications and each theory that has been cited must be concluded in their own language. There was 1 sample (8.40%) who had no difficulty, this was

because they already had the relevant theory so it was easy for them to develop a theoretical review.

Question No. 11 there were 10 samples (83.3%) still experiencing difficulties, this was because they had difficulty finding relevant previous research. There were 2 samples (16.7%) who did not experience difficulties because they had obtained the research materials beforehand.

From the results, it was found that 83.3% of the samples had difficulties and 16.7% of the samples did not have difficulties in compiling the writing systematics in Chapter II.

Tabel 4.1.3 Indikator III (Chapter III: Method of the Research)

No	Questions of Indicator II	Answer	
		Yes	No
12	<i>Saudara/i mengalami kesulitan dalam memahami Sistematika penulisan Bab III / Method of The Research</i>	10 (83.3)	2 (16.7)
13	<i>Saudara/i mengalami kesulitan dalam menentukan jenis penelitian yang sesuai</i>	9 (75.0)	3 (25.0)
14	<i>Saudara/i mengalami kesulitan dalam menentukan tempat dan waktu penelitian.</i>	11 (91.6)	1 (8.40)
15	<i>Saudara/i mengalami kesulitan dalam menentukan instrument penelitian yang akan digunakan</i>	11 (91.6)	1 (8.40)
16	<i>Saudara/i mengalami kesulitan dalam menentukan populasi dan sample</i>	10 (83.3)	2 (16.7)
17	<i>Saudara/i mengalami kesulitan dalam menjelaskan teknik pengumpulan data</i>	11 (91.6)	1 (8.40)
18	<i>Saudara/i mengalami kesulitan dalam memahami teknik yang akan digunakan dalam menganalisis data penelitian</i>	10 (83.3)	2 (16.7)
	<b>Average</b>	<b>85.7%</b>	<b>14.3%</b>

In indicator III question No. 12 there were 10 samples (83.3%) still experiencing difficulties because they did not fully understand the research methodology. There were 2 samples (16.7%) who did not experience difficulties because they had seen many examples from book sources regarding research methodology.

Question No. 13 there were 9 samples (75.0%) still having difficulties because they still had difficulty determining the right type of research. There were 3 samples (25.0%) who did not experience any difficulties because they had obtained easy ways to get permits

Question No. 14 samples 11 samples (91.6%) still experienced difficulties because they had to obtain permits first and had to obtain approval from many related parties. There was 1 sample (8.40%) who did not experience difficulties because they had seen many examples from book sources regarding research methodology.

Question No. 15 there were 11 samples (91.6%) still experiencing difficulties because they still did not understand what instrument was right for their research. There was 1 sample (8.40%) who did not experience difficulties because they already knew the right instrument.

Question No. 16 there were 10 samples (83.3%) still experiencing difficulties because they did not know how much population to take and it was still difficult to determine the right sample. There were 2 samples (16.7%) who had no difficulty because they had sufficient theory to determine the population size and how to determine the right sample.

Question No. 17 there were 11 samples (91.6%) still experiencing difficulties because they could not explain the methods or procedures for collecting the right data. There was 1 sample (8.40%) who did not experience difficulties because they already knew the procedure or how to collect data.

Question No. 18 there were 10 samples (83.3%) still experiencing difficulties because they did not understand the proper data analysis techniques for their research. There were 2 samples (16.7%) who had no difficulty because they already understood it

From the results it was found that 85.7% of the samples had difficulties and 14.2% of the samples did not have difficulties in compiling the writing systematics in Chapter III.

From the results of analyzing the data that had been collected from 25 participants, 12 fields of linguistics were selected which were included in the research sample either through questionnaires or

unstructured interviews, the causes of the difficulties the researcher could describe as follows.

Viewed from the perspective of students & supervisors who are the biggest causal factors of the difficulties encountered in the process of writing a thesis or scientific work:

1. Viewed from a student perspective

Viewed from a student's perspective, there are three things which are the biggest causal factors of the difficulties encountered in the process of writing a thesis or scientific work:

- a. Readiness to write in the face of several challenges that can hinder writing productivity For example the habit of procrastinating work. is one of the strongest causes in hindering the completion of studies. The habit of procrastinating makes writing an already difficult thesis even more difficult. The desperation of the writer, in this case the student or commonly called writer's block, is also a causative factor that cannot be avoided during the process of writing a thesis.
- b. Lack of self-motivation, students need self-evaluation, in this case building enthusiasm and self-confidence which are the main factors that determine the smooth running of students in completing their studies.
- c. Lack of community factors from family, people closest to students who provide support both in terms of material, as well as encouragement to quickly complete their thesis. Many parents think that their children are adults and no longer need guidance or encouragement from the family, so that students do not feel the need to finish their studies quickly.

2. Viewed from the perspective of the thesis supervisor

The supervisor is a very important figure in completing the thesis and is responsible for helping students write the thesis, especially in providing contributions, suggestions and ideas in each chapter



in the thesis. The supervisor is the part that most determines whether the student will succeed or fail.

From the results of interviews that were conducted with 2 thesis supervisors in the English literature study program at STIBA -EIC Jakarta, it was found that there were two obstacle factors that were often felt by supervisors as factors causing difficulties, including:

- a. That is when the supervisor is on leave, further studies or dies. Usually the faculty will immediately find a solution and arrange this problem. If the student in question has carried out each stage properly, the change in supervisor will not have too much impact on the smoothness of writing the thesis. However, the problem that often occurs is that students find it difficult to adapt to changes in the style of guidance carried out by new supervisors. Students tend to be passive and do not communicate what has been done in previous mentoring and how the process of mentoring will be in the future.
- b. The supervisor does not read the thesis draft in detail and thoroughly. The reluctance and maybe the busyness of each lecturer to read student thesis can make students not get adequate input, especially in terms of the relevance of the initial ideas written with research procedures that are in accordance with the objectives that have been put forward in writing the proposal.

## CONCLUSION

The following are the conclusions obtained based on the objectives in the Introduction Chapter. From the description in the introduction and the background of the problem presented in front and based on the results of the study, it can be concluded that there needs to be a more well-programmed effort to prepare students to write the final thesis in the field of education faster and better. Efforts to accelerate the writing of the final thesis in the field of learning can be concluded as follows: (1) There are still many students who have difficulty in make a script. It cannot be separated from knowledge them about aspects of good writing and correct according to the applicable rules; (2) If viewed from

the perspective of students, then there are four things that are the biggest factors causing the difficulties encountered faced in the process of writing a thesis or scientific work, namely: self-evaluation, family factors, readiness to write in facing several challenges that could hinder writing productivity, and very extensive thesis study materials; and (3) While from the perspective of the supervising lecturer is a leave supervisor, further study or died, the supervisor did not read the draft thesis with detail and thorough, and a mentor.

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