THE STUDENT'S STRATEGIES FOR WRITING A WELL-STRUCTURED RESEARCH PROPOSAL AND MEETING TIMELY DEADLINE

THESIS

This Thesis is submitted to fulfill The requirement For 'Sarjana' degree in English Language Education

By:

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FACULTY OF TARBIYAH
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2024

Hal   : Pengajuan Skripsi

Kepada
Yth. Dekan Faku ltas IAIN Curup

Di-

      Curup

 Assalamu'alaikum Wr.Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara **Ilham Faturrahman** yang berjudul ***"THE STUDENT'S STRATEGIES FOR WRITING A WELL-STRUCTURED RESEARCH PROPOSAL AND MEETING TIMELY DEADLINE"*** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

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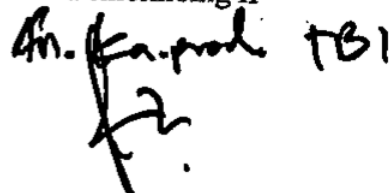
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PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" of IAIN Curup. The writer realizes that this thesis is far from being perfect. Thus, he really appreciates any suggestion and criticism for the betterment of the thesis. Finally, yet important the writer hopes this thesis will be useful to those who are interested in this field of study.

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MOTTO:

All that is gold does not glitter, not all those who wander are lost.
(Bilbo Baggins)

Dedication

Alhamdulillah, there is no miracle except by Allah. In the namne of Allah and hi messenger prophet Muhammad Saw. I would like to dedicate this thesis for:

1. My Mom Susi Wijayanti and My Dad M. Muhzor, They support me a lot, The best things I've ever had in my live, they never stops praying for me. They are the reason why I keep trying to finish this thing. Thank you for everything Mom and Dad.

2. My beautiful sister Jingga Nurania Adelin, she really cares about me. Give me everything she had, sorry I never listened to your advice although honestly your advice is good.

3. My brothers and Sisters: Marta Adi Kusandi, S. Pd, Ogi Saputra, Yuk Adel, Mba Ripah and Mba Titik, They talk to much about my study making me full preasure to finish this thesis

4. Umi Sri Wihidayati, M. Hi and Ust. Yusefri, M. Ag who always give me motivation, guidance, and give me suggestion to finish my study.

5. All of ustad wal ustadzah in Ma'had Al-Jam'ah and TBI 8B making me excited to finish this thesis

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Assalamu'alaikum Wr.Wb

All praises to Allah SWT the al-mighty and merciful who has bless and guidance me possible to finish this thesis. Peace and solution always be given to prophet Muhammad SAW, to all of his family and also to his followers who brought us to sophisticated era.

Alhamdulillah, The researcher has finished this thesis entitled *"THE STUDENT'S STRATEGIES FOR WRITING A WELL-STRUCTURED RESEARCH PROPOSAL AND MEETING TIMELY DEADLINE".* This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program Of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from other. In this chance, the writer would like to express his deepest appreciation to :

1. Mr. Dr. Idi Warsah, M.Pd. I, as the chairman of IAIN Curup.

2. Dr. Sutarto, S. Ag, M. Pd as The Dekan of Tarbiyah Faculty

3. Mrs. Jumatul Hidayah, M.Pd as my advisor and Mr. Sarwo Edy, M.Pd as my Favorite Lecture, who always give me time, advices, suggestion and best supports to finish this thesis.

4. All of the lecturers of English study program IAIN Curup for them toward beneficial in sight their unconditional support..

5. Moreover, the researcher dedicated thousand of thanks a lot of person, whom she could not mention all for their help in giving some benefit opinions and information.

Finally, the writer needs constructive suggestions for being perfect. The researcher realized that this thesis has many mistakes. Hopefully, the result of this study can give beneficial contribution for English Study Program of IAIN Curup. For those acknowledgment above and those are not mentioned, may Allah give them his best reward and God's blessing us. *Aamiin Ya Robbal Alamin.*

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ABSTRACT

Faturrahman, Ilham. 2024. The Student's Strategies for Writing A Well-structured Research Proposal and Meeting timely Deadline (A Descriptive Qualitative Research In English Study Program Of IAIN Curup)

    Advisor   : Jumatul Hidayah, M.Pd

    Co-advisor   : Hadi Suhermanto, M.Pd

This research was focused on the students' strategies for writing a well-structure research proposal and meeting timely deadline in IAIN Curup. This research objectives were to find out the students' strategies for writing a well-structure research proposal and meeting timely deadline. This research is descriptive research which is presented in qualitative way. The subject of the research was six studentson 2023 academic year of English Study Program at IAIN Curup who finished their research proposal on time. To get the data in this research, the researcher used interview. In analysis of data, the steps were: data reduction,data display, and draw conclusion. The result showed: The first, students' strategies for writing a well-structure research proposal and meeting timely deadline already good because the students of study program on 2023 academic years who finished their research on time had been implemented and used some strategies writing research proposal by Joy de Jong suggested there were some strategies to write a well-structured research proposal for examples: 1) getting an overview of the research proposal consists of the procedure, the process and the product; 2) picturing the research; designing a research plan that circling around the research problem; 3) carrying out the research such collecting data recording the data. analyzing the data, and drawing conclusions; 4) producing and rewriting the text, for examples, identifying content, structure, and length, making an outline, writing the first draft, rewriting, and final editing.

Key word : Student's Strategies, Writing, Research proposal

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a form of activity in which the writer conveys information to readers through writing. The information presented is usually organized into paragraphs or texts. Writers often write their thoughts in good paragraphs or articles so that readers can understand what the writer want to say. So, if the reader understands the author's writings, it is a sign that he or she is good in writing because the ideas conveyed by the readers or observers are good. In addition to that, writing is the process of clarifying language so that readers can understand what the writer is saying. Writing is how students learn to write by putting their ideas on paper, writing what they like, and getting feedback on their ideas from students and other teachers. This means the students can express their thoughts and interests in writing on paper.

There are some types of writing, they are Essay writing, Creative writing, and Academic writing. In this study the researcher focused on Academic writing. Academic writing is the kind of writing used in high school and college classes.[1] Common type of academic writing is, essay, research paper, thesis/dissertation, and research proposal.[2] In this research, the researcher chose academic writing especially research proposal to be discussed as a kind of writing which used in collage during arranging the final paper for finishing their study.

A research proposal is a brief description of the research you plan to conduct. In education, writing an application is the final step if a student wants to complete their education. All students who complete the training must go through a research proposal design phase, and those who meet the requirements will be able to submit a research proposal according to the procedures applicable

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[1] Oshima, and Hougue. 2007. *Introduction to Academic Writing*, Pearson education, pg.03
[2] Bailey, Stephen. 2015. *Academic writing*, Routledge, pg.04

to their institution. This is the first step a long series of research projects that students will undertake as they conduct their research.

Before writing a thesis, students must begin writing a research project. Nasution said the purpose of the proposal was to investigate the time, money and effort effectiveness of eliminating a trial request altogether. The most important thing for researchers before starting research is to create a research design. It is intended to be a reference or guide for researchers in their research. Research design or design is the basis for planning or designing research studies.[3] Research designed described by Fachruddin is a framework or methodology for conducting research, so it is thought to provide an overview and guidance for conducting research. Completed or complete study. To produce good research, a good research design must be designed.[4] It helps researchers design the main topic or purpose of the research and present the expected results.

When designing a research project, students must demonstrate that they have the ability to conduct research. This indicated by understanding the problem and a good research project. The presentation is made to familiarize the students with the topic and purpose of the research that will be carried out. That is why students must know what they are learning. Therefore. The English Department students offers many programs to equip students with sufficient knowledge to help them design their research project. These programs include English reading, English academic writing, English studies English for academic purposes and research methodology. However, students still struggle to design a research project even after taking all the courses they have been thaught to properly write a research proposal. Many students complain about the di, setting up the application for the text forma, section and section headings, writing and finding relevant references, research opportunities and lack of these. Understand the design of research proposals.

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[3] Nasution, S. 2009. *Metode Research (Penelitian Ilmiah).* Jakarta : Bumi Aksara, pg 141
[4] Fachruddin, 2009. *Design dan Prosedur Penelitian Suatu Pendekatan Praktek,* Jakarta: PT. Rineka Cipta.

According to the researcher's study, the number of IAIN Curup students in the English language study program systematically made research applications and met the deadlines every year. In 2023, less than half of IAIN Curup's IAIN Curup students in the English Language Learning Program graduated from the Division of Research Programs each term. According to data obtained by researchers this year, only six students in the English language studies program passed the research application seminar and finished on time. Basically, the six students are prepared to present the research proposal seminar by systematically writing the research proposal and meeting the deadline. Therefore, because he wanted to understand the strategy for writing a research project, the researcher chose the title "The student's Strategies for Writing a Well-structured Research Proposal and Meeting Timely Deadline".

B. Research Questions

Based on the information from the previous research, the researcher aims to analyze the strategies of IAIN Curup English study program students to write well-structured research proposals and meet deadlines. The research questions are:

1. What are the students' strategies for writing a well-structured research proposal and meeting timely deadline?

2. How do the students use the strategies for writing a well-structured research proposal and meeting timely deadline?

C. Objective of The Research

Based on the above information and research questions, the purpose of this study can be summarized as follows:

1. To know about students' strategies for writing a well-structured research proposal and meeting timely deadline

2. To know how the students use strategies for writing a well-structured research proposal and meeting timely deadline.

D. Significances of The Research

There are three main types of research: theoretical significance, practical significance, and academic significance. The importance is as follows:

a. Theoretical significance.

The results of this study enrich the theories and findings of previous research on language skills, especially writing and strategies for writing research proposals that are well-structured and meet deadlines.

b. Practical Significance.

The results of this study enrich the theories and findings of previous research on language skills, especially writing and strategies for writing research proposals that are well-structured and meet deadlines.

c. Pedagogical significance.

The results of this study will also benefit research and development efforts as references and empirical evidence. Researchers conduct research to benefit English students and teachers with three types of research:

1. For students

In writing research proposal, the researchers try to find ways or strategies for writing a well-structured research proposal and meeting timely deadline.

2. For English lecturers

Researchers want to know not only students' strategies and teachers' feedback when writing research projects, but also teachers' strategies as

teachers who will be more involved in students' knowledge and understanding. The gift is a different strategy that makes it easier and more effective for students to come up with writing research projects in writing classes.

E. Delimitation of The Research

This research focused on investigating the student's strategies of English Study Program used for writing well-structured research proposal and how they meet the timely deadline.

F. Definitions of Key Terms

1. Research Proposal

   A research proposal is a formal written plan that provides a plan for the proposed research. [5] In simple words, it can be said that the research proposal is the backbone of the research that guides us throughout the research process and helps to find new knowledge about the researcher's field.

2. Writing Strategies

   Writing strategies are important in language learning because they are tools for active participation in self-regulation and are important for developing communication skills.

3. Well-Structured

   In this study, the layout or structure is well structured, systematic and logical. A research project should also include a description of the problem

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[5] A Quarterly Refereed Journal of Dialogues on Education, A UGC- CARE List Journal, ISSN 2278-2435, Vol. 11, Issue-3 August-2022. http://www.educationindiajournal.org

or question, a review of the relevant literature, the identification of research problems or hypotheses, and a description of appropriate methods to address them.

4. Timely Deadline

   The time or date by which a task must be completed or is considered a deadline. In this study, students complete a research proposal for a specific time or place.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Theories

1. Writing

Writing is one of the language skills that students must master. There are many theories that explain writing skills.

According to Hyland's Krashen, students cannot achieve good writing skills through self-study alone. They should be widely read.[1]

To write well, students need to read other materials to gain knowledge about the writing process. The act of writing requires the writer to think and communicate his thoughts to the reader with an end goal. A writer has a specific purpose for writing. According to Hyland's Krashen, writers focus on the topic of their text when they plan the writing process. This section is about the way the writer uses language, which is related to the reason the writer is writing. Different topics lead to different types of writing.

The text allows the writer to share what he has learned in writing, and the reader tries to get the essence of the writer's thoughts. Writing helps people express their thoughts through organized words and sentences so that readers understand what we are trying to convey.

Harmer explains the key steps in the writing process. I was responsible for planning, writing, editing (reviews and revisions) and the final version. In planning, writers think about what they want to say in their

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[1] Hyland. 2003. *Second Language Writing*. New York: Cambridge University Press, pg.17

writing. They consider what type of text they want to write, what content they want to convey and the purpose of their text, which will influence the language they use. Drafting is where a writer begins writing the first draft of an article. Once the writers have completed their drafts, editing begins. Writers look at their articles to see if their articles are effective or not. The final version is when the author thinks their manuscript is ready for publication. They also saw that their text informed readers about their topic.

Oshima and Houge describe four stages of the writing process. Write, plan, write, revise and write the final copy. The following are the sections:

a. Stage I: Prewriting

Writers choose a topic, narrow it down, and then brainstorm to gather information and ideas. Ideas can be chosen using list, free-write, or summative methods.

b. Stage II: Planning or outlining

In this step, a sublist of topics, topic sentences, and an outline of the text are created.

c. Stage III: Writing and revising drafts

Authors write a first draft based on the section. I will review the draft for content and structure. After proofreading, a second draft needs to be reviewed to check grammar and mechanics.

d. Stage IV: Write the final copy

The author's writing will improve after some corrections.

There are two purposes for teaching writing. Teach writing to learn and teach writing to write. According to Harmer, teaching writing is very different from writing. The purpose of Writing for Writing is to help students write better and learn to write in a variety of genres. The process of writing for the sake of writing leads to language improvement as an outcome rather than a goal.[2]

In this study, the researcher focused on academic writing, especially research proposal writing. Academic writing refers to the form of expression used by researchers to define the intellectual boundaries of their study and area of expertise. Characteristics of academic writing include formal language, use of the third person rather than the first person (usually), a strong focus on the research problem being investigated, and appropriateness of words. Like the professional language used in other professions, such as law or medicine, academic writing is designed to convey the meaning of complex ideas or concepts by a group of experts.[3] Academic writing is what writers must do for college courses.

2. **Writing Strategies**

Strategies are important in language learning because they are tools for active participation and self-regulation that are essential for developing communicative skills. The strategy is:[4]

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[2] *Ibid*
[3] Hartley,James. 2008. *Academic Writing and Publishing: A Practical guide*, New York: Routledge
[4] Joy de Jong. 2017. *Effective Strategies for Academic Writing*. Amsterdam: Uitgeverij Coutinho

1) Getting an overview of the task

   This includes:

   a. The procedure: How are the activities organized? Consider deadlines, negotiations, joint writing, division of labor, et cetera.

   b. The process: What to do? For example, using specific techniques, using text, writing several examples, et cetera.

   c. The product: What should the text look like? You can think about length, content, structure, style, et cetera.

2) Picturing the research; designing a research plan

   The research problem is "recurring:

   a. formulating the main research question;

   b. positioning the subject within the discipline;

   c. formulating the reasons for that question ;

   d. describing the sub-questions and methods;

   e. formulating the exact domain and variables involved in the answer.

3) Carrying out the research

   This encompasses:

   a. Data collection (answers to your sub-questions);

   b. Data logging;

   c. analyzing the data;

   d. data conclusions.

4) Producing and rewriting the text

   This encompasses:

a. identifying content, structure, and length (writing a 'bin version');

b. making an outline: a list that shows the main ideas and the structure of something that you are planning to write (Macmillan English Dictionary);

c. writing the first draft;

d. rewriting:

1. evaluation and revision of content and structure;

2. evaluation and revision of style and language;

3. more evaluation and revision;

4. more evaluation and revision;

5. more ….

e. final editing: adding the finishing touches (wording, references, formatting, etc.)

In this research, the researcher used the theory of Joy de Jong in investigate the students' strategies for writing well-structured research proposal.

3. Research Proposal

According to Samuel, asking for research is an important part of writing a thesis. [5] Once your research application is approved, start the real work. The more you apply, the easier it will be to write your paper. "The research proposal is an opportunity for researchers to convince the

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[5] Samuel, M. 2015. *Research Proposal Guide*. University Cape Town: University of The Western Cape.

academic world that they know what to write about their work," says Robson, quoted in Samuel. Better to take a chance and give them license to do so. According to Korner, the proposal is a research design that usually has a form with specific criteria such as language use, indicators, references, etc.[6]

The research proposal is a basic requirement for students to present the research they intend to carry out to obtain a bachelor's degree after completing their studies at the university, decide on the area of study and indicate the purpose, scope, significance, etc. structure and limitations of the study. According to Dunleavy (2003) a research proposal is a document that informs others about a project you intend to undertake as part of your research for a higher degree.[7] According to Samuel, "A research proposal is a written document that describes the research problem and describes what and how to study it. A research proposal helps focus the research objectives, clarify importance and need, describe methods, predict risks and outcomes, and plan alternatives and interventions.[8] Arsana and Nawangpuli suggest that the research proposal is an important part of a successful paper and is the most important step in the whole process.[9] There are usually five chapters in the research proposal with specific sections in each chapter. Karanja made a distinction between a thesis and a thesis in his article

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[6] Korner, H & Drury, H. 2001. *Writing a Thesis Proposal: Independent Learning Resources*. The University of Sydney: accessed in learning.centre@sydney.edu.au
[7] Dunleavy, P. 2003. Authoring a PhD: *How to plan, draft, write and finish a doctoral thesis or dissertation*. New York: Palgrave Macmillan.
[8] *Op.Cit.,* Samuel, M. 2015., pg 4
[9] Arsana, A & Nawangpuli, B. 2012. *Panduan Mengenai Proposal Penelitian*

and said: "A thesis is a document that is the result of professional academic research at the master's level by a graduate student, similar in look and feel whenever they prescribe an institution. A dissertation is a doctoral-level product, but differs from a dissertation in that it is more rigorous, broad, mature, professional, and subject-specific.[10]

A research proposal should be developed because it will facilitate the advancement of various research activities, so that research and obtaining the most important information will save effort, time and money. A good research project should have a good title, a clear background and support for the research, a clear statement and support for the research statement for goals and objectives, and a clear reason why the research is important to the study. is supported by previous research. Textual learning. Therefore, "a good research proposal helps to define and formulate the research question, reducing the scope of the research in a way that can be carried out within the limits of time, structure and development of the document established, and avoid wasting time in document search and data collection aspects of the project."[11]

a. The Purposes of Research Proposal

According to Karanja in his book "A Guide to Research Proposals and Thesis Writing", a research proposal is a comprehensive plan for a research project.[12] This is a written

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[10] Karanja, J. 2016. *A Guide to Research Proposal and Thesis Writing*. Kenya: KIM school of Management & Kenya Prisons Service
[11] *Op.Cit.,* Samuel, M. 2015., pg 5
[12] *Op.Cit* ., Karanja, J. 2016

description of the research plan to be carried out, defining the specific scope of the research and specifying the purpose, scope, methodology, general structure and limitations of the research. According to Kabir, the purpose of the application is to provide a clear, concise and clear explanation of the action plan for the consideration of the auditor approving the proposed action.[13]

There are many research application topics. The students prepared to carry out the research, expressed the idea by describing the research project and its importance and presented a step-by-step plan for carrying out the research. It also provides enough information for the reader to evaluate the proposed study and show what is expected of students, how, when and why. In other words, "The research proposal is the first step in writing a thesis. Research and write a thesis."[14]

According to Samuel, "The purpose of a research proposal is to give your supervisor a clear idea of your research work. A research proposal should include an overview of chapter titles, introduction, literature review, description of methodology, results, analysis, summary and conclusion".[15] But the app is more than just a little research paper. It must have a specific and limited purpose. The program must be good and original. Generally, a sentence

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[13] Kabir, S. 2018. *Basic Guidlines for Research: Research Proposal*. Chittagong- 4203, Bangladesh: Book Zone Publication.

[14] Swales, J & Feak, C. (2012). *Academic Writing for Graduate Students, 3rd Edition: Essential Skills and Tasks*. Michigan: Michigan ELT., pg 102

[15] *Op.Cit.,* Samuel, M. 2015., pg 5

consists of one or two sentences. The introduction section of the study explains the purpose of the study and presents the aims and objectives. According to Caldman as cited in Paltridge & Starfield (2007), "The main purpose of a research proposal is to convince the reader of the value of the project and the strengths of the research. Researchers must demonstrate that they have a plan of action and that the project will be successful." [16]

b. The Structure of Research Proposal

Before conducting research, each researcher must develop a research proposal. "A research proposal consists of three chapters preceded by a title page with the title of the research, author, department, name of the university and year of research. The title should describe the purpose of your research and be easy to understand, using keywords from the field you want to study."[17] According to Khuriyah, a standard research proposal structure consists of three parts: introduction, review of related research, and research methodology.[18] The components are interconnected and some may contain more than one component. The application structure that IAIN Curup students should follow when writing a research project is as follows:

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[16] Paltridge, B & Starfield, S. 2007. *Thesis and dissertation writing in a second language*: a handbook for supervisors. London: Routledge., pg.62
[17] *Op.Cit.,* Arsana, A & Nawangpuli, B. 2012., pg. 15
[18] Khuriyah. (2016). *Panduan penulisan skripsi fakultas ilmu tarbiyah dan keguruan IAIN surakarta*. Surakarta: Fataba Press, FITK IAIN Surakarta.

1. Title

   Samuels said that after defining a research problem, you should give your research an appropriate title.[19] The title should be short, well thought out about the focus, clear, concise, clear and concisely describe the topic of the study, no more than two lines. The topic must be clearly stated and the purpose of the study must be presented.

2. Introduction of study

   Briefly describe the details of the research proposal. According to Arsana and Nawangpuli, the research introduction should be clear, concise and appropriate to the purpose of the study, to produce a problem statement that describes the study and presents the purpose of the study, and begin with background information on the problem under investigation.[20] The introduction consists of five parts: the background of the research, the research problem, the purpose of the research, the meaning of the research and the terminology.

3. Literature review

   According to Baron, "The purpose of Chapter 2 is to provide the reader with a comprehensive overview of the literature related to the topic under investigation. The review and related articles should strongly emphasize the introductory

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[19] *Op.Cit.,* Samuel, M. 2015., pg 15
[20] *Op.Cit.,* Arsana, A & Nawangpuli, B. 2012., pg. 13

and background information contained in this chapter. This chapter may include theories and models related to the problem as well as significant published research data on the problem. The first part of Chapter 2 describes h/.ow the chapter is organized and describes the parts of the chapter." [21]

4. Research Methodology/Research design

Basically, "Chapter III describes the specific methods used in the literature review and data collection for the study. The chapter begins by restating the research problem and usually a Hypothetical or Research Questions Information about the methods should be broad and detailed."[22] There are many aspects of research methodology: study design, population and sample/subject, data collection, and data analysis.

5. References

Kiranja argues that the use of good references is one of the most important factors that demonstrate a writer's skills and experience in conducting research and reporting accurately. One aspect of the bibliography is to use the style recommended by your advisor, use the APA style guide, or follow the conventions of authoritative journals in the field.

Simply put, the research proposal explains what the researcher is investigating, why it is important, and how the research will be conducted.

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[21] Baron, M.A. 2008. *Guidelines for Writing Research Proposals and Dissertations*. Division of Educational Administration: University of South Dakota., pg.9.
[22] *Ibid.,* pg. 11

The format of a research proposal varies by field, but most research proposals should include a title page, introduction, literature review, research method/research design, and a list of references. There are slight differences in how the sections are named or separated, but the goal is the same.

A well-designed research proposal should include the following:[23]

a. everyone Title of the paper: The title should include keywords that describe the topic of the study. The title may change as the research progresses, but for now it should clearly and concisely state what the purpose of the research is.

b. Introduction - This should be a paragraph that gives a brief overview of the general topic, why you are interested, why you think your research is important, and a summary of what you want the study to do.

c. Literature Review: Use this section to demonstrate your understanding of the current literature in your field of study and provide examples of problems, controversies, and weaknesses in this literature. Take a brief look at the key literature to demonstrate your understanding of relevance and outline the gap in the existing literature that your research aims to fill.

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[23] Accessed on 7 November 2023 from Article University of Gloucestershire, The Park, Cheltenham, GL50 2RH. https://www.glos.ac.uk/information/knowledge-base/how-to-write-a-research-proposal/#:~:text=A%20well%2Dstructured%20research%20proposal,what%20the%20research%20is%20about.

d. Research Questions: What are the main aims and objectives of the research? Keep your research question short, clear and concise. It shouldn't be listed at all. Generally, three research questions are sufficient for a research proposal at this time.

e. Method: Use this section to explain how you conducted your research. Specify the research method or approach you will use, state your choice and limitations, if any.

f. Product - Defines what the intended product is. What do you hope your research will accomplish?

g. Bibliography: Create a list of key texts and articles that you have consulted in preparation for your research project. You can also demonstrate your knowledge of the extensive literature on the topic by listing other relevant literature that you did not use directly when writing your application. Use standard references.

4. **Research Proposal as an Academic Writing**

The academic paper is a written document that meets the requirements of the university. It plays an important role in higher education, where communication is the main form of communication for individual learning purposes.[24] Also, academic writing is something that students must do in college courses. The theoretical framework refers to the type of information that researchers use to define the intellectual boundaries of their study and field of knowledge.

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[24] Woro, R. 2013. *Academic Writing: A Practical Handbook for Higher Students in Personal Style*. Surakarta: Fataba Press IAIN Surakarta.

Based on its use in academic writing, Jones states that the characteristics of academic writing are (usually) the use of the third person rather than the first person point of view, which is an understanding of the research problem being studied and the choice of good words.[25] Like professional language used in other professions, such as law or medicine, academic writing is designed to convey the accepted meaning of a particular idea or concept to a group of scientific experts:

a. Case Study

Purpose: Write and respond to comments about special events or decisions.

b. Critique (sometimes called review or critical response)

Purpose: Summarize and evaluate the work of others, including articles, books, and films.

c. Essay

Purpose: Write a long academic paper to support your thesis and draw conclusions from this support.

d. Exegesis Paper

Purpose: Explore the meaning of the passage from Scripture.

e. Homily/Sermon

Purpose: He explains the meaning of Bible verses and their use in the development of worship that is necessary for God's people today.

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[25] Jones, R. 2012. *Academic Writing*. Retrieved from http://amarris.homestead.com/files/Academic_Writing.html

f. Journals

   Purpose: It demonstrates the development of student thinking through reading, discussion, and experience.

g. Pastoral Narrative

   Purpose: Describe your ministry experience and its impact.

h. Reflection Paper

   Purpose: A description, review and review of the author's observations and experiences on the subject.

i. Research Paper/Thesis

   Purpose: The research paper writer selects a topic, formulates a question to answer, collects information from various sources, and presents the answer to the question in writing.

j. Verbatim

   Purpose: Review the information about the ministry and examine the content and meaning of this information.

Ultimately, we can conclude that writing a research project is the first formal step in writing a first chapter of a student's thesis for a higher degree at a university.

As an academic document, the research proposal should be well structured. In order to prepare the research on time, the researchers must meet the deadlines on time. Believe it or not, there are ways to meet your deadlines without stressing out. It mainly depends on time management,

organization and communication.[26] Basically, a deadline is the date by which a task or project must be completed. The Oxford English Dictionary defines a deadline as: *"A point in time by which something must be done."* Although deadlines may seem like a bad idea, they are a very useful tool to help us stay on task, especially when writing well-structured research proposals.

Because you are solely responsible for the results, deadlines help you meet your goals. Deadlines prevent reckoning, improve your focus, and reduce procrastination. This makes scheduling tasks easier, avoids unnecessary requests, and assesses workload. In other words, to write a well-constructed research proposal, students should write the research proposal first and try to focus on writing the research proposal well. Deadlines also help to work efficiently and achieve team goals. The following concept brings us to a recent Harvard Business Review article on the role of deadlines as a strategic planning tool. This makes the task of honestly assessing your workload easier. Here are eight practical tips to get things done on time without stress:

1. Communicate a clear deadline

    Be sure to specify the correct deadline. When there is a project or task, it should be clearly defined through team meetings, individual meetings, project launches, etc. Students must first specify a deadline

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[26] Kate, Dagher. 13 May, 2022. *8 Tips to Meet Deadline without Over-Stressing Yourself*. Accessed on 31st October 2023 on https://fellow.app/blog/productivity/how-to-meet-deadlines-without-over-stressing-yourself/

for completing their research proposal. Students writing research projects should be aware of specific deadlines and work steps to meet the deadline for completing the research proposal.

2. Breakdown the project

   Breaking down important projects into specific milestones and work items is a very effective way to achieve closure pressure. Students will get a better idea of how long each task will take to complete and/or meet a deadline when students break tasks down into smaller tasks. In this case, students should break the research proposal into smaller parts to determine how much time is needed to complete each part and determine if students can meet the initial deadline.

3. Have a start and completion date for each step

   Students can break down major projects into a list of subtasks that they specify, with start and end dates. This lets students know if they are on track or slightly behind schedule and gives them a better understanding of the schedule they are working on. Once you have a clear start and end date for your project, it will be very exciting to see your progress as you cross tasks off your list. It also helps students identify assignments they have not yet completed in the program.To meet research proposal writing deadlines on time, students should create a calendar with start and end dates for each phase of the defined research proposal. It's a good idea to know what schedule your students are working on and let you know if they're on time or a little late.

4. Block off time on your calendar

   Essentially, time management skills include writing a detailed schedule on your calendar and indicating how many hours students will spend on each day of the week. You can schedule everything from meal times, to-do programs, reminders, and more. When writing a research project, students should describe what they will focus on and write a schedule on their calendars to meet deadlines.

5. Focus on action

   The next tip for meeting deadlines without going overboard is to focus on work and energy. According to James Clear, author of Atomic Habits, behavior and exercise are very different.[27] Planning, strategizing, and learning happen as you go. These are all good things, but they don't produce results. But work is a worthwhile kind of work. Movement can help sometimes, but it doesn't produce results. James Clear suggests that instead of following yourself, you should create a plan of action and decide when to switch from movement mode to action mode. In this study, students must be involved in planning, strategizing, and learning the right actions to achieve the best results.

6. Communicate progress with your team

   As we know, effective communication is important in both personal and professional spheres. It is important that students keep team members informed of their progress and let them know when work is

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[27] Clear, James. 2018. *Atomic Habits*. USA: Penguin Publishing Group.

done. This is especially true if your project is cross-functional. Because each person's work contributes to larger organizational goals, it's important to know where that person stands in terms of their responsibilities and how close they are to achieving their goals as a team. In addition, students must submit their written research proposals to their team members to ensure that their progress is maintained. Team members include guidance counselors, advisors, and academic advisors. You should involve students because they are responsible for helping you achieve your research proposal writing goals.

7. Add a buffer time

Don't forget to add extra time (also called buffer time) to your initial decision so that there is room if you need to finish the job. "Set deadlines for your most important tasks, allow extra time for emergencies, and let stakeholders know if you're running into problems and won't meet your goals," writes Dana Rousmaniere. Editor-in-Chief of HBR Insight Centers in an excellent article published in the Harvard Business Review. By implementing effective strategies, meeting deadlines will increase your productivity without increasing stress.

When writing a research proposal, students may want to take extra time to deal with unexpected situations or problems while completing the research proposal. In the event that students have problems writing their research project, they must communicate this to the

relevant people who will prevent them from meeting their research project deadlines on time.

8. Do not overcommit

Don't stress and worry about how you're going to do everything. Avoid taking on more work than you can handle or putting yourself in a position where you cannot meet pre-set deadlines. This is a common way of dealing with the fact that your work ethic and ability to complete projects seems to be poor. The worst thing is that when we're stressed and feel like we're trying to do a million things at once, we're ineffective. Set your own limits and don't hesitate to cancel an activity if you're overwhelmed.

Here, students can avoid the frustration or embarrassment of completing their research project on time. Students need to relax after a busy day. This means that students should be in a good mood to complete their research project writing.

B. Related Studies

In this study, many related studies and research related to the researchers will be conducted:

First, research was conducted by Mary Ann Pescante-Malimas and Sonrisa C. Samson (2017) *Linguistic Error Analysis on Students' Thesis Proposals.* The finding revealed that there really is a need for an intensive language refresher course for incoming fourth year students in order to prepare them for thesis proposal writing. The short refresher course, or writing workshop, which may be conducted during the summer term immediately

preceding the semester the students are due to enroll in the thesis writing course, should not just be a review of the basic rules of writing but must be focused on the identified error-prone areas in grammar, syntax and mechanics with samples taken from the students" writing outputs to serve as authentic examples or exercises. If their focus is not only content but also linguistic accuracy, instructors should bear in mind that students" writing flaws can greatly obscure content or hamper clarity of meaning or message; therefore, equal importance should be given to both content and form or linguistic accuracy in thesis proposal writing. Finally, it bears noting that, of all the significant writing projects students do in their college years, thesis proposal/thesis writing is the one that they tend to take most seriously, considering that the thesis is unquestionably an important graduation requirement. Therefore, students have a vested interest in writing their theses well, and a stronger grasp of grammar, syntax and mechanics in their written English will help them achieve that goal. The similarity between this research and my own is the discussion of the thesis proposal. However, these results do not fully reflect students' writing strategies and research concerns about language errors in students' writing proposals. Currently, there are concerns about students' strategies when writing research plans.

Second, research was conducted by Muh Yusuf (2013) *Students' Problems in Writing Research Proposal.* Research has shown that the number one cause of student confusion and lack of understanding of introductions is the teacher's lack of clarity in explaining the material. The second reason for students' lack of understanding and confusion in review texts is the lesser explanation of the material in lectures, and the third reason for students' lack of

understanding and confusion in the meaning of the influence of previous research methods in courses. Currently, my research is about students' strategies for writing research projects.

Third, research was conducted by Supardi (2006) *The English Department Students' Motivation Of Writing Thesis*. As a result of the research, among the 31 respondents who wrote papers among English students, a). 19.4% of students are very motivated, b) 54.8% of students are very motivated, c). 25.8% of students have little motivation. Overall, the researcher concluded that the students in the 2001/2002 English department were very enthusiastic about writing papers. This research is similar to my own research in that it is also research, but it focuses on students' motivation to write papers. At the time, my research focused on the strategies students use when writing research proposals.

Fourth, research was conducted by Dita Alwaasi Septiani Hermansyah (2022) *Students' English Writing Strategies in Generating Ideas for Writing the Background Thesis.* The result showed that students strategies in generating idea for writing thesis already good because the students of study program on 2017 academic years who finished their thesis on time had been implemented and used some strategies in generating idea for writing thesis as cited by Andrew P Johnson. The difference from my research was focus on the strategies on writing research proposal not only on the background research based on Joy de Jong theory.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

In this study, the researcher used a descriptive qualitative method. Because researchers want to get information about students' strategies when writing research proposals. According to Donald Ary, descriptive research is designed to obtain information about current conditions. There are few or no statistics on qualitative research. Furthermore, according to Lambert and Lambert, qualitative descriptive research aims to provide descriptions of historical situations experienced daily by an individual or a group.[1] Similarly, Kim et al recognize the importance of descriptive research that is relevant to research questions that aim to determine who, what and where the intelligent person is, and to gain insight into information about the situation that is not well understood.[2]

This research consists of a case study type using qualitative methods. According to experts, case studies are characterized by intensive, detailed and in-depth research that focuses on a specific organization, industry or situation. A case study is an individual, institution or group called the unit of study.

By definitions, this study is a case study in nature. This research attempts to explore specific information about a situation or case of a topic. The case of this research has the students' strategies for writing a well-structured research

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[1] Lambert, V. A., & Lambert, C. E. 2013. *Qualitative Descriptive Research: An Acceptable Design. Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064

[2] Kim, H., Sefcik, J. S., & Bradway, C. 2017. *Characteristics of Qualitative Descriptive Studies: A Systematic Review*. Research in Nursing and Health, 40(1), 23–42. https://doi.org/10.1002/nur.21768

proposal and meeting timely deadline. The subject is the students of English study program, IAIN Curup who has written their research proposal well-structured and meeting timely deadline.

B. Subject of The Research

The subjects of this study are all students who have passed the research proposal seminar of the Tadris English study program of the IAIN Curup by systematically writing a research proposal and meeting the deadlines. The researcher used purposive sampling to select the subjects. Purposive sampling is one of the most common sampling techniques in which participants are selected based on criteria related to the research question.[3] It means the researcher took the sample based on the considerations that related to the aim of the research.

Six students from the class of 2023 completed their graduate research projects this year, systematically wrote their research projects and met deadlines on time. They are:

No	Name of The Students
1	R A
2	D P R
3	A N H
4	A F F
5	A
6	A P

Based on the data, the researcher wants to understand these six student strategies for writing well-structured research projects and meeting deadlines in a timely manner. The researcher conducted interviews with the respondents to

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[3] Natasha Mack et al. 2015. *Research Method: A data collectors field guide*. US: Agency for International Development (USAID).

obtain data. After recording the interview information, the researcher asked for a questionnaire to reinforce the data.

C. Data Collection Technique

1. Interview

   In data collection, the researchers used interview as data collection methods. Students are considered as respondents and inform the purpose of the research. The interview is used to support and confirm the validity of the inquiry about the strategy of writing a well-structured research proposal.

   The researcher did an interview to the six students of English Study Program students who have passed the research proposal seminar of the Tadris English study program of the IAIN Curup by systematically writing a research proposal and meeting the deadlines from 23rd March to 15th April 2024. Interviews are an important method of data collection that involves verbal communication between the researcher and the subjects. Interview are used in research design and in exploratory and descriptive research. According to Loiselle, interviews are widely used as a data collection tool in qualitative research. It is often used as a research strategy to gather information about participants' experiences, opinions, and beliefs related to a research question or situation of interest.[4] the researcher used structured-interview which consists of 35 questions to gather data about strategies for writing a well-structured research proposal. Structured interviews require

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[4] International journal of therapy and rehabilitation, June 2009 vol16, no 6

interviewers to adhere to a fixed list of questions, with no flexibility to deviate from the script.

D. Research Instrument

1. Interview

In this study, the researcher used interviews. During this study, the researcher collected data through structured interviews. The survey asks students about their strategies for writing well-structured research projects and meeting deadlines. In this work, the researcher used interviews through interview guides or voice conversations on WhatsApp social networks. Therefore, the researchers collect the data by interviewing the students who are selected as research subjects. Therefore, interviews were used to answer the first research question. Data from the questionnaire will be converted to a written format:

Table 3.1

The blue print of the interview

No	Strategies for Academic Writing	Indicator	Questions
1	Getting an overview of the task	1. The procedure: how are things organized? Think of deadlines, consultations, co-authorship, division of tasks, et cetera.	2. How do you organize your research proposal? 3. Do you know the deadlines of your research proposal? If you know, how? If you do not know, why? 4. How do you manage your deadlines to accomplish your research proposal?

			5. How do you incorporate consultations to support the timely completion of your research proposal deadlines? 6. To whom do you do consultations about your research proposal? 7. Do you do consultations about your proposal regularly?
		2. The process: what are you supposed to do? For example using specific methods, literature, writing several drafts, et cetera	8. Do you use specific methods for your research proposal? Why? 9. What are the methods for writing a Well-structured Research Proposal and Meeting a timely Deadline? 10. How do you write several drafts for your research proposal? 11. How do you find literature for your research proposal? 12. What are the kinds of literature for your research proposal?
		3. The product: what should the text look like? You could think of length, content, structure, style, et cetera	13. Do you think the length, content, structure, and style of your research proposal before you write it? Why? 14. How are the length, content, structure, and style of your research proposal?

2	Picturing the research; designing a research plan	1. formulating the main research question 2. positioning the subject within the discipline 3. formulating the reasons for that question 4. describing the sub-questions and methods 5. formulating the exact domain and variables involved in the answer	1. How do you formulate your main research question? 2. How do you position the subject of your research? 3. How do you formulate your research background? 4. How do you describe your research questions? 5. How do you describe your research method? 6. Do you formulate the exact domain and variables involved in your research proposal? How do you formulate them?
3	Carrying out the research	1. collecting data (answers to your sub-questions); 2. recording the data; 3. analyzing the data; 4. drawing conclusions.	1. How do you collect the data for your research proposal? 2. How do you record the data? 3. Why do you record the data? 4. How do you analyze the data? 5. How do you draw conclusion of your research proposal?
4	Producing and rewriting the text	1. identifying content, structure, and length 2. making an outline: a list that shows the main ideas and the structure of something that you are	1. How do you identify the content, structure, and length of your research proposal? 2. What is the content/main topic of your research? 3. Do you have the expected number of pages for your research proposal?

		planning to write
		3. writing the first draft;
		4. rewriting:
		  a. evaluation and revision of content and structure
		  b. evaluation and revision of style and language;
		  c. more evaluation and revision;
		  d. more evaluation and revision;
		  e. more …..
		5. final editing: adding the finishing touches (spelling, references, layout, et cetera)
			What is the length of your research proposal?
			4. Do you make an outline for writing your research proposal? How do you make it?
			5. Do you write the first draft of your research proposal? How do you write it?
			6. Do you evaluate your research proposal after writing it? Why?
			7. How do you evaluate your research proposal after writing it?
			8. Do you revise your research proposal?
			9. What revision do you do on your research proposal?
			10. How many times do you evaluate and revise your research proposal?
			11. What do you do as final editing of your research proposal?

E. Data Analysis Technique

Data will be collected and analyzed through surveys and interviews, and then the data will be analyzed. According to Bogdan and Bicklen, data analysis is the process of systematically searching for and organizing interview transcripts, transcripts, and other collected materials to increase understanding

and present the findings to others.[5] The goal of data analysis is to summarize and simplify data in order to interpret it and draw conclusions. Data analysis in this study was performed using data reduction, data presentation, and decision writing techniques proposed by Miles and Huberman.[6]

1. Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, extracting, and modifying data that appears in oral or written notes. In this study, the researcher collected data through interviews and then selected and organized the raw data. In other words, items unrelated to the research question were discarded. In addition, data related to the research questions were also recorded. Data reduction was done by recording the raw data and organizing it based on the research questions.

2. Data Display

   A lower-level data representation is a structured, condensed set of information that enables decision-making and action.[7] After collecting and compiling data on students' research proposal writing strategies, the researcher presents the selected data in a descriptive format.

3. Conclusion Drawing

   The final step in data analysis is to draw or verify conclusions. At this point, decisions are made based on the data and information gathered during the investigation. This is a decision document about the student's

[5] Bogdan, RC and Biklen, SK. 2007. *Qualitative Research for Education: An Introduction to Theory and Methods.* 5th Edition, Allyn & Bacon, Boston
[6] Miles, Matthew B., A. M. Huberman, and Johnny Saldaäna. 2014. *Qualitative Data Analysis: A Methods Sourcebook.* Third edition. Thousand Oaks, Califorinia: SAGE Publications, Inc.
[7] *Ibid*

strategy when writing a research proposal. Conclusions are drawn from the

information presented in the research through interview and analysis.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the research

In this research, researcher investigated 6 students on 2023 academic year of English Study Program at IAIN Curup who has finished their study on time. Then, the researcher gave the questionnaire to the respondents to get the data. From the interview distributed all the students can be interviewed. So, the researcher analyzed 6 students who answered the interview.

The problems of this research are 1) What are the students' strategies for writing a well-structured research proposal and meeting timely deadline, 2) How do the students use the strategies for writing a well-structured research proposal and meeting timely deadline. Based on the finding would be discussed below: For finding the students' strategies for writing a well-structured research proposal and meeting timely deadline, the researcher investigated 6 students on 2023 academic year of English Study Program at IAIN Curup who has finished their study on time as subject for this research. All of them had different strategies for writing a well-structured research proposal such as:

B. Students' Strategy:

1. Getting An Overview Of The Task

Getting an overview of the task consists of the procedure, the process and the product. The procedure means that how the research proposal is organized, it includes deadlines, consultations, co-authorship, division of tasks. Then, the process means what are the students supposed to do, for examples specific methods, literature, and writing several drafts. The last, the product means the length, content, structure, and style research proposal look like.

From the result that researcher got of students 2023 the researcher found some data, that students used some strategies power write in Getting an overview of the task.

Based on the interview with the student academic 2023 year, the researcher found that the student A used the first strategy in writing research proposal, the student organized the research proposal focus on the process such as the specific method will be used, literature, and writing several drafts of research proposal. Students A looked for information related to the topic, and do observation. Students A looked for journal related with her research proposal, the students A did observation to find out the phenomena to make it easier to arrange her research proposal, the student A chose this strategy because the strategy helps her to get idea easier. Based on the interview, the researcher can conclude that student A used the first strategy to make sure the process of writing research proposal can be easier to do. As the student A

answered on the interview when the researcher asked her about organizing her research proposal:

> *"I organized my research proposal by looking for the phenomenon or problem that I want to investigate, then I try to find out the method that I can use for my research proposal, I also looked for information of the literatures related to my topic, for examples textbooks, journals, articles, etc. Finally, I try to write the draft of my research proposal".*

In addition the student A also did consultations to her academic supervisor lecturer and also advisors about her research proposal regularly to support the timely completion of her research proposal deadlines. As the students A said on interview when the researcher asked how the student A incorporate consultations to support the timely completion of your research proposal deadlines, student A said:

> *"I did consultations to my academic supervisor lecturer and my advisors too. And I did consultations regularly, and hopefully I can finish my research proposal as fast as possible."*

Then, student B used the first strategy, getting an overview of the task, the student B made outline for the idea of research proposal and she read books according to the research proposal title, and then started making chapters. It can be concluded that the student B the student B use this strategy to help her filtering the ideas based on her research proposal title. Based on the interview, when the researcher asked how she organized her research proposal, the researcher got the student's B statement:

> *"First, I wrote outline for idea my research proposal. Then I searched some information about the idea by reading some books related to my research proposal title. After I found the books I want for my research proposal, I started writing chapter by chapter".*

Furthermore, the researcher also found that the student B also did consultations to her friends who have done writing research proposal and also lecturers. As she said on the interview:

> *"I often ask some information related to my research proposal to my friends, I ask their opinion about my research proposal, then I tell my problems in writing my research proposal to get solution. Besides, I often come to my lecturers to ask their ideas for my research proposal."*

It can be concluded that student B got an overview her research proposal by making outlines and searching for the literatures of the research proposal, sharing information to friends and asking lecturers. Same with student A and student B, student C said on interview:

> *"I don't think about the deadline of my research proposal, but I concentrate on the process of what I supposed to do. I find a problem that I want to write on my research proposal and look for the literatures. Then write the research proposal step by step"*

Student C also added:

> *"I come to lecturers to do consultations as many times as possible to finish my research proposal"*

This means that student C did the same things with the student A and student B did. The student C did not think of the deadline, but the student B focus on what he supposed to do for his research proposal. The student C found out a problem to discuss, looked for the literatures, then wrote the research proposal. He also did consultations to lecturers as many times as possible, hopefully his research proposal can be finished on the right time.

The student D, E, and F also have same answers when the researcher asked the students about strategy of getting an overview the task of research proposal. The students almost have same statements:

Student D said that she had an idea when she found a problem in the school where she had practical field experience. She wrote down the problems and found the theories that relates to the problem. She also did consultations to the English teachers in that school, she shared what she found for her research proposal to the advisors. In addition, the student E said on the interview:

> *"I try to find some ideas first for my research proposal to determine a topic to discuss. Then I search for some sources as references for my research proposal from internet and books in my collage library."*

She also added:

> *"During the process of writing research proposal, when I was confused about my research proposal, I came to my advisors to discuss it and got the solution. I also read books to make sure that the information about my research proposal is accurate".*

On the other hand, student F said that he get an overview the task of his research proposal by sharing to friends and lecturers to find out a topic that he wanted to construct on his research proposal. Then he read some sources from books, journal and articles on the internet that relevant to his research proposal. After that he made the drafts of his research proposal chapter by chapter, and then wrote the research proposal. The student F also said that he asked information that he needed to the lecturers especially to his advisors.

From the answers of the students on the interview above, the researcher concludes that the students used this first strategy by doing some ways such mentioned on the theory. On the procedure part, the students organize the research proposal by doing consultations to lecturers more precisely to supervisors regularly and also sharing to friends. Then, on the process part, the students used specific methods for their research proposal based on their topic interest. The students also looked for literatures as the relevant sources for the research proposal such as textbooks, journal articles, et cetera to support their research proposal. The students wrote several drafts for their research proposal in order to be easier in writing the research proposal step by step. The last, on the product part, all of the students did not think of the length, but the students focus to keep going to write the content, structure, and style for research proposal look like.

2. **Picturing The reseach; Designing Research Plan**

Picturing the research is when students design the research plan. This means it covers the research problem, for examples formulating the main research question, placing the topic within the field study, formulating the reasons for that question, describing the sub-questions and methods, and formulating the exact domain and variables involved in the answer. From the result the researcher found some data, that student A used this second strategy. The student A formulated the main research questions based on the topic she chose by identifying a broad area of interest. Then she found the background information to help

understand her topic, after that she defined her research question. As he stated on the interview:

> "To formulate the main research questions, I chose a topic first, find the problems that will be discussed of the topic. Then I defined my research questions by making a list of research questions, finally from that list I formulated the best one for my topic"

Besides, the student A also explained about how she placed the topic within the field study in this strategy. She positioned the topic within her research by choosing the topic that she is interested in, then narrowing the topic to be specified. She stated on the interview:

> "Ehmm I place the topic which I am interested in. If the topic is too broad, I will narrow it to make it is more specific to be discussed, and I can start finding the background of the topic."

It means that the student A formulated the reasons for her research questions after specifying the topic to be discussed. Furthermore, the student A described the sub-questions and methods of her research proposal. She defined and stated why she has chosen specific techniques to investigate a research problem, followed by an outline of the procedures she used to systematically select, gather, and process the data. Then she also said on the interview:

> "I outline the variables of my research proposal in the introduction of my research proposal and explain in more detail in methods section."

The researcher concluded that the student A totally used this second strategy. Meanwhile student B used this strategy too, but in different way. For examples, in designing the research proposal plan,

she said:

> *"I determine research questions by listing some questions, and then I ask my lecturers which one is the best main research questions for my research proposal based on my topic".*

When the researcher asked her how she positions the subject for her research proposal, she said:

> *"The subject that I will investigate is persons who experience the problems based on my topic interest."*

In addition, she also added:

> *"Mmm, I formulate the reasons of my research questions clearly and focus on my topic, and the reasons have appropriate scope for my research proposal."*

From her statements, the researcher concludes that student B she formulated the main research question by listing some questions and sharing to her lecturers. She described the reasons for the research question of her research proposal clearly and focused on her topic on the background of her study. She also described the sub-questions and methods on her research proposal. On the interview, she said that the sub-questions she made for her research proposal such supporting questions of the main research questions in order to answer the main research questions detailed. She also said that she used the method based on the material used on the research and how to analyze the data. The last one, she defined the methods and stated the exact domain and variables involved in the answer of her research proposal.

The student C also use this second strategy, when the researcher asked him about this strategy, he had some statements. They are:

"I list some WH-Questions to formulate my main research questions. From the questions that I list, I will choose two or three questions as my main research questions that relate to my topic"

"The subject of my research will be positioned as the subject to be investigated because relate to my research questions."
"Mmm the reasons why I choose the main research questions because the questions relate to my topic interest"

"The sub-questions I use to answer main research questions more specific on my research proposal, and the methods I use on my research proposal is descriptive method because I describe the the data based on the phenomenon"

Based on the statements above, the researcher concludes that the student C used this strategy almost in the same way with the student B. Then student D, student E and student F also used this second strategy, when the researcher asked about main research questions, they answer:

The student D said:

"The main research questions I formulate by writing some WH questions as may as possible, then I come to my lecturers to discuss the questions to get the main research question that relevant to my research proposal"

The student E said:

"My research proposal has two research questions, I formulate these research questions helped by my best friend and I also share it to my academic advisor."

Furthermore, the students F said:

"Mmm,. Before I state my main research questions for my research proposal. I read some research questions on some previous researches that have similarity to my research, then I adapt the questions to be my main research questions."

It can be concluded that student D, student E, and student F used the second strategy by formulating main research questions for their research proposal too. Then when the researcher asked them about the subject and the reasons of that research question, they said:

The student D said:

"The subject of my research proposal is the people who experience the problems on my research questions, and why I choose the main research questions because I feel the questions relate to the topic I will discuss on my research proposal".

The student E added:

"I chose the subject for my research proposal based on my pre-survey of the subject to make sure that the subject is relevant to be investigated based on my topic".

The student F has almost same idea:

"Eeemm,.. in positioning the subject, I observe the subject first to make sure that the subject experiences problems such mentioned on my topic for my research proposal".

From those statements the researcher can say that the students assigned the subject for their research proposal based on the problems of their research proposal, meanwhile the student E and F did pre-survey and observation before deciding whether the subject is suitable for their research proposal or not. The student D, the student E, and the

student F also agreed that they formulate the sub-questions and methods on their research proposal so that they can develop their ideas to answer their main research questions. Then, they stated the exact domain and variables involved in the answer of their research questions.

In this second strategy, designing the research plan, the students cover the research problem by writing the main research question, placing the topic within the field study, formulating the reasons for that question, describing the sub-questions and methods, and formulating the exact domain and variables involved in the answer.

3. Carrying Out The Reseach

Carrying out the research, it includes collecting data, recording the data, analyzing the data, and drawing conclusions. From the result of interview the researcher found some data, that student use the strategy carrying out the research, the six students have almost the same answers when the researcher asked about how to collect the data, record the data, analyze the data, and draw conclusion., the answers are:

Student A:
I collect the data based on the information that I want to collect, mmm.. then I record the data by using digital photograph and video. Then I analyze the data that I need, finally conclude the result".

It means that the student A adapt the data needed to be recorded, analyzed, and concluded. She use tools such as photograph and video recorder in collecting the data. Afterwards, Student B said:

"First I determine the information I need before collecting the data. I interview the students in collecting the main data. I record the data by transcribing the information from the

interview into a script. Then, in analyzing the data, I start to select the suitable information for my research proposal. After that I make the conclusion".

The ways of the student B collecting the data are determining the information she needed and transcribing the data information. Then she analyzed the data she got and conclude it. However, student C collected the data that he needed conducting observations and interview as Student C said:

"I collect the information I need by doing observation and interview. I record the data by writing the information on my notebook. Then I analyze the relevant data for my research proposal. I write conclusion after I have done the complete data analyzing".

Then Student D said:

"mmm I collect the data by record the information in my smartphone. Then I select the appropriate information for my research proposal to be analyzed and concluded"

It can be concluded that the student D used a tool such as a smartphone in collecting the data that she wanted. Then she selected the right information that support her research proposal. After that, the Student E stated:

"The information I need is the data that I collect from the subject of the research by pre-survey and interview. Then I write down the result of pre-survey and interview, and analyze the right information from the result to be concluded in the end."

Based on the student E statement above, the researcher concludes that the student E collected the data by doing pre-survey and interview to find the right information for her research proposal. Likewise, Student F also said:

"The way of collecting data I use observation and interview. Then I record the data I need to be analyzed. The last, I write the conclusion."

The student F collected the data for his research proposal observing and interviewing the persons that related to the topic that he wanted to discuss on his research proposal.

Based on the explanation above, the researcher concludes that the students used the strategy of carrying out the research. The students collect the data in some ways, record the data that they need to discuss on their research proposal, and they analyze the data and make the conclusions.

4. **Producing And Rewriting The Text**

This fourth strategy divided into five parts. The first, producing and rewriting text consists of identifying content, structure, and length of the research proposal. Second, making a list that shows the main ideas and the structure of research proposal that planned to write. Third, writing the first draft. Fourth, rewriting, and the last, final editing.

The students use this strategy in writing the research proposal. For examples, the students made a list of main ideas and structure of the research proposal that planned to be construct. As the student A said on the interview:

> *"I write the main ideas that I want to discuss in my research proposal and the structure of the research proposal so that I will be easier to develop the ideas into paragraph by paragraph for my research proposal".*

Student B also stated on the interview:

"I make as many as ideas I can for my research proposal, then I will choose the appropriate ideas to discuss for my research proposal based on my topic".

In addition, student D said:

"I write my research proposal based on the structure that recommended by college. Then I try to write my research proposal chapter by chapter based on the structure."

On the interview student C, E, and F have same answer. They wrote their research proposal based on the examples from the previous research that they read on the college library. They looked the examples that have similarity to their research proposal, then they modified them to be adapted to their topic. They also found the ideas from the previous research to develop their ideas in writing their research proposal.

However, when the researcher asked the students about the content, structure, and length of the research proposal. All of the students answered the same thing. They did not pay attention to the content, structure, and length of the research proposal; they just focus on writing it because the content, structure, and length of the research proposal can be fixed by proof reading. As the following statement of student C:

"I don't know about whether of my content, my structure, and the length of my research proposal are correct or not. I write my research proposal based on the ideas I have".

Furthermore, student A also added:

"I think the content, structure, and length of the research proposal can be revised after we made it. So, I do not focus to these things.

> *Just keep going to write the research proposal, so that I can follow the proposal seminar"*

Then the researcher also asked the students about whether they made the first draft of their research proposal or not. They have almost same answers. Student A, student B, student D and student E organized their research proposal according what she planned to accomplish, they started from the first chapter to the third chapter. They made lists of ideas for each chapter, grouped the ideas, then arranged them in order. Meanwhile, Student C and student F said that they created an outline before they started writing their first research proposal drafts. Then, they followed the outline that they have set for their research proposal.

The students also evaluate their research proposal after writing it because they need to rewrite it to be the right one. When the researcher asked the students how they evaluate their research proposal. Most of the students answered that they evaluate their research proposal by doing consultations to their lecturers and supervisors. Then some of them shared with friends. As mentioned by student A on the interview:

> *"To evaluate my research proposal, I need someone's thoughts for my research proposal, I often share with friends. Then I also come to my supervisors to evaluate my research proposal.*

Then student A also added:

> "I revise my research proposal after consulting to friends and supervisors. I evaluate and revise my research proposal in order to rewrite my research proposal be good one."

Student C and student F have almost same opinion with student A. The students also did evaluation for their research proposal by asking friends

and supervisors to improve their research proposal. Then the students rewrite the research proposal as a revision after evaluation was done. In addition, the student F said:

> "Mmm,.. I revise my research proposal, I forget how many times. I think as many times as possible when it is needed."

It can be concluded that the students did not remember how many times they revised their research proposal. But, when the research proposal was needed to be revised they would revise it.

Furthermore, student B, student D, and student E also did consultations to academic supervisors, lecturers and supervisors of their research proposal. The student B said on the interview:

> "When I need to revise my research proposal, I consult to my academic supervisors, and lecturers whom I think that they have solution for my research proposal."

In addition, student E said:

> "I consult to my supervisors and English lecturers. Because I think they have ideas for my research proposal so that I can revise it. "

Meanwhile, in final editing. All the students did final editing. It means that the students did final editing for their research proposal after the students got what they need to revise and rewrite the research proposal. Final editing means the students did not rewrite the research proposal, but the students checked the research proposal that they have rewritten to be edited into the good one based on the spelling, references, lay out, et cetera.

From the explanations above, the researcher concludes that in this fourth strategy the students identified the content and the structure for the research proposal but the students did not think of the length of the research proposal, the students keep going to write the research proposal so that the students could reach the target, seminar proposal. In this strategy, the students also made an outline that shows the main ideas and the structure of research proposal that the students are planning to write. After that the students wrote the draft of the research proposal. Then the students rewrote the research proposal by evaluating and revising the research proposal, for examples, content, structure, style and language. The last, the student did final editing focus on the spelling, grammar, layout, and so on.

C. Discussion of the Research

From the finding above the researcher could make discussion from the strategies used by the students as the subject of the research, the researcher found the students have many strategies in writing their research proposal. Based on the theory of Joy de Jong about the strategies for academic writing, especially a research proposal. There are four strategies, they are getting an overview of the task, picturing the research; designing a research plan, carrying out the research, and producing and rewriting the text.

The students' strategies in writing research proposal based on the students of study program on 2023 academic years who finished their research proposal on time had been implemented and used some strategies for writing research proposal.

1. **Getting an overview of the research proposal**

The first strategy is getting an overview of the task by Joy de Jong. This strategy consists of three parts. The first is procedure. The procedure means how the research proposal are organized, for examples deadlines, consultations, co-authorship, division of tasks, et cetera. In this part, the students organized the research proposal by doing consultations to lecturers more precisely to supervisors regularly and also sharing to friends. As mentioned on the theory:

> "Do bear in mind that the procedure surrounding theses is partly governed by the schedule and the preferences of each individual supervisor, so you should definitely discuss any questions you might have on the procedure with your own supervisor. If all this fails to provide you with sufficient information, ask around among your peers. Perhaps your fellow students have found out more. You can also ask senior students, because they usually know from experience what to take into account."[1]

Based on the result, the researcher can conclude that the students have done this strategy well. The students have discuss any questions to their own supervisor, and to provide more sufficient information the students also shared to friend, as mentioned on the theory above that friends can be the students' peer, classmates, and senior students.

There are also students did consultations with the advisor and co-advisors every time they need. The students thought of the deadline for the research proposal because the students want to know when they have to finish writing their research proposal to reach the target in order to set the research proposal well-structured and meeting timely deadline so that they asked the

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[1] *Op.Cit.* Joy de Jong. 2017. Page 32

stakeholders about the deadline for the research proposal.

Based on the result above, it is related to the theory explained by Joy de Jong that many diploma ceremonies have had to be postponed because students failed to find out the exact deadline for submitting their thesis in time. Quite a few students have panicked when their supervisor turned out to be on vacation exactly in the period that they had hoped she or he would evaluate the draft version of their thesis. Lots of students have become desperate because they assumed that they were eligible for a resist, only to find out a first version was required for that. In short, take the time to find out what is expected in terms of deadlines, submitting your work, co-reading, supervision, et cetera.[2] The researcher concludes that to make the students finish the research proposal on time, the students need to find out the exact deadline for submitting the research proposal, collaborative reading, and asking guide or instruction of the students; own supervisors.

In this first strategy, there is called the process. The process means what the students are supposed to do. In process of the research proposal, the students used specific method for their research proposal. Some of the students used qualitative method, and some others used quantitative method for their research proposal based on the topic that they want to be discussed on the research proposal. In this procedure part, the students wrote ideas as many as possible to become several drafts for the research proposal chapter by chapter. The students wrote several drafts for their research proposal in order to be easier in writing the research proposal step by step. The students

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[2] *Ibid..* Joy de Jong. 2017. Page 31

also looked for literatures as the relevant sources for the research proposal. For the literature of the research proposal, the students find the literatures for the research proposal on the textbook that provided on the college library, online books, or a book that the student borrowed from the lecturers or supervisors. journal articles from internet, and previous researches that have been done by the English study program students, et cetera. The researcher concludes that what the students have done are proven by the theory that state:

> "In addition, it is good to realize that writing assignments that are linked to a course are usually meant for you to demonstrate that you have read and understood certain articles. Such a writing assignment is a sort of open-book exam with one open question: 'what can you tell in a coherent story about the content of the articles?'. Demonstration of knowledge is more important in that stage than developing new knowledge or improving your writing skills."[3]

Based on the statement above, the students have to realize that writing a research proposal is linked to a course is meant for the students to show that they have read and understood their research proposal. Writing a research proposal is like writing exam that the students must be able to tell each part of the research proposal reasonably. Then, it is useful for the students to develop their knowledge and improve their writing skill.

Third, in this first strategy, there is also called the product. The product means what the text of the research proposal should look like. The theory said "setting the scene for the product is done for the same reason as setting the scene for the process; it is not clear from the start what type of text

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[3] *Ibid.* Pg.34

or texts you are expected to produce"[4]. In addition, the other statement on the theory: "In short, let us not assume that there is one single academic style that can please every scientist. All the more reason to check carefully what product your professor would like to see for a particular assignment."[5]

It means that it must be clear what types text of research proposal that the students expect to produce. The students also need to check carefully what product of research proposal look like that the supervisors want.

Based on the result of this research, the students think of the content, structure, and style of the research proposal before the students write it. For writing a research proposal, the students should look for a thesis that was written under the same supervisor or professor and which was well received. Once in a while, these are accessible in the college library, however the students could request a real good example from their own supervisors. Great example texts of research proposal will permit the students to answer various important questions rapidly and will provide the students with an image of the sort of text they will write.

2. Picturing the research; designing a research plan

According to the theory of Joy de Jong about this second strategy, picturing the research means how the students design a research plan. In this strategy, there are some ways in designing the research plan. They are: 1) formulating the main research question, 2) positioning the subject

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[4] *Ibid.* Pg.37
[5] *Ibid*

within the discipline, 3) formulating the reasons for that question, 4) describing the sub-questions and methods, and 5) formulating the exact domain and variables involved in the answer.

Based on the data that the researcher found, the research plan is the most important part of the research proposal plan. In it, the students describe what the students are going to research, why the students have decided to do this, and how the students are going to proceed it. As mentioned on the theory:

> "Although you are working step by step when you make a plan, you will need to check regularly what effect the step has on previous choices you have made. For example, if you create a time schedule, you may discover that you will need twice as much time as you have available. In that case you need to go back to your research plan and narrow down the research. Making the research plan itself is seldom strictly linear though. Another example: when you are working on the question why you want to do the research, you are considering the relevance of the results. "[6]

This theory is proven by the student answer:

> *"I formulate the research questions of my research proposal based on my objectives of the research. Then I position the subject on my research based on the data needed."*

In writing the research proposal step by step, the students need to check regularly the effect of the steps chosen before. For examples, the students make a schedule to know the times needed. The students have to narrow the research proposal so that the students focus on the topic that they want to discuss in a short time. The students should work on the

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[6] *Ibid.* Pg. 53-54

questions why the students want to do the research because the students want relevance result. In other words, the students must be able to answer the questions that the students have formulated. The answers can become different outcomes that the students really want to see, as the students want to research exactly.

From the data that the researcher got, the researcher can state that different parts of plan which the students make are interrelated one another and can not completely separated. For examples, after the students formulated the main questions, so the students can position the subject for the research proposal. Then the students write the reasons of the research questions to describe the sub-questions and methods. The last, the students formulate the exact domain and variables involved in the answer.

Based on the explanation above, the researcher concludes that the students used this strategy step by step to plan what they are going to write. Start from the problems want to discuss or the research question, the subject for the research proposal, the reasons to discuss the topic by giving arguments and facts, the sub-questions and the method used, until the domain and variables involved in the answer for the research proposal.

3. **Carrying out the research**

Carrying out the research is about how the students carry out research to answer a specific question. This can involve analyzing evidence from research that already exists, collecting new information to

add to what is already known, or questioning what is generally believed about research proposal. This third strategy consist of four parts. Thay are collecting data, recording the data, analyzing the data, and drawing conclusions.

First, the students do the research by collecting the data they need for their research proposal. There are many ways to collect data for the research proposal, but some of the most common ones are surveys, interviews, observations, experiments, and document analysis. Surveys are questionnaires that ask a large number of people about their opinions, behaviors, or characteristics. In collecting the data, the students choose different ways. They are pre-survey, interview and observation. It is proved by one of the student's answers on the interview:

> *"The information I need is the data that I collect from the subject of the research by pre-survey and interview. Then I write down the result of pre-survey and interview, and analyze the right information from the result to be concluded in the end."*

Then the students also record the data that the students found in the field. The students record all the relevant information that they need to answer research questions, for examples facts and evidences that found of the knowledge gap. Based on the result, the researcher gets that the students record the data by using some equipment, for examples digital photograph, videos recorder and voice recorder by smartphone, and note book.

Third, the students analyzed the data that they found as relevant information that can be taken as the ideas to write on the research

proposal. At last, the students draw conclusions. In drawing the conclusion, the students summarize the information or make comparison. For examples, the students could draw conclusions about the question of whether or not there are differences, how similar they are, and so forth. It also mentioned on the theory that a comparison is about the differences and/or similarities between two or more phenomena. The comparison, much like the description, is a basic form that the students will recognize in virtually all studies. The main question is comparative if the sole objective is to demonstrate to what extent and/or in what ways two or more phenomena resemble each other. A comparison will allow the students to make statements about the relationship between two or more phenomena. That means the students are doing more than simply giving separate summaries of the features of those phenomena.

4. **Producing and rewriting the text**

The last strategy is producing and rewriting the text of research proposal. First, the students identified the content, structure, and length for the research proposal. That means the students set the scene, check what they need to do, and how far the progress they have. As on the theory mentioned: "a writer has to think about the content of the text, the structure, the style, grammar, and spelling."[7] This means the students have to think the content of the text, the structure, and the length for the research proposal. In this research, the researcher concludes that in this fourth strategy the students identified the content and the structure for the

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[7] *Ibid.* Pg.164

research proposal but the students did not think of the length of the research proposal, the students keep going to write the research proposal so that the students could reach the target, seminar proposal.

The second, the students make an outline. The outline is a list that shows the main ideas and the structure of research proposal that the students are planning to write. The students wrote their research proposal based on the examples from the previous research that they read on the college library. They looked the examples that have similarity to their research proposal, then they modified them to be adapted to their topic. They also found the ideas from the previous research to develop their ideas in writing their research proposal. Then, they made lists of ideas for each chapter, grouped the ideas, then arranged them in order. Then, they followed the outline that they have set for their research proposal. Based on the theory, there are some ways to make an outline. They are free writing, talking, mind mapping, graphs, bullet list containing topics, outline containing heading/titles, outline containing statements, outline containing topic sentences, outline containing topics and questions. In this research, the students did free writing and list containing topics to discuss in each part of research proposal.

The third, the students write the first draft for the research proposal. First draft should be messy, rough and amenable to change, allowing the students to remold the structure with successive drafts. The students just write the research proposal, the write the topic or research proposal down and then the students note the points that might flesh out

the topic or support the research proposal. This first draft is written by the students chapter by chapter so that the students can concentrate on a certain part of the writing process without being distracted by matters that are not relevant yet.

The fourth, the students did rewrite the research proposal. Based on the result, the students evaluate their research proposal after writing it because they need to rewrite it to be the right one. The student do evaluation for their research proposal by doing consultations to their lecturers and supervisors and friends. Then the students rewrite the research proposal as a revision after evaluation was done. As mentioned on the theory: " revise what is not good enough; revise in such a way that the text actually improves". This means the students should revise what is not good enough and revise in such a way that the text actually improves for their research proposal after doing evaluations.

The last, final editing. All the students did final editing. It means that the students did final editing for their research proposal after the students got what they need to revise and rewrite the research proposal. Final editing means the students did not rewrite the research proposal, but the students checked the research proposal that they have rewritten to be edited into the good one based on the spelling, references, layout, language use and final elements such as table of contents, title page, preface, page numbers, index, literature list/bibliography/references, and appendices.

From the explanations above, the researcher concludes that in this

fourth strategy the students identified the content and the structure for the research proposal but the students did not think of the length of the research proposal, the students keep going to write the research proposal so that the students could reach the target, seminar proposal. In this strategy, the students also made an outline that shows the main ideas and the structure of research proposal that the students are planning to write. After that the students wrote the draft of the research proposal. Then the students rewrote the research proposal by evaluating and revising the research proposal, for examples, content, structure, style and language. The last, the student did final editing focus on the spelling, grammar, layout, and so on.

Finally, from all explanations above, the researcher takes a conclusion that for writing a well-structured research proposal meeting timely deadline, the students used the strategies by Joy de Jong. There are four strategies used: 1) Getting an overview of the research proposal consists of the procedure, the process and the product; 2) Picturing the research; designing a research plan that circling around the research problem; 3) Carrying out the research such collecting data recording the data. analyzing the data, and drawing conclusions; 4) Producing and rewriting the text, for examples, identifying content, structure, and length, making an outline, writing the first draft, rewriting, and final editing.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

After conducting this research, the researcher could conclude that thestudents at English Study Program of IAIN Curup in 2023 academic year have written research proposal well-structured. It is proved from this research that English study program students who completed the research proposal on time have been used and implemented several strategies for writing research proposal. First, getting an overview of the research proposal that consists of the procedure, the process and the product. Second, picturing the research, the students designed a research plan that circling around the research problem. Third, the students used strategy of carrying out the research. The last. producing and rewriting the text, for examples, identifying content, structure, and length, making an outline, writing the first draft, rewriting, and final editing.

The most of English Study Program students has been writing well-structured for the research proposal. The students wrote the research proposal chapter by chapter and used the standard structure for research

proposal that recommended by the college. First, the students implemented the first strategy for writing the research proposal by asking the deadline of the research proposal in order to know when they have to finish writing the research proposal on time; doing consultations to lecturers, supervisors, friends like classmates and senior students; using specific methods, literature, writing several drafts for the research proposal; and constructing the content, structure, style for the research proposal. In the second strategy, the students covered the research problem by writing the main research question, placing the topic within the field study, formulating the reasons for that question, describing the sub-questions and methods, and formulating the exact domain and variables involved in the answer. Third the students collected, recorded, analyzed the data, and drawn conclusions. Fourth the students identified the content and the structure for the research proposal, the students kept going to write the research proposal so that the students could reach the target, seminar proposal. In this strategy, the students also made an outline that shows the main ideas and the structure of research proposal that the students are planning to write. After that the students wrote the draft of the research proposal. Then the students rewrote the research proposal by evaluating and revising the research proposal, for examples, content, structure, style and language. The last, the student did final editing focus on the spelling, grammar, layout, language use and forth.

B. Suggestion

Dealing the result of finding that had been presented above, theresearcher would like some suggestion as follow:

1. For students should more increase the motivation in writing research proposal well-structured and on time. Then, students more careful when write a research proposal and read some references from various sources, so that the result is satisfying. And for the students who want to make a research proposal quickly, understand deeply about phenomena and theory which is associated with the topic.

2. For the further researcher who will conduct the research in this area, the writer hopes that the other time, the researchers investigate more about the student's strategies in writing research proposal well-structured and on time so that the students will find the use of other strategies.

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APPENDIXES

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Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudari Ilham Faturrahman tanggal 02 Januari 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 11 Oktober 2023

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	**Jumatul Hidayah, M.Pd**	**19780224 200212 2 002**
		2.	**Hadi Suhermanto M. Pd**	**19741113 199903 1 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Ilham Faturrahman**
N I M	:	**17551023**
JUDUL SKRIPSI	:	**Strategies for Writing a Well-Structured Research Proposal and Meeting Timely Deadlines**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 02 Januari 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

12:38 AM

10:27 PM

nah sekarang kaka minta waktunya untuk jawab beberapa pertanyaan boleh? 1:28 AM ✓✓

bolehh 1:32 AM

1. How do you organize your research proposal 1:43 AM ✓✓

To me organizing a research proposal effectively involves several key sections that outline the purpose, methodology, and expected outcomes of your research project. I would structure a research proposal like so:

Title Page.
Abstract:
A brief summary.
Includes the research question, methodology, key findings.
Introduction:
Provides background information on the topic.
Literature Review:
Summarizes and evaluates existing research and literature relevant to the topic.
Research Design and Methods:
Describes the overall approach and methodology will be used
Expected Outcomes:
States the anticipated results and contributions of the research.
Timeline:
Provides a schedule or timeline for completing the different phases of the research.
References:
Lists all sourc... Read more
Edited 2:14 AM

2. Do you know the deadlines of your research proposal? If you know, how? If you do not know, why? 2:16 AM ✓✓

Yes, of course i know the deadlines of my research proposal as it is crucial to be aware the exact timing of when this needs to be done by. This information can be obtained by asking it directly to the head of study program
Edited 2:23 AM

3. How do you manage your deadlines to accomplish your research proposal? 2:44 AM ✓✓

I will make it a priority to finish the task before the deadline and i will time it accordingly, plan and do all the necessary steps before said deadline by focusing all of my time and attention for this task
Edited 2:47 AM

4. How do you incorporate consultations to support the timely completion of your research proposal deadlines? 2:57 AM ✓✓

It's about finding a balance between seeking guidance from consultations and staying on track to complete the task on time. Since the consultations are important and can help contribute greatly to me finishing my research proposal 3:12 AM