



## An Analysis of Students' Problems in Writing A Research Proposal

Afifa Rastri<sup>1</sup>, Yanti Sri Rezeki<sup>2</sup>, Urai Salam<sup>3</sup>, Dwi Riyanti<sup>4</sup>, Surmiyati Surmiyati<sup>5</sup>  
<sup>1,2,3,4,5</sup>Universitas Tanjungpura

Jl. Prof. Dr. H Jl. Profesor Dokter H. Hadari Nawawi, Pontianak, Kalimantan Barat 78124, Indonesia

Corresponding email: [rastriafifa@student.untan.ac.id](mailto:rastriafifa@student.untan.ac.id)

---

### ABSTRACT

This research aimed to determine undergraduate students' problems and factors causing the problems in writing a research proposal. Ninety-one English Education Study Program undergraduate students in FKIP Universitas Tanjungpura, Pontianak, West Kalimantan, participated in this research. This descriptive research used forty items in a questionnaire as the instrument modified from Dwihandini, Marhaeni, and Suarnajaya's (2013) model. The model utilized three factors causing students' problems in writing a research proposal, namely (1) psychological factors, (2) socio-cultural factors, and (3) linguistic factors. To report the findings of the results, the researcher used the descriptive statistics technique to display each factor's percentage score. The findings indicated that the score of linguistic factors got the highest (75,49%), which highly affected students' writing in research proposals. The conclusion is each factor causes problems, so it affects students in writing a research proposal, and linguistic factors become the dominant factor among others.

**Keywords:** research proposal, undergraduate students, writing problems.



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license  
ISSN 2655-9722, DOI: 10.30650/ajte.v5i1.3479

---

## 1. INTRODUCTION

### 1.1. Introduction

Writing enables human thoughts to be visible. It is one of the key components of academic writing for consolidating ideas (Akkaya & Aydin, 2018). Academic writing is formal writing accomplished in an educational setting, such as essays, research proposals, a thesis, dissertations, or articles. In other words, academic writing is a style of written expression with specific intellectual boundaries of expertise. One of the scholarly writings is a research proposal accomplished in university to let students pursue their degrees.

Educational contexts emphasize in a theoretical and speculative way rather than a practical way. Research proposals are part of academic writing, enabling students to think critically and comprehensively about an identified topic. Thus, a research proposal becomes the requirement for university students before they continue to write a thesis for further research. Al Mubarak (2017) also emphasized that "proposal is commonly characterized as a scientific writing which is portrayed as organized research practiced and utilized by researchers at higher education level" (p. 176). The goal of academic writing and research proposal is to understand and think critically about the research problems the researcher focuses on.

A research proposal is a work plan that determines a specific area of research and states the purpose, scope, methodology, overall organization, and limitations of a study (Karanja, 2016). The ability to write a research proposal plays an important role. Writing for academic purposes is essential to higher educational programs' success (AlMarwani, 2020). As writing can be seen as a challenging process, university students must master writing skills to produce well-structured research proposals as college requirements that can be recognized and accepted in the academic department (Ismail, 2011). However, as English is a foreign language, university students still struggle with how to write a proper academic task, and this influences their writing performance, especially when they face problems in writing a research proposal (Rezeki, 2018). Al Badi (2015) stated that Academic writing is a complex ability to master, especially in a second language.

For a multitude of reasons, academic writing is challenging for English language learners who are not native speakers (Yuvayapan & Bilginer, 2020). The researcher observed and asked some undergraduate students at the seventh-semester English education study program in FKIP UNTAN about problems they face when writing a proposal. The researcher found issues like having a lack of vocabulary, making grammatical errors, having no idea what to write, and generating ideas for writing in the target language. In regards to academics, they are having difficulty finishing their research proposal. In the academic setting, undergraduate students need to write good, well-structured, and organized paragraphs which suit academic criteria. Rezeki's (2018) study revealed that students faced problems when citing in languages, such as starting paragraphs with citations or quotations. She also found that students still use too much or too few details of the sources, double subjects, two reporting verbs, and mistakes in the mechanics of writing (e.g., punctuation, capitalization) and grammar (tense). According to Davies (2011), a list of references helps to convince the readers that the study is worth pursuing when the researcher

can identify literature in the field and demonstrate the understanding so that the proposal will have a substantial impact where there is a gap in the literature.

Brown (2007) discussed two facets of the affective domain of second language acquisition. The first is the intrinsic side of affectivity (personality/psychological factors). Meanwhile, the second facet encompasses extrinsic factors, which are sociocultural variables. Psychological factors are related to the writers' internal factors (Dwihandini, Marhaeni, & Suarnajaya, 2013). Personality factors of a person affect in some way the success of language learning. Brown (2007) believed that understanding how human beings feel, respond, acknowledge, and value is an essential aspect of second language acquisition theory that is still related to the success of producing a good research proposal. The psychological factors of students are from the affective characteristics of the students.

Since language cannot separate away from culture, it is also essential to analyze the problems in academic writing through the eyes of sociocultural factors as Brown (2007) claimed that culture becomes strongly important in the learning of a second language. The focus factor on sociocultural factors that will be arisen in this study of the problems in writing a thesis is bold in three aspects, such as (1) the social distance among each undergraduate student and the relationship between an undergraduate student and their lecturer; (2) the culture in the language classroom of the undergraduate students; (3) the communicative competence among each undergraduate student and the communicative competence between undergraduate students and their lecturer.

Linguistic factors are the factors that are related to writers' knowledge of the language. Writers who lack linguistic knowledge will face problems because they have no background in the second language. Brown (2007) classified four categories to describe the errors in second language learner production data. Browns' first overview identifies addition, omission, substitution, and order errors. The second category, as Brown believed to identify the mistakes, is put in the student's language levels (phonology, lexicon, grammar, and discourse) that should consider. Third, Errors can also be analyzed by global or local errors, as Brown (2007) explained. Finally, it identifies mistakes by evaluating the two related dimensions of error, domain, and extent. Brown (2007) demonstrated that domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as a context for error to become apparent, and extent is the rank of a linguistic unit that would have to delete, replace, supply or reorder to repair the sentence. Crossley (2020) stated that the presence of more sophisticated words in a writing

sample indicates better lexical knowledge and consequently greater writing skill when measuring text quality, while L2 writers progress through time to generate more sophisticated lexical items.

At the university level, the department requires a research proposal as an academic writing requirement for students who want to pass their studies (Asriati et al., 2019). A research proposal is a research-based report of problems that follow academic rules. Writing a research proposal is a complex writing process of thinking to form ideas scientifically. It is one of the steps of the educational research process through which scientists report situations of thinking, experience, observation, and application/testing to solve a scientific problem identified (Akkaya & Aydin, 2020).

In the English Education Study Program of FKIP Universitas Tanjungpura, rules and guidance in writing academic tasks for research proposals and thesis are regulated in "Buku Panduan Penulisan Karya Ilmiah." Therefore, all undergraduate students must follow the rules guided in the book.

A previous study from Suyadi, Husnaini, and Elvina (2020) was about undergraduate students' difficulties writing research proposals. The study revealed that problems mostly came from internal or psychological factors such as problems in motivation, lack of self-management skills, directions/rules, selecting the topic or title, and understanding and accepting the teachers' criticism. Another study by Suryatiningsih (2019) was about EFL students' difficulties writing research proposals. The study found that the student's weaknesses in writing a research proposal are composing the study's background well, motivating the students to read some references to support the quotations, finding a gap in the previous research, and revising the proposal drafting.

From the previous studies above, the researcher realizes the importance of having excellent academic writing ability, especially for university-level students. It is essential to describe the point of view from the students' side they face while producing their research proposal and explain why the problems appear. The previous studies only focused on the difficulties that mostly came from psychological factors, however, there were other factors that also can influence students' difficulties in writing a research proposal. Thus, this study revealed the difficulties and possible factors causing the concerns from students' perspectives not only from their internal factors, but also other factors that contribute their difficulties in writing the research proposal. The researcher believed every research context is unique, including the English students at the English Language Education Study Program at Teacher Training and Education Faculty of Universitas Tanjungpura.

### *1.2. Research questions*

1. What are the students' problems in writing a research proposal?
2. Which factors cause students' problems in writing a research proposal?

### *1.3. Significance of the study*

The significance of this research would give some advantages for the researcher, the students, and the other researchers. This research can become a learning process to organize a proper research proposal and reveal students' problems alongside the influencing factor in a research proposal. It can also provide information and understanding about managing a research proposal and how these results and organization may lead to problems. It can be a reference and preliminary input to further study in a similar area of research with different interests.

## **2. METHOD**

### *2.1. Research Design*

This research conducted a quantitative method to perform descriptive research. According to Creswell (2014), a quantitative approach tests objective theory by examining the relationship among variables. A descriptive study described current phenomena as accurately as possible (Atmowardoyo, 2018) to answer the research questions in this research. The researcher chose a descriptive study to describe the sample's current issue, condition, and situation based on factual data. As Nassaji (2015) stated that "The goal of descriptive research is to describe a phenomenon and its characteristics" (p. 129). In obtaining the data, this research used a survey method adopted as a quantitative research method in line with the purpose of this study. Creswell and Creswell (2018) also explained that "a survey design provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population" (p. 207).

### *2.2. Sample/Participants*

A sample is a subset of the target population (Mann & Lacke, 2010). To meet the purpose of this study, the researcher used random sampling in choosing the sample. The participants of this research were 91 undergraduate students of the English Language Education Study Program at the Teacher Training and Education Faculty of Universitas Tanjungpura. They had already done their seminar proposal examination.

### *2.3. Instrument*

This research used a survey method with a questionnaire as the instrument. The questionnaire contains forty items modified from Dwihandini, Marhaeni, and Suarnajaya's (2013) model.

#### 2.4. Data analysis

After collecting the data, the researcher analyzed the result of the data. The data was analyzed by calculating the scores of a questionnaire in using Likert Scale with the score value from Bringula, et al., 2012 and measure the percentage score by using several formulas from Mann and Lacke, 2010. In the research findings, the researcher displayed the data with the table of students' problems in writing a research proposal for each category and sorted the calculation from the highest to the lowest scores. It eases to read the table and to know the most dominated factor that influenced students' problems.

The researcher used the descriptive statistics technique to write the report in this research. Creswell and Creswell (2018) emphasized that descriptive statistics commonly reported frequencies, means, standard deviations, and percentages. The researcher analyzed the data to determine each item's percentage score. The researcher then used the percentage scale (Riduwan, 2008) to recognize the qualification of students' problems and its factors.

**Table 1.**  
*Students' classification score*

Qualification	Percentages
High	>81,5% - 100%
Middle	62,5% - 81,5%
Low	43,5% - 62,5%
Very low	25% - 43,5%

### 3.FINDINGS AND DISCUSSION

#### 3.1. Findings

The findings are presented in two parts following the research questions. The first one reported the students' problems in writing a research proposal. Meanwhile, the second explored the factors affecting students' problems in writing research proposals. The following tables calculated the percentage score of each item in the questionnaire based on each factor category.

#### **Students' Problems in Writing A Research Proposal**

Table 2 reports the students' problems in writing a research proposal based on the psychological category. There are 31 aspects to the questionnaire. The data calculation below were sorted from the highest to the lowest score.

**Table 2.**

*Students' Problems in Writing A Research Proposal Based on Psychological Category*

<b>Score</b>	<b>Statements</b>	<b>Number Item</b>
77,58%	Having difficulty to find current sources (no longer 10 years) for literature review.	19
76,04%	Having difficulty to critically analyze works of literature.	20
75,82%	Having difficulty to be critical about some issues regarding the research proposal writing.	3
75,82%	Having difficulty to decide the technique of data analysis for a research proposal.	28
73,63%	Having difficulty to review works of literature for research proposals.	17
72,97%	Having difficulty to convince the readers that the problem or opportunity exists and it should be addressed in the background section.	5
72,09%	Having difficulty to identify the topic focused for literature review.	18
70,99%	Having difficulty to write a conceptual framework for a research proposal.	24
70,11%	Having difficulty to identify current issues related to the research proposal writing.	2
69,67%	Having difficulty to cite studies how they fit in the background section.	8
68,35%	Having difficulty to decide the technique of data collection for a research proposal.	26
67,91%	Having difficulty to decide the method/design to use for a research proposal.	25
67,47%	Having difficulty to paraphrase other studies in the literature review.	23
67,25%	Having difficulty to unite the research problem with the objective and literature review.	10
66,59%	Having difficulty to use language that is simple and straightforward in the background section.	7
66,59%	Having difficulty to decide the tools of data collection for research proposals.	27
66,15%	Having difficulty to decide the title for a research proposal.	1
65,93%	Having difficulty to indicate research gaps in previous studies for a research proposal.	11
65,49%	Having difficulty to decide the topic for a research proposal.	4
64,40%	Having difficulty to describe research procedures in a research proposal.	30
64,18%	Having difficulty to define terms related to the topic of a research proposal.	16
62,20%	Having difficulty to quote other studies in the literature review.	21
61,54%	Having difficulty to cite other studies in the literature review.	22

59,78%	Having difficulty to write references according to APA Style (6th/7th Edition).	31
58,24%	Having difficulty to state research problems in the background section.	9
57,14%	Having difficulty to differentiate between background to the study and the literature review.	6
56,92%	Having difficulty to formulate research questions.	12
56,48%	Having difficulty to choose research participants in a research proposal.	29
55,38%	Having difficulty to formulate the significance of the study for a research proposal.	15
50,99%	Having difficulty to formulate research purposes.	13
46,15%	Having difficulty to formulate research hypotheses.	14

Four aspects received the highest score, they are: *Having difficulty to find current sources (no longer 10 years) for literature review (77,58%)*, *Having difficulty to critically analyze works of literature (76,04%)*, *Having difficulty to be critical about some issues regarding the research proposal writing (75,82%)*, and *Having difficulty to decide the technique of data analysis for a research proposal (75,82%)*. The data indicated that item number 19 dominated the psychological factors. Meanwhile, the lowest score belongs to *Having difficulty to formulate research hypotheses (46,15%)*.

Eventually, the data reveals above average at *middle* category. It can be inferred that most students still experience some problems when writing their research proposal, including identifying current issues related to the research proposal, reviewing literature for research proposals, and writing a conceptual framework for a research proposal.

**Table 3.**  
*Students' Problems in Writing A Research Proposal Based on Socio-cultural Category*

Score	Statements	Number Item
76,48%	Having difficulty to have knowledge of proper lexical items and linguistic units (from phoneme to discourse) on the research proposal.	35
74,95%	Having difficulty to connect each sentence and form it into a meaningful research proposal.	36
73,41%	Having difficulty to sustain communication through speech style on the research proposal.	38
71,65%	Having difficulty to have knowledge about the roles of social context related to the study of research proposals.	37
67,69%	Having difficulty to understand the culture in the classroom or department of the university regarding the format of the research proposal writing.	34
64,40%	Having difficulty to discuss research proposals with other undergraduate students.	32
64,40%	Having difficulty to discuss research proposals with the	33



Table 3 concerns students' problems writing a research proposal based on socio-cultural categories. The score indicates the student's perception of problems in the socio-cultural category inhibits their writing performance. The questions cover the problems that students might experience in terms of social distance and communication competence.

According to the table above, the highest score goes to *Having difficulty to have knowledge of proper lexical items and linguistic units (from phoneme to discourse) on the research proposal* (76,48%). Meanwhile, the lowest scores belong to *Having difficulty to discuss research proposals with other undergraduate students* (64,40%) and *Having difficulty to discuss research proposals with the supervisors* (64,40%).

**Table 4.**

*Students' Problems in Writing A Research Proposal Based on Linguistic Category*

Score	Statements	Number Item
78,68%	Having difficulty to decide which set of linguistic units (from phoneme to discourse) that have to be deleted, replaced, supplied, or reordered in research proposal writing.	40
72,31%	Having difficulty to use correct grammar in research proposals.	39

The following table, Table 4, shows the results of problems based on linguistic category. There are only two aspects in this section, and the highest score goes to *Having difficulty to decide which set of linguistic units (from phoneme to discourse) that have to be deleted, replaced, supplied, or reordered in research proposal writing* (78,68%). Meanwhile, the lowest score goes to *Having difficulty to use correct grammar in research proposals* (72,31%).

### Factors Causing Students' Problems in Writing A Research Proposal

**Table 5.**

*Factors Causing Students' Problems in Writing A Research Proposal*

Factors	N = (TSxMP)Q	P = F/N x 100%	Percentage
Psychological	(91x5)31 = 14105	$P = \frac{9236}{14105} \times 100\%$	65,48%
Socio-cultural	(91x5)7 = 3185	$P = \frac{2243}{3185} \times 100\%$	70,42%

Linguistic	$(91 \times 5) / 2 = 910$	$P = \frac{687}{910} \times 100\%$	75,49%
------------	---------------------------	------------------------------------	--------

---

The findings reveal that the percentage score of each factor has different results. For psychological factor, the score is 65,48% which means most of the students do not really have problems from their personality. Meanwhile, in the socio-cultural factor, the score is 70,42% which means most of the students agree that culture of the environment can be the problems to them. Lastly, in the linguistic factor, the score is 74,49% which gets the highest score among the other two. It means that most of the students also agree that not having a good knowledge of language affect them in writing their research proposals.

Based on table 5, this shows that students' personality influences their writing performance, especially in research proposals (65,48%). Items number 1 until 6 were about self-esteem and how confident of a self is important to perform writing in a better way. Items number 7 until 11 were about inhibition. Items number 12 until 16 were about risk-taking and students ideally had to be able to try out hunches about the language and could take the risk of being wrong. Anxiety became an indicator for items number 17 until 21 and it was connected with the feeling of self-doubt in doing something. Empathy became an indicator for items number 22 until 26 and it had a connection with the writing process that students needed to put their empathy so that the readers can understand what is being stated. Therefore, extroversion was on items number 27 until 31.

Socio-cultural factors become the second-highest factor in affecting students' writing with 70,42%. Item number 32 was about discussing a research proposal with undergraduate students and it indicated that there is a social distance among undergraduate students themselves. Thus, it was not only among themselves but also between students and their lecturers/supervisors in discussing the research proposal for item number 33. Not only that, culture in the language classroom of the undergraduate students and communicative competence also parts of socio-cultural factors. The items include those parts are from 34 until 38.

The data shows that linguistic factors got the highest score in affecting students' problems. With the score of 75,49%, domain error analysis and extent error analysis became the most influential indicator.

By calculating the percentage score of each factor, it can be concluded that linguistic factors which consisted of domain error analysis and extent error analysis gets the highest score

among the others. It indicated that the linguistic factors caused students' difficulties in writing a research proposal with a highest score.

### *3.2. Discussion*

The result of the questionnaire about the students' problems in writing research proposals based on what they have experienced, can show that the students, more or less, still face various problems while they do their research proposals. According to the findings, the researcher found answers that have the most frequency per item. Deciding which set of linguistic units (from phoneme to discourse) must be removed, replaced, provided, or reorganized is therefore regarded as the primary obstacle in study proposal drafting. This indicated that most of the students felt difficult to choose the correct linguistic units for their proposal writings.

The problem that got the high score was finding current sources (no longer 10 years) for literature review is difficult for them. The similar findings from Suryatiningsih (2019) and Karanja (2016) also revealed that some researchers do their reviews on research that was not the current one. Moreover, students also felt difficult to critically analyze works of literature. A similar finding from Karanja's (2016) on his study revealed that some researchers do not critically review all aspects of the study design analysis, instead accepting research findings and interpretations without question. A study from Rezeki (2018) also found evidence of students who lack critical analysis when reading supporting references. She mentioned that students often use direct quotations instead of paraphrasing. It means that students do not pay attention on what they read on the sources.

The problem that also got the high score was having knowledge of proper lexical items and linguistic units (from phoneme to discourse) on the research proposal. Writing tasks in the English language needs a good knowledge of the language itself. Lexical items and linguistic units are parts of the language which is used in writing skill. It is seen as difficult by students because they need to use proper lexical items and linguistic units of English that is more academic to form meaningful sentences for their research proposal.

Another problem that got high score mean score was having ability to be critical about some issues regarding the research proposal writing was the major problem. This finding is in line with Acheampong (2021) who also revealed that students considered deciding the research topic for research proposals as the major problem. Students still find it difficult because the proposal needs to have connection with issue that should be addressed so that it will give more benefits to others.

Thus, deciding technique of data analysis also became the major problem among students. Students faced problems when trying to decide the technique of data analysis that is suitable for their research. If it is not suitable, it will affect the whole research findings and discussion in the future which makes them feel uneasy.

Students faced difficulties developing research proposals, and such difficulties were mostly caused by three factors: psychological, sociocultural, and linguistic (Brown, 2007). Additionally, he divided psychological variables into the categories of self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. The effectiveness of students' writing is connected to their psychological traits in this case. According to a research by Khozaei et al. (2015), a lack of focus, a lack of motivation, a lack of confidence, and a fear of failure caused stress and moderate depression in some of the respondents. Those are strongly attached to students' self-esteem and anxiety in process of producing a research proposal. In that, having low self-esteem and lack of motivation impact their writing process. In the socio-cultural factor, Brown (2007) divided the factor into four aspects, namely: (1) the social distance among undergraduate students, (2) the social distance between undergraduate students and their lecturers, (3) culture in the language classroom of the undergraduate students, and (4) communicative competence. Item number 32 was about discussing a research proposal with undergraduate students and it indicated that there is a social distance among undergraduate students themselves. Besides, it is beneficial to have discussions with peer or other undergraduate students to share thoughts and solve the problems together. Triassanti, Mansur, and Wardhono (2018) argued that developing communication strategies give L2 learners a sense of security by providing them leeway to prepare for tough situations, but language schools typically do not educate students to deal with performance issues. Thus, it was not only among themselves but also between students and their lecturers/supervisors in discussing the research proposal for item number 33. Khozaei et al. (2015) argued that the research progress can speed up when supervisor and students have discussions on topic and constructive feedbacks for students' writings. In addition, when supervisors do not give adequate attention and time to discuss their students' research, the research progress is greatly hampered. Lastly, linguistic factor got the highest mean score among other two factors. A study from Dwihandini, Marhaeni, and Suarnajaya (2013) also have the same finding that domain and extent error analysis are the indicators that affected students' problems in writing a research proposal.

## 4. CONCLUSIONS

### 4.1. Conclusion

Based on the research findings and discussion, most of the undergraduate students who have done their seminar proposal examination still experienced problems in writing a research proposal. The data showed that problems inhibited them to produce a good research proposal. It can be seen that each element in a proposal gave them challenges to finish their proposal such as. Each category contributed to the students' problems. Thus, these problems would not occur if there are no causes that influence their writing performance. The findings also showed that three potential factors affect undergraduate students' problems in writing a research proposal, namely psychological factors, socio-cultural factors, and linguistic factors. Psychological factors consisted of some aspects such as self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion that affected the writing performance from students' personality. Socio-cultural factors also caused inhibition in students' writing that come from social distance, culture in the language classroom, and communication competence. Moreover, the linguistic factors that related to students' knowledge of language (domain and extent error analysis) highly affected students' writing performance, especially in research proposal.

### 4.2. Suggestions

After doing the research and gaining data results, the researcher provided several suggestions. For undergraduate students of the English Language Education Study Program, it is advisable to do peer review among undergraduate students, discuss well-prepared proposals with the supervisors, attend academic seminars, and read more works of literature on how to organize and write a good research proposal so that it can avoid problems. Therefore, for other researchers who conduct similar interests or further research, it is advisable to consider carrying out the study with varying methods if it is necessary to obtain more valid results. Besides, the questionnaire section will be more structured if the items of each category have at least the same amount of item numbers rather than have a big gap of item numbers in each category.

## Acknowledgments

My deepest gratitude goes to Yanti Sri Rezeki, M.Ed., Ph. D as my first supervisor and Urai Salam, M. CALL., Ph. D as my second supervisor for their generosity, support, guidance, and encouragement in leading me to understand how to do appropriate research based on the

context. My sincere thanks also go to Dwi Riyanti, M. A., Ph. D, and Surmiyati, M. Ed, Ph. D, as my examiners who have given significant corrections and advice for my thesis.

## REFERENCES

- Akkaya, A., & Aydın, G. (2018). Academics' views on the characteristics of academic writing. *Educational Policy Analysis and Strategic Research*, 13(2), 128-160. <https://doi.org/10.29329/epasr.2018.143.7>
- AlMarwani, M. (2020). Academic Writing: Challenges and Potential Solutions. *Arab World English Journal (AWEJ) Special Issue on CALL*, (6), 114-121. <https://dx.doi.org/10.24093/awej/call6.8>
- Al Badi, I. A. (2015). Academic writing difficulties of ESL learners. *WEI International Academic Conference Proceedings*, 65-78. [https://www.researchgate.net/publication/280696919\\_ACADEMIC\\_WRITING\\_DIFFICULTIES\\_OF\\_ESL\\_LEARNERS](https://www.researchgate.net/publication/280696919_ACADEMIC_WRITING_DIFFICULTIES_OF_ESL_LEARNERS)
- Al Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at al imam al Mahdi university- Sudan. *English Review: Journal of English Education*, 5(2), 175-188. <https://doi.org/10.25134/erjee.v5i2.533>
- Asriati, N., Afandi, Priyadi, A. T., Sabri, T., Samodra, T. J., & Rezeki, Y. S. (2019). *Pedoman penulisan karya ilmiah: Skripsi, tesis, dan artikel hasil penelitian* (Edisi Revisi). Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura.
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204. <https://doi.org/10.17507/jltr.0901.25>
- Bringula, R. P., Batalla, M. Y. C., Moraga, S. D., Ochengo, L. D. R., Ohagon, K. N., & Lansigan, R. R. (2012). School choice of computing students: A comparative perspective from two universities. *Creative Education*, 3, 1070-1078. <http://dx.doi.org/10.4236/ce.2012.326161>
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications, Inc.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.
- Crossley, S. A. (2020). Linguistic features in writing quality and development: An overview. *Journal of Writing Research*, 11(3), 415-445. <https://doi.org/10.17239/jowr-2020.11.03.01>
- Davies, M. (2011). *Writing a research proposal*. Palgrave, MacMillan.
- Dwihandini, L. A., Marhaeni, A. A., & Suarnajaya, I. W. (2013). The analysis of the factors affecting undergraduate students' difficulties in writing thesis in the English department of Mahasaraswati University. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 2, 1-12. <https://www.neliti.com/id/publications/206945/the-analysis-of-the-factors-affecting-undergraduate-students-difficulties-in-wri>
- Ismail, S. A. (2011). Exploring students' perceptions of ESL writing. *English Language Teaching*, 4(2), 73-83. <https://doi.org/10.5539/elt.v4n2p73>
- Karanja, J. G. (2016). A guide to research proposal and thesis writing. *SSRN Electronic Journal*, 1-52. <https://doi.org/10.2139/ssrn.2746361>

- Khozaei, F., Naidu, S., Khozaei, Z., & Salle, N. A. (2015). An exploratory study of factors that affect the research progress of International PhD students from the Middle East. *Emerald Education + Training*, 57(4), 448 – 460. <https://doi.org/10.1108/ET-09-2013-0115>
- Mann, P. S., & Lacke, C. J. (2010). *Introductory statistics* (7th ed.). John Wiley & Sons, Inc.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129-132. <https://doi.org/10.1177/1362168815572747>
- Riduwan. (2008). *Skala Pengukuran Variabel-Variabel Penelitian*. Alfabeta.
- Rezeki, Y. S. (2018). Analysis of EFL students' citation practices and problems in academic writing. *International Journal of Educational Best Practices*, 2(1), 62-72. <https://doi.org/10.31258/ijebp.v2n1.p62-72>
- Suryatiningsih, N. (2019). EFL students' difficulties in writing a research proposal. *International Journal of Humanities and Innovation (IJHI)*, 2(4), 96-102. <https://doi.org/10.33750/ijhi.v2i4.49>
- Suyadi, Husnaini, & Elvina. (2020). Undergraduate students' difficulties in writing a research proposal: A case study. *International Journal of Scientific & Technology Research*, 9(3), 838-843. <http://www.ijstr.org/final-print/mar2020/Undergraduate-Students-Difficulties-In-Writing-A-Research-Proposal-A-Case-Study.pdf>
- Triassanti, R., Mansur, & Wardhono, A. (2018). Lexical and grammatical problems coped with communication strategies. *Journal of English Teaching, Literature, and Applied Linguistics*, 2(2), 1 - 12. <http://dx.doi.org/10.30587/jetlal.v2i2.618>
- Yuvayapan, F. & Bilginer, H. (2020). Identifying the needs of postgraduate students: The first step of academic writing courses. *Journal of Language and Linguistic Studies*, 16(2), 595-611. <https://doi.org/10.17263/jlls.759260>