ENGLISH STUDENTS' PROBLEMS IN WRITING THESIS PROPOSAL AT MUHAMMADIYAH UNIVERESITY OF BENGKULU

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Abstract

This research aimed to find out what are the problems faced by English students in writing a thesis proposal and how do English students solve the problems in writing a thesis proposal. This research used a qualitative descriptive method. The subjects of this research were 8th semester students of English Study Program of Muhammadiyah University of Bengkulu in Academic Year 2022. 25 English students who had written their thesis proposal participated in this study. Researcher used interviews as a data collection technique. The results of this study showed that students experienced 4 general problems in writing thesis proposals. Namely: academic problems, writing problems, communication problems with supervisors and personal problems. The ways for students to solve the problems are by way of guidance with supervisors, browsing on the internet, reading more references, motivating them selves to write, and making a schedule so that writing is still done regularly.what are the problems. The conclusion of this study are English Students at Muhammadiyah University of Bengkulu faced 4 types of problems in writing thesis proposal. Academic problems, writing problems. communication problems, and personal problems. And they had the different ways to solved the problems.

Key Words: Problem, Writing, Thesis Proposal

Introduction

Thesis is one of the compulsory subjects that must be completed by students to graduate from university. Thesis is used as a prerequisite by students to obtain a bachelor's degree. According to Oliver (2004) a thesis is a formal academic writing, which reports the result of a research study. Meanwhile Hardling (2004) stated thesis is an activity done by a researcher to carry out the findings of their research finding in the form of writing. So, the thesis is a final project is written by students as part of the requirements of academic education in universities. The thesis is a scientific paper made with scientific procedures and follows the guidelines of scientific principles. In writing a thesis, students have to do the research. Research does to solve problems, prove theory, develop material, and etc. Before writing a thesis, students required to start with writing a thesis proposal. The students have to write the thesis proposal and complete their thesis proposal first to do the seminar proposal. If students have passed it, then they can continue their research. So, they can complete the thesis and graduate from a university. So, it can be said that the thesis proposal is very important to complete the

study. Thesis proposal is the first step in producing a graduation thesis and intends to convince a supervisor or academic committee that the students' topic and approach are sound, so that they gain approval to proceed with the actual research and write their graduation thesis. There are parts 1, 2, and 3 that students must write in order to complete the thesis proposal well, which includes the components of the proposal: title, introduction, literature review, methodology, and references. There are parts: Chapter 1 Introduction: background of study, problem statement, Research Questions, Objective study, and significance of study. Chapter II literature review: Theoretical description and previous studies. Chapter III Methodology: site and time of Research design, technique of data collection Subject of Research Data Analysis Technique. Writing thesis proposal is not as easy as we expect, but it's not as difficult as we think. If the readers understand about the writer's writing, it signs that s/he is a good writer because the ideas that are delivered can be accepted by the readers/public (Gusman, 2013). But in fact, when writing thesis proposal, not everything will run smoothly without any problems. Writers often have problems in writing a good writing. Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form (Palmer, 1994). So, writers often have problems to writing, such as thesis proposal.

There are many problems experienced by English students at Muhammadiyah university of Bengkulu when writing the thesis proposal. This is evidenced by the fact that the seminar proposal course has been taken in 7th semester. They should have finished to write their thesis proposal, but the fact is they are in 8th semester right now, not yet half of the students in their class have completed their thesis proposal. Because of that the researcher is interested to know what are English students' problems in writing thesis roposal at Muhammadiyah University of Bengkulu.

The researcher also has conducted preliminary research. On 31th May 2022. The researcher interviewed 5 English students of 8th semester of Muhammadiyah University of Bengkulu who have written their thesis proposals completely. The result are there are many problems faced by students when they wrote their thesis proposal. Starting from academic problems, all of three students had the problems to understand how to write thesis proposal perfectly. All of 5 students was confused in writing chapter 1 (Introduction) , chapter 2 (Literature Review), and chapter 3 (methodology). all of 5 students had the problem in finding the references, because it could not be downloaded. Next, all of 5 students could not manege the time to write thesis proposal. Writing problems include the common problem that faced by all of 5 studdents, it was lack of grammar. All of 5 students had the problem in spelling, they were often misspelling, such as lack of letters or excess letters in writing words. All of 5 students had the limited vocabularies, so, it made the problem in choosing simple word. Communication problems also play an important role. 3 of 5 students was

afraid to meet with her supervisor, because she was afraid that their proposal would be wrong. There are also students who find the difficulty to meet supervisors that was faced by all of 5 students. Next, the problem to understand written and nonwritten feedback Personal which was faced by all of 5 students. Personal problems will make students' moods become chaotic. The problems in personal problems inhibition, anxiety, extroversion and introversion and tle last is lack of motivation were faced by 4 of 5 students. All these problems above interfered with writing a thesis proposal. These problems are the reasons the researcher raised the title of this study.

The focus of this research is to find out English students' problems in writing thesis proposal at Muhammadiyah University of Bengkulu and also to find out how they handle those problems. This research is hoped will answer the questions above and can provide an overview of the problems of writing a thesis proposal and how to overcome it. So, the next writer can avoid these problems.

Based on the explanation above, the researcher would like to conduct research about **"English Students' Problems In Writing Thesis Proposal At Muhammadiyah University of Bengkulu".** In addition, there is the importance of this research. Not only for knowing about what are the problems faced by English students' problem in writing thesis proposal but also know how to solve that problems. In the end of the research will be explained how do the students solve the problems in writing thesis proposal.

Research Methodology

This study used qualitative research methods. Bogdan & Taylor (in Moleong, 2006) defines qualitative methods as procedures research that produces descriptive data in the form of oral written words from people and observable behavior. The subject of this research was 25 Students of English Study Program at Muhammadiyah University of Bengkulu, who have written their thesis proposal in academic year 2022. The instrument that had been used for taking the data in this research was the list of questions. This list of questions is adopted from Winkel (2006), Wilber (2008), Junaid (2012), Krauss & Ismail (2010), Aarti (2011), and Brown (2000). The sources of the data was from audio recording and video recording of interview.

FINDING AND DISCUSSION

The data used by researcher were interview data with English students at 8th semester of Muhammadiyah University of Bengkulu. This data obtained after researcher collect the data, reduce the data, display the data, data conclusion. This research was conducted with 25 students.

Academic Problems

1. Did you have the academic writing problems in writing thesis proposal?

From the question above, 23 respondents answered yes. Meanwhile 2 respondets answered no.

   a. What were they?

Chapter 1 Introduction

In this chapter, there are 2 problems experienced by respondents, namely 5 respondents have problems in deciphering ideas. Meanwhile, 20 respondents had problems finding the reason why they chose the title in the background.

Chapter II Literature Review

In this chapter, there are 3 problems experienced by respondents, namely 20 respondents have problems in finding theory. 2 respondents have problems finding the latest journal, which is the last five years. Meanwhile, a respondent has problems finding the previous study that matches their title.

Chapter III Methodology

In this chapter, there are 3 problems experienced by respondents, namely 20 respondents have found the instrument and the source. A respondent has the problem of not understanding how to write a methodology. Meanwhile, a respondent has a problem in finding data analysis techniques.

Reference

A respondent has problems understanding how to write the correct reference.

b. How did you handle it?

From the questions above, there are 3 answers from respondents. First, 22 respondents answered the guidance with the supervisor. Second, 5 respondents answered that they read more references. Last, a respondent answered browsing on the internet.

2. Did you have the academic problems in studying about thesis proposal writing?

From the question above, All 25 respondents answered yes.

a. What were they?

From the question above, there are 2 academic problems in studyng about thesis proposal writing faced by English students. 19 out of 25 respondents did not understand how to write thesis proposal writing. 7 out of 25 respondents answered they were not focus.

b. How did you handle it?

From the questions above, there are 6 answers from respondents. First, 15 out of 25 respondents answered the guidance with the supervisor. Second, 9 out of 25 respondents browse on the internet. Third, 6 out of 25 respondents answered that they read more for reference. Fourth, 4 out of 25 respondents answered asked to seniors or friends. Fifth, 3 respondents answered to make a schedule. and finally, 1 out of 25 respondent answered try to avoid playing with friends.

3. Did you have the problems to find books and journal references?

From the question above, 19 respondents answered yes. Meanwhile, 6 respondets answered no.

    a. What were they?

There are 3 problems experienced by respondents to find book and journal references, namely 9 respondents often find journals that cannot be downloaded because they are paid. 7 respondents had problems finding a journal article that matched the title. Meanwhile, 5 respondents had problems finding journals for the last 5 years.

    b. How did you handle it?

From the questions above, there are 2 answers from respondents. First, 11 respondents looked for other sites that could be downloaded and not paid for. Meanwhile, 8 respondents went to the library.

4. Did you have the problems in manage your time in writing thesis proposal?

From the question above, 24 respondents answered yes. Meanwhile, a respondet answered no.

    a. What were they?

There are 7 problems experienced by respondents in time management, namely 9 respondents are too lazy. 8 respondents often delay writing. 6 respondents find it difficult to set the time to write. 4 respondents find it difficult to write because they often play with friends. 4 respondents spend time working. Meanwhile, 3 respondents were less focused on writing during the day. Meanwhile, a respondent was busy repeating the course.

    b. How did you handle it?

From the questions above, there are 3 answers from respondents. First, 17 respondents made a detailed schedule for writing. 6 respondents motivate themselves. Last, a respondent abstained from smartphones.

Writing Problems

5. Did you have the problems in spelling?

From the question above, 21 respondents answered yes and 4 respondets answered no.

    a. What were they?

21 respondents answered that their problem was typing mistake. Less letters or excess letters when writing words.

    b. How did you handle it?

21 espondents answered that they read the thesis proposal again and again.

6. Did you have the problems in grammar?
   From the question above, all of 25 respondents answered yes
   a. What were they?
      From 25 respondents who have grammar problems. The following are the grammar problems from respondents.
      1. Tenses
         25 respondents have problems in choosing tenses. They are confused about what tenses to use because they don't know the functions and formulas of tenses.
      2. Passive Sentence
         22 respondents have problems using passive sentences. They are confused about the formula for making passive sentences and what verbs to use.
      3. Pronoun.
         21 respondents had problems writing pronouns. 17 respondents had problems writing possessive pronouns and 4 respondents had problems writing objective pronouns.
      4. Singular/Plural
         21 respondents have problems in writing singular/plural. They are still confused in adding –s/-es at the end of nouns.
      5. Conjunction
         23 respondents have problems in writing conjunctions. Use although, either and neither.
      6. Prepositions
         24 respondents had problems in writing prepositions. All of them don't know the difference in using in, on, and at.

   b. How did you handle it?
      From the questions above, there are 2 answers from respondents. First, 21 respondents browsing on the internet. 4 respondents used the grammarly application.

7. Did you have the problems in punctuation ?
   All of 25 students answered yes
   a. What were they?
      The problems is respondents still confused in writing full stop and comma.
   b. How did you handle it?
      Read more again until understand about the sentences..

8. Did you have the vocabulary problems in writing thesis proposal?
   From the question above, 22 respondents answered yes and 2 respondents answered no.
   a. What were they?

22 respondents answered have problems are because they have a limited vocabulary, so they do not know which is the more appropriate use.

b. How did you handle it?

10 respondents answered the guidance with the supervisor. 4 respondents used grammarly. 6 respondents answered by opening a dictionary.

Communication Problems

9. Did you have communication problems with your supervisor?

From the question above, 13 respondents answered yes and 12 respondents answered no.

a. What were they?

From the question above, there are 4 communication problems with supervisor. First, 4 respondents answered that supervisors are difficult to meet face to face. Second, 6 respondents answered that the supervisor did not want to communicate by phone. Third, 2 respondents answered that supervisors find it difficult to make an appointment. Last, 2 respondents answered that supervisor can only do tutoring at night.

b. How did you handle it?

From the questions above, there are 3 answers from respondents. First, 4 respondents answered online guidance. Second, 8 respondents answered directly to the supervisor on campus. Lastly, make an appointment with the supervisor.

10. Had you ever experience miscommunications with your supervisor?

From the quastion above. There are 5 respondents who answered yes and there are 20 respondents who answered no.

a. What were they?

From the question above, there are 2 miscommunication experienced by 5 respondents with supervisors. First, for fear of being rude 3 respondents had texted a supervisor to ask if they could provide guidance, but the supervisor thought it was not important and scolded them. Second, 2 respondents admitted that they had not done guidance because they had not finished revising, but the supervisor thought that they were being lazy because they were lazy.

b. How did you handle it?

From the questions above, the method used by 5 respondents to handle the miscommunication is to explain to the supervisor in a polite manner.

11. Did you have verbal and nonverbal communication problems with you

supervisor?

From the quastion above. There are 7 respondents who answered yes and there are 18 respondents who answered no.

a. What were they?

From the question above, there are 4 verbal and non-verbal communications experienced by 7 respondents with supervisors. 2 respondents answered supervisor too quickly when explaining verbally. 2 respondents answered that the supervisor took too long to tell the story to get off topic. 3 respondents were nervous when they saw the supervisor's face.

b. How did you handle it?

From the questions above, to handle verbal problems 4 respondents recorded supervisors' conversations during guidance. To handle non-verbal problems, namely nervousness, 3 respondents answered that getting used to direct guidance meets supervisors will eliminate nervousness when meeting face to face.

12. Did you have the problems in understanding written and non-written feedback from your supervisor?

From the quastion above. There are 18 respondents who answered yes and there are 7 respondents who answered no.

a. What were they?

From the question above, there are 2 problems in understanding written and non-written feedback from supervisors. 14 respondents answered that the supervisor's writing was illegible and 5 respondents answered that the supervisor gave a cross but were not told what to fix.

b. How did you handle it?

From the question above, there are 2 ways to overcome the problem in understanding written and non-written feedback from supervisors. 14 respondents answered recording supervisors when explaining so that they could be heard when they did not understand the text. 5 respondents answered directly to supervisors if they did not understand what to fix when crossed out.

Personal Problems

13. Did you have inhibition problems in writing thesis proposal?

From the question above, All 25 respondents answered yes.

a. What were they?

From the question above, 19 respondents answered afraid and worry about mistake in writing thesis proposal.

b. How did you handle it?

From the question above, 17 respondents answered that they motivated themselves to graduate. 2 respondents answered avoiding first to play with friends.

14. Did you have anxiety problems in writing thesis proposal?

From the question above, all of 23out of 25 respondents answered yes

a. What were they?

From the question above, there are 2 anxiety problems that respondents felt when writing a thesis proposal. 20 respondents answered they felt anxious if they have not finished their thesis proposal while the time for graduate is getting closer. 3 respondents answered they were anxious because their thesis proposal were always wrong.

b.How did you handle it?

i.   out of 25 students answered guiding with supervisor.

15. Did you have the extroversion or introversion problems in writing thesis proposal?

From the question above, 23 respondents answered yes and 2 respondents answered no.

a. What were they?

10 respondents are extroverts dan 13 srespondents are introverts

b. How did you handle it?

15 respondents answered asking to the supervisor, and 8 respondents answered studying at home.

16. Did you have the motivation problems in writing thesis proposal?

From the question above, 19 respondents answered yes and 6 respondents answered no.

a. What were they?

From the question above, 19 respondents answered in motivation problems they were less motivated from their parents because they place more emphasis on graduating quickly.

b. How did you handle it?

From the question above, 19 respondents answered built the motivation themselves.

From the results above, the researcher concluded that almost of the English students of Muhammadiyah University of Bengkulu faced problems in writing a thesis proposal. Whether it's academic problems, writing problems, communication problems, and personal problems that prevent students from completing thesis proposal writing.

Discussion

This research has designed to find out what are the problems faced by English students in writing thesis proposal at Muhammadiyah University of

Bengkulu and how do English students solve the problems. From the results above, the researcher concluded that the English students of Muhammadiyah University of Bengkulu faced many problems in writin thesis proposal, such as academic problems, writing problems, communication problems, and personal problems.

1. **Academic Problems**

There are 4 academic problems faced by English students at Muhammadyah University of Bengkulu. According to Winkel (2006) that problems related to the academic field are less mastering independents study, assignments lectures, lack of understanding how to find and read books effectively, and time management

Academic writing problems are also faced by students who are writing a thesis proposal.Yusuf (2013) states three serious problems of research proposal, those are in the methodology, review of literature, and introduction. Similar with English students in introduction have problems in deciphering ideas. Students tend to have limited ideas. Furthermore, students have problems also in finding the reasons why they choose the title in Background. Students tend to be confused when asked why you chose this title. In chapter two, students have problems in finding theories, looking for the latest journals, and previous studies that match the title. The problem of finding theory is usually due to the limitations of students in understanding the topics raised in the title. So, they are confused about what theory to look for. In the problem of finding the latest journals, namely the last five years, students have difficulty finding journals from 2017 to 2022. Students often find it difficult to find accurate journals in the latest year, but usually if the journal has been around for a long time they can find the right journal, but that year is already cannot be used. Students also have difficulty in finding previous studies that match their title. Especially if the title adopted by the student has never been studied before. In chapter three students have problems in finding instruments and their sources. As it is known that the source of the instrument must be clear. However, there are several instruments written by students but the source is not mentioned. In addition, there are also students who do not understand how to write a methodology, either from the structure or the order of writing in the methodology chapter. In addition, there are also students who have problems finding data analysis techniques. They are still confused about which analysis technique fits their research method and title. In references, students have problems understanding how to write good and correct references. Sedangkan kebanyakan mahasiswa tidak tahu cara mengutip dan menulis referensi yang benar. Yulianti (2019) stated the phenomenon that occurs in the field today is the result of student scientific work citing carelessly. This lack of understanding of how to cite and write references also interferes with writing a thesis proposal.

The academic problems faced by English students are similar with the theory of Winkel (2006).

Some of the academic problems include students not understanding how to write academic writing, especially a proposal thesis even though this proposal thesis has been studied in the seventh semester, but because lectures are still running online and still there is a case of covid-19, then learning is less effective. During online learning, most of the students, around 92%, experienced interference, so that learning materials could not be received well (Hatmo, 2021). So, that students do not understand how to write a thesis proposal both in structure, sequence and what needs to be written.

In addition, there is also the problem of too many assignments so that students do not have time to write a thesis proposal.Mustamin & Sulastri (2017) stated every individual certainly has the desire and goal to get maximum achievement, especially students. Because they don't want bad grades for each course, students prioritize college first, the stone of writing a thesis proposal.As it is known that in the seventh semester the courses are still full of 24 credits so that there are still many assignments for each course so that students do not have time to write them. In addition, there are also problems in dividing time between lectures and writing a thesis proposal. On the other hand, the hardest problem felt by students was the lack of ideas and theories that matched the research title. Students find it difficult to develop ideas due to factors such as lack of theory and lack of understanding of the title.

Student problems in finding books and journals as references. The first problem is that the journal cannot be downloaded because it is paid. While many students are reluctant to pay due to lack of finance. The second problem is the difficulty of finding journal articles that match the titles raised by students. Often the title of the research does not match the existing journal article. So you have to read various journal books to find out the suitability of the journal article with the title of the student. Furthermore, there are problems in finding the latest journals, namely the last five years. Because many sources are under the last five years. The way to solve the problem above, is to look for another site where the journal can be downloaded and not paid. Of course, students must be diligent to find out more. Another way is to go to the library. to find more books and resources.

Time management problems are also problems faced by many students. Laziness is the biggest problem for students in time management. Students feel lazy to start writing because they don't know where to start. Students also often procrastinate to start writing. Another problem in managing time is playing too often with friends so that you forget the time. On the other hand, it is difficult to manage time because students are working. There are also student problems, namely not focusing on writing during the day, and only focusing at night. While the

time at night is very short because it is time to sleep, so it is easy to fall asleep. The last problem is that students are busy repeating courses. So they find it difficult to divide their time between lectures and writing a thesis proposal.

The students' ways to handle academic probles are guidance with supervisor, searching on internet, read more references, and made a detailed schedule between other activities and the activity of writing a thesis proposal. Then motivate yourself. Motivating theirselves to finish quickly will encourage students to finish writing their proposal thesis as soon as possible. Then there is another way, namely by distancing yourself from smart phones. Because smart phones can change our focus from initially intending to write a thesis proposal to being busy playing social media for hours.

From the discussion above. The theory of Winkel (2006) and the result is similar.

2. Writing Problems

According to Wilbers, S (2008), three elements of good and effective writing, spelling, grammar and punctuation. Junaid (2012) added the vocabulary as the problems in writing.

In the spelling section, students also have a problem, namely Typing mistake. They often experience errors in writing words. Sometimes Lack of letters in the word, or hello in the word you want to write. This happens if students are not careful.

The solution that can be done to avoid typing mistakes is to read the thesis proposal repeatedly to check whether there are writing errors or not.

The common problems in writing that are faced by students while writing are grammar problems and also limited vocabulary. Students find it difficult to distinguish what grammar they use in writing, and limited vocabulary also hinders students' writing because they are confused about interpreting Indonesian vocabulary into English.

The way to handle the problem above is by browsing on the internet because browsing on the internet will find the right grammar, whether it's a function or a formula for the grammar that will be used. In addition, you can also download grammarly application there, it will be easier to choose grammar with the right use. Reading is also one of the choices of students to make it easier for students to write when they have limited vocabulary.

In punctuation, students were still confused in writing comma or full stop. Because they were confused about their function in sentence.

In choosing vocabulary, the problem that students have is that they are empty and they don't know which word is more appropriate to use. And also because in English there are also synonyms, it makes students more confused.

English students handled the vocabulary problems can be done by using the grammarly application. By using thi application users can be helped, because this application can choose words by itself and of course it will make it easier. Another way is to open a dictionary or Google translate. Which will help choose simpler words.

From the discussion above. The theory of Wilbers (2008) and theory of Junaid (2012) compared with the result is similar.

3. Communication Problems

Communication problems also occur between supervisors and students. According to Aarti (2012)there are verbal communication, non-verbal communication, written communication, and non-writing communication. There are also miscommunication (Krauss & Ismail, 2010). Problems that occur include, supervisors are difficult to meet directly. This problem occurs because the supervisor has a busy schedule that is difficult to allow direct guidance. There is also a problem that the supervisor did not want to communicate by phone. It was explained that, telephone guidance was not effective, because it was less effective to explain a long understanding if it was done through a mobile phone. Then there was the problem that supervisors were difficult to make an appointment. If there is a supervisor who recommends coming directly to them. There are also supervisors who have to make an appointment before they can be met. However, it was difficult to make an appointment because the supervisor was busy outside and had many other activities to do. This makes students have to wait patiently. Last, supervisor can only do tutoring at night. There are supervisors who only want face to face guidance, but it is done at night. Because the supervisor has a busy schedule and is rarely on campus. Guidance at night meeting in person often has its own fears according to some students, especially women who are usually prohibited from going out at night.

The way to handle the communication with supervisor problem above is with online guidance, for students who find it difficult to meet supervisors directly. Students can ask the supervisor what they do not understand via mobile phone and it can be done anywhere and anytime according to the direction of the supervisor. Second, directly meet to the supervisor on campus. This can be done if you find a supervisor who does not want to be contacted via a smartphone and asks students to come directly to campus to check whether the supervisor is on campus or not to be able to provide direct guidance. Finally, make an appointment with the supervisor. Making an appointment is a polite thing and can be done to be able to do guidance with a supervisor, knowing when to get guidance with a supervisor will also make it easier for students to still be able to do other things if they haven't been given guidance.

In addition to the communication problems that have been described previously, there are also miscommunication problems that

have been experienced by students. Among them were students who had texted a supervisor to ask if they could provide guidance, but the supervisor thought it was not important and scolded them. Next, students admitted that they had not done guidance because they had not finished revising, but the supervisor thought that they were being lazy because they were lazy. The problem of miscommunication occurs due to the lack of communication carried out by the students themselves.

To handle the problem of miscommunication with the supervisor can be done by explaining to the supervisor what the attitude is in a polite manner so that the supervisor can also understand.

Verbal and non-verbal communication also occurs in communication. Verbal problems themselves are communication problems both oral and written. As for some of the verbal problems, the supervisor took too long when explaining verbally and then, the supervisor took too long to tell the story to get off topic. The non-verbal problem faced by students is that they were nervous when they saw the supervisor's face. Aarti, (2019) states It covers all information, messages and ideas we convey without using words; making use of physical communication such as tone of voice, touch, smell and body motion. If students afraid and do not want to come to the supervisor, the thesis proposal will never finish., cause verbal and non verbal covers all information.

To handle verbal problems, students recorded supervisors' conversations during guidance. So that if the supervisor's explanation is too fast, the student can repeat the supervisor's words to be understood. To handle non-verbal problems, namely nervousness, students have used to direct guidance meets supervisors will eliminate nervousness when meeting face to face.

Understanding written and non-written feedback is also a problem faced by students. There are problems because the supervisor's writing was illegal. Everyone has a different writing, as well as suoervisors. Some are easy to read, and some are difficult for students to read because the writing is continuous. So that it confuses students to understand the feedback that has been given. On the other hand, there is also a supervisor who gave a cross but were not told what to fix. Supervisors sometimes cross or circle the wrong part with the code, but there are supervisors who don't justify what students need to fix. This is also one of the problems for students to understand the feedback given by the super visor.

There are always the ways to handle the problems in understanding written and non-written feedback from supervisors. Recording supervisors when explaining so that they could be heard when they did not understand the text. This is the most common way for students to be able to repeat the supervisor's explanation. Asking to supervisor directly is also another option if you don't understand the

code given by the supervisor. If they did not understand what to fix when crossed out.

From the discussion above. The theory of Aarti (2011) and theory of Krauss & Ismail (2010) compared with the result is similar.

4. Personal Problems

Personal problems were faced by students in writing a thesis proposal. Some students' personal problems are inhibition. Students afraid and worry about mistake in writing thesis proposal. Related to Brown,(2000) stated that personal problms include inhibition, anxiety. extroversion and introversion.

The ways to handle personal problems in writing a thesis proposal can be done by motivating themselves to graduate. By motivating to graduate, students will try their best to be able to complete writing a thesis proposal. For students who play too often with friends, so they don't have time to write a thesis proposal. Then you should avoid playing with friends first if it is not useful for writing a student proposal thesis. However, if friends can be invited to help raise enthusiasm and motivation to write a thesis proposal, then sharing with friends and family to reduce pressure is the way you can do it.

Students do not have the anxiety problems. They fel anxious if they have not finished their thesis proposal while the time to graduate is getting closer. And then, students were also anxious if their thesis proposal were always wrong.

Students have the problems in extroversion and introversion. The extroverts need some help cause they usually with other people and can not do thesis proposal by themselves. Introverts was to afraid and shy to ask someone else if they could write correctly.

Students also faced motivation problems in writing thesis proposals. Students were less motivated from their parents because their parents placed more emphasis on graduating quickly.

To handle physical and mental problems, students take better care of their health, from eating to habits that can make them sick, such as staying up late, eating late, and last but not least, students must prepare medicines in case they are sick. To handle mental problems due to never finishing writing a thesis proposal, students continue to provide guidance to supervisors so that writing can be completed quickly. Because the source of the mental breakdown is due to not being over. Prayer is also a way for students to overcome mental breakdown. Because the closer someone is to the creator, then they will be far from the nature of mental breakdown.

From the discussion above. The theory of Brown (2000) that stated the personal problems in inhibition, anxiety, extroversion and introversion, and also motivation compared with the result is similar.

Conclusion and Suggestion
Conclusion

Students faced academic problems, such as problems in studying about writing thesis proposal, too much assignments, problems in found book or references, and time management problems. Writing problems include; spelling, grammar, punctuation, and vocabulary to developing sentence. The communication problems faced by students are, among others, supervisors are difficult to met, miscommunication, veral and non-verbal problems, and also problems in written and non-written feedback. Personal problems faced by English students are inhibition, anxiety, extroversion and introversion and lack of motivation.

To solve the problems above, students made a schedule so that writing is well structured, diligent guidance, motivating themselves to be passionate about writing. Then, browsing on the internet and reading journals continuously to get references. If there is a problem in understanding feedback when the supervisor explains, the student can overcome it by recording and asking again if it has not been completed. In personal problems, students overcome problems motivating themselves to writing thesis proposal fastly, guidance with supervisor and praying so that they would not be stressed.

Suggestions

Regarding the results of research and discussion as well as the conclusions that have been explained above. The researcher gives some suggestions as follows: Students should learn about writing a thesis proposal early, so as not to experience problems when writing. Students also have to read more of the thesis from previous seniors, journal articles, to minimize problems in writing thesis proposal. The lecturer should give the clear information to the students about writing a thesis proposal in teaching the students in the class and also make the learning process be effective.

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