

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi apa saja tantangan yang dihadapi mahasiswa dalam menulis proposal penelitian serta strategi yang mereka gunakan untuk mengatasinya, baik dari aspek linguistik maupun non-linguistik. Menggunakan desain studi kasus kualitatif, penelitian ini melibatkan beberapa mahasiswa dari Program Studi Pendidikan Bahasa Inggris. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan kerangka analisis tematik Braun dan Clarke (2006).

Temuan penelitian mengungkapkan dua tema utama: (1) Challenges in Writing Research Proposals, dan (2) Solutions Employed by Students to Overcome the Challenges. Tema pertama mencakup enam sub-tema, yaitu keterbatasan pemahaman konsep penelitian dan metodologi, rendahnya kemampuan menulis akademik dan hambatan bahasa, keterbatasan akses bimbingan, keterbatasan sumber referensi, masalah manajemen waktu, serta tekanan emosional dan psikologis. Tema kedua menjelaskan berbagai strategi yang digunakan mahasiswa, termasuk penggunaan alat digital, pembelajaran mandiri dan pemanfaatan sumber belajar, dukungan teman sebaya dan dosen pembimbing, serta strategi pengelolaan diri dan motivasi.

Kesimpulannya, proposal penelitian bukan hanya tugas akademik, tetapi juga proses perkembangan intelektual yang menuntut kemampuan berpikir kritis, pengelolaan emosi, dan strategi belajar yang efektif. Hasil penelitian ini menekankan pentingnya dukungan institusi, dosen, dan lingkungan belajar dalam membantu mahasiswa menyelesaikan proposal penelitian secara lebih efektif dan percaya diri.

Kata kunci: academic writing, challenges, proposal writing, pembelajar EFL, solutions

ABSTRACT

This study aims to explore the challenges encountered by students in writing research proposals and the strategies they employed to overcome these issues from both linguistic and non-linguistic perspectives. Using a qualitative case study design, this research involved several students from the English Education Department. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2006) thematic analysis framework.

The findings revealed two main themes: (1) Challenges in Writing Research Proposals, and (2) Solutions Employed by Students to Address the Challenges. The first theme encompasses six sub-themes, namely limited understanding of research concepts and methodology, limited academic writing proficiency and language barriers, restricted supervisor availability, limited access to resources and references, time management difficulties, and emotional and psychological pressure. The second theme outlines various strategies used by students, including the use of digital tools, self-regulated learning and resource utilization, peer and supervisory support, and self-management and motivational strategies throughout the writing process.

The study concludes that writing a research proposal is not merely an academic task but also a developmental process that requires critical thinking, emotional regulation, and effective learning strategies. The findings highlight the need for greater institutional, supervisory, and peer support to help students engage more effectively in research writing and complete their proposals with greater confidence.

Keyword: academic writing, challenges, proposal writing, EFL students, solutions