

CHAPTER I

INTRODUCTION.

A. Background of the Research

Writing is one of the important part of skills in learning English, although, in learning English there are several skills that must be mastered by the students, they are speaking, reading, writing and listening. Writing is a part of how to express ideas, opinion which still keeping in our mind, writing skill also important in profesional setting, require for recording information, reporting news, and in today is a world the necessary task of completing e-mile, twiter, texting and others froms of rapidly. Therefore, The fourth basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. The students start learning to communicate through written form as they begin to interact with others at school level (Javed, 2013:130).

Writing is one of the important things that has to be done well because it will influence the students' ability in developing their writing ability. It is commonly believed that an appropriate teaching technique will have a contribution to the success of students' writing ability. Furthermore, it will be true that teaching writing will be influenced by the teaching technique which is used by the teacher. According to Richards & Renandya cite in (Ratnaningsih, 2016:3), stated that writing is the most difficult skill for second language learners.

In undergraduating students (S1) has the end goal of the study to complete the final task or thesis. Thesis is a scientific paper based on the results of field research or literature study prepared in accordance with the students' study program as the final at University. Thesis also has an important role as a means to measure how far science has been obtained by the students. In spite of it, the thesis is also an honor for the students concerned. The thesis is an obligation that must be taken and completed the student as a condition for obtaining a degree. For some final semester students, making thesis is telecom that can be easily carried and able to complicate in a relatively short one semester, but for some students, thesis is a something make students stress. Problems referred to as the difficulties, obstacles, interference, dissatisfaction, or gaps. In general and almost of cognitive psychologists agree that the problem is a gap discrepancy between the present state and future state or desired goal. The researcher also find many obstacles and challenge by the students', such as, difficulty in deciding topic, lack of adequate knowledge in methodology, inability to find current trends, lack of subject understanding, lack of research guiding, it all makes the students' blank when they start to write, they were still confused and do not know how to begin in writing proposal thesis because they do not have strategy to write. Suryatiningsih (2019:96), Writing a research proposal and arouse the curiosity of researcher interested in conducting in depth research and know about research proposal writing especially in element that are the research proposal. And, Thesis is a piece of writing that provides information about particular topic that you have researched (Puspita, 2019).

In writing proposal thesis, students' may not write as not systematically as they want, that is why, strategy to be an obligate in starting to write proposal thesis, According to Mintzberg & Henry (1987), strategy is a plan some sort of consciously intended course of action, a guideline or set of guidelines to deal with a situation. So, in writing strategy always to be the important thing to use or to apply by the writer, so, the researcher felt interest to investigate the problem although the researcher knows that in writing proposal thesis is not easy as you think, students' must have they strategy in writing proposal thesis in order that to help and make it easy in completing their thesis. Students spend more years than programmed at post graduate level majorly owing to slow pace of the thesis completion. There might be some depressive feelings or self-negation resulting from ambiguous knowledge of research fields or difficulties encountered in the academic discourse community, such as in negotiating with supervisors and holding discussions with peers.

In this research, the researcher observed and interviewed some of English students who had passed the proposal thesis presentation and some students who still facing write proposal thesis preparation, actually, they even found it hard to write a paragraph which is the basis for competency in writing, so, it is impossible they can completing to write proposal thesis which follow the systematically writing proposal thesis on campus.

Based on that phenomena describe above, the researcher interest to investigate the problems and the researcher conduct the research entitled "*Students' strategies*

in writing proposal thesis at English language education study program of Khairun University”.

B. Scope of the research

This study focuses on students' strategies in writing proposal thesis at English Education Study Program of Khairun University.

C. Statement of the problem

Based on background of the study above, statements of the problem can be formulated as follows:

1. What are the students' strategies using in writing proposal thesis at English Education Study Program of Khairun University.

D. Objective of the research

Based on the background and statement of the problem, the objective of this research is to know the strategies are used by the students in writing proposal thesis at English Language Education Study Program of Khairun University.

E. Significance of the research

1. Theoretical

In this research, the researcher expect that it can give the useful contribution of knowledge and reference especially for the teachers/lecturers and the students about the strategies in writing proposal thesis then these difficulties and problems can be solved by themselves.

2. Practice

- a. The students' can know the strategy and mastery in writing proposal thesis.
- b. The teacher/lecturer can help the students' to mastery in writing and make the students' are easy in writing proposal thesis.
- c. The researcher know how far students' find difficulties in writing proposal thesis.