

Error of Proposal Writing by Students

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Abstract—The development of knowledge and technology must be followed by the development of good and right language. Especially in the use of written language. In Higher Education the use of written language must be mastered by every student. A person's academic ability will be seen from the language used. This paper aims to see errors in the use of writing procedures when writing research proposals written by students. Qualitative descriptive research method. The results of the study show that the errors that occur in writing scientific papers are on the written system (letters, words and sentences) and contents. Font errors that are often written are when writing standard words. Whereas in word writing it often happens, students do not distinguish between oral and written language, and standard and non-standard words. In sentence writing tends to be unstructured and difficult to understand by others. Writing a research proposal requires several times of guidance and is read by others. Errors that occur in writing can be avoided by knowing and understanding the rules of standard scientific writing.

Keywords—error; proposal writing; research

I. INTRODUCTION

Writing scientific papers must be known and carried out by all students. To distinguish between students and ordinary people is their scientific ability. A person's academics can be seen from the way of thinking and writing that they produce. In S1 undergraduate thesis is the ultimate work or final work that gives an indicator of the understanding or achievement of mastery of disciplinary knowledge by the students concerned [1].

However, writing doesn't always run smoothly. From the writings produced by students, they made several revisions and the errors that occurred tended to be the same. Errors that occur such as: the placement of correct capital letters, the use of italics, bold letters, word writing, the use of punctuation, how to quote and typing rules. Not only have that, the writing of the background, the formulation of the problem that is not righted, the use of a theory that does not match the problem under study. This condition will be better if a set of problems is chosen which are believed to have data from the beginning and can be investigated [2].

Errors in writing are not something that is natural, especially occurs continuously. Errors like this can reduce even can be eliminated. The way is by providing learning and correct understanding to students. So that in writing research

proposals these errors do not occur again in scientific writing. The obstacle that is often faced by students is pouring ideas into scientific language and difficulties with scientific writing standards.

In fact there are still many students who are "mistaken" in writing thesis proposals. Errors occur from the title, even though a title must be concise and descriptive [3]. They tend to be inappropriate in the procedures for writing, such as the placement of capital letters, the use of italics, bold letters, word writing, the use of punctuation, how to quote and typing rules. Not only that, student mistakes are also found in describing the background. A good background should describe the problem to be studied. Other problems in the formulation of the problem are still inaccurate, the use of theories that do not match the problems to be studied and methods and techniques of data collection are not appropriate. The researcher needs to review it to ascertain whether the questions outlined are in accordance with the topic to be studied [4].

Errors in proposal writing each year occur in the same aspects. Comments from counsellors and examiners when the proposal seminar is relatively the same and always repeats the same issues in proposal writing. This should not happen continuously. When lectures should provide many ways to prepare a good and correct proposal, so that the same mistakes in writing a proposal do not repeat itself. In this section also contains research literature that is relevant to the research topic being studied [5].

This research is important to identify errors in the writing of thesis proposals and to know the things that lie behind those mistakes [6]. In addition, it also aims to equip the final year students, especially in the History Department of FIS UNP, to be able to write thesis proposals in accordance with the proper Indonesian writing rules. Knowledge in the technique of writing thesis proposals is correct, it is important for students to be skilled in writing a scientific work and appropriate in completing the study program they have chosen.

II. METHOD

This research use descriptive qualitative approach [7]. The study was conducted in the history department of the Faculty of Social Sciences, Padang State University. The focus of the study analyzes [8].more in the errors of thesis proposal writing. Data sources come from thesis proposal documents written by students, especially students taking courses in educational

research methods in the January-June semester of the academic year 2017/2018.

A. *Procedures for Writing in a Good and True Thesis Proposal*

Includes rules that describe or symbolize speech sounds (words, sentences and so on) and how the relationship between the symbols (separation and incorporation in one language) and related to letter writing, word writing, absorption elements, writing numbers and signs read it [9].

1) *Writing letters*

a) *Uppercase or capital letters*: The use of capital letters or capital letters is usually used at the beginning of a sentence, God's name, honorary title, position and rank, ethnicity name, geography name, calendar, and the name of the body or institution.

2) *Writing italics*: Italic writing is usually used to express the name of a book, magazine, newspaper that is cited from the essay, word or group of words to be affirmed or specified, scientific names and foreign expressions.

3) *Writing bold letters*: Writing bold letters is used in words that are considered important.

4) *Writing of absorption elements*: Absorption words are words that come from foreign languages or regional languages that are absorbed into Indonesian language. In good proposal writing, this absorption word should be written in italics.

5) *Use of punctuation marks*: Punctuation is a sign used in spelling systems such as points, commas, colons and so on. Punctuation can help readers understand what is written. A researcher must be able to put punctuation in accordance with his function. For example when a researcher wants to use a comma, then there must be a connecting sentence after that.

III. RESULTS AND DISCUSSION

Errors that occur among students in the department of history of FIS UNP in writing thesis proposals.

A. *Errors in Writing a Thesis Proposal*

The procedure for writing a thesis proposal is an important matter to be considered by students in writing proposals. This is important so that proposals written are easy to understand, by readers, especially by other supervisors, examiners, and students. Good writing of research proposals must be guided by PUEBI (General Guidelines for Indonesian Spelling) which can be used as a reference for good and correct writing. In PUEBI it is explained how the procedure for using capital letters, word writing, and the use of punctuation.

Based on observations on historical student thesis proposals, most students do not understand the rules of writing that are in accordance with the rules of Indonesian language that are good and correct. This is indicated by the large number of errors found in writing relating to the use of spaces, capital letter writing, word selection and sentence compilation, elements of absorption, writing numbers, punctuation marks and other matters related to the procedure for writing

proposals. In thesis proposal writing, neatness of layout (layout) is also an important element that must be considered. A good thesis proposal is written using the times new Roman letter with font size 12 and spaced 2.0.

Based on observations made on the thesis proposal of history students, it was found that the thesis proposal was written less neatly. On the cover page of the thesis proposal, the letter size of the proposal title is too large (exceeding 12 pt. The correct font size for the proposal title is 14 pt. And is written in capital letters, and matched. The university's logo is arranged in a diameter of 8 cm.

Writing the title of the proposal is still not correct. Some students display disproportionate university logos. In addition, many history students are still mistaken in adjusting spacing. Students generally give two spaces to give a distance between "CHAPTER I" with the word "introduction", while in the correct rules only use one space. Impermanence can also be seen in the margin settings or writing paper limits (left and right flat). The correct size of margin (paper limit or writing limit) for writing a thesis proposal is the left margin: 4 cm, top: 4 cm, bottom: 3 cm and right margin: 3 cm. Most students use a size of 2.54 cm both the left, top, bottom and right margins.

Wrong writing of letters, words and sentences is a mistake that is best done by history students in writing proposals. "In my opinion the mistake found in a friend's proposal based on the experience of correcting a WS (initial) is that the use of the language is incorrect, there are still many words that are incorrect and that are not in accordance with EYD [10], there are a few sentences that even have typos ..." one of the history students who corrected his friend's thesis proposal. Students are often mistaken in typing as there are letters that are left out for example: the word "event" is written "*peristiwa*", the use of words that are less precise and less effective, such as the choice of the word "today ..." is a waste of words, should just write "nowadays". Also included in the use of foreign terms, which should be written in italics but written in normal letters (not tilted).

Historical students are also often mistaken in making sentences. The sentence that is made is still ambiguous in its preparation and less sustainable. In the Indonesian writing rules, a good sentence contains SPOK elements (Subjects, Predictions, Objects & Information).

Like the example above, at the beginning of the paragraph students explain the concept of education. But in the next sentence students explain the concept of learning participation. Supposedly, in making a good paragraph, students need to explain the concept of education first not to combine it with learning participation. If this is done the initial sentence with a sentence which is then unsustainable.

Other written mistakes made by history students are wrong in writing references (*referensi*). Many students use footnotes in writing educational research proposals. Not a few also history students who combine both in writing proposals. On the first page they use footnotes, but on the next page they use back notes. According to the rules for writing research proposals one should choose not to combine the two. Students must consistently choose one of the reference writing

techniques (using back notes or footnotes). Reference writing techniques in educational research proposals are commonly displayed in the form of back notes. Students are still mistaken in writing references (references).

Errors in writing references (references) are also found in writing bibliography. When writing a referral, students only write the name of the author and the title of the book without writing the year of publication, place of publication, publisher, and page of the book. The bibliography written is incomplete and not yet in accordance with the correct writing rules. There are a number of students in writing bibliography with page numbers. This is only for references taken from journal articles. Students should not need to include page numbers when compiling a bibliography. That is enough to do with the citation process. Another mistake is the order of writing bibliography that is not in accordance with the letter (alphabetical).

B. Contents or Proposal Content Errors

The error of students writing thesis proposals does not only occur in the aspects of writing and grammar, but also in aspects of the content / content of the proposal [11]. Based on the results of observations and interviews with students majoring in history, many of the history students lacked understanding of the steps in preparing a thesis proposal. Some students are still confused about what things are put forward or written in the introduction (CHAPTER I), the theoretical study section (CHAPTER II) and the method section (CHAPTER III) in proposal writing. Students' lack of understanding of the steps in writing research proposals is a priority to overcome. If students do not understand the steps for writing a research proposal, the proposal will certainly not be of good quality. A mistake in just one part of the proposal will result in errors in the writing of the next proposal. Usually other students read and guided the finished thesis, if this error was not immediately overcome, there would be repeated errors. The following is explained the mistakes of students majoring in history viewed from the content or contents of the proposal.

1) Error writing proposal in the introduction section (Chapter I): The introductory section is the first chapter that takes students to answer questions that are related to the problem to be examined. In this section, it is also explained because the subject of students raises the topic of research, what is the urgency of students in raising research problems, as well as the benefits obtained from research results. The introduction section of a proposal contains; a) background of the problem, b) formulation of the problem, c) limitation of the problem, d) research objectives, e) the benefits of research.

Observation of the history student thesis proposal, shows the following error:

a) Mistakes concoct backgrounds and write boundary problems: The background of the problem in the research proposal is the part that needs extra attention in starting the preparation of the thesis proposal. In the background contains things that are the reason why the researcher (student) raises the problem under study. Students must explain which aspects are the focus of their research. The thing that is most

important for students is that they must understand well the problem of their research.

The first mistake made by history students in concocting the background concerns the unclear direction of the research that will be conducted. Students often overlap to explain the focus of the problem to be raised, even an explanation in the background is found to run from the problem under study. Often, the background of the problem contains images that are too general and do not lead to the problem to be examined. This makes the background of the problem look pedantic, floating and does not lead to the problem being discussed.

The second mistake made by students regarding the description of the discussion in the background is out of sync and has nothing to do with the topic / title of the research. The title under study discusses about A but the explanation in the background actually talks about B. Not infrequently in the background the problem contains many theoretical studies taken from book sources and even online sources from Google. This is because of the lack of students' understanding of the contents of the background of the research problems that should be raised. Students are also mistaken in starting and describing the background of the problem. Especially if the title obtained uses two comparison variables. For example "Application of Role Playing Learning Models in Historical Learning to Develop Student Historical Empathy". They are often confused from where to start writing a good background so as not to seem floating.

Third, history students often mistakenly present data that support that the problem under study is true. "Writing the background should be in accordance with the topic, not concocting the story, strengthened by the source and real conditions of the field, after that the offer appears from the author to raise what topic ...". Students often ignore the three important components that must be explained in the background, namely the real conditions or field conditions, the ideal conditions are contained in a particular book or literature, and equally important are the solutions offered to overcome problems that arise through the research process to be carried out.

From the thesis proposal observed, the ideal conditions are still not well described. Likewise with the real conditions that occur in the field, students display irrelevant data. For example the topic of research on interest in learning history, data presented about the results of learning history. Students are confused about which aspects are more dominant they will observe. If the two things are not sustainable, students will be mistaken in providing solutions to problem solving which are further investigated through research activities.

b) Errors in making the right problem formulation: Problem formulation is very important in the research proposal. Problem formulation is built in the form of question sentences. Based on observations on the history student thesis proposal, many errors were found in writing the research problem formulation. The formulation of the problem written is not in accordance with the problem under study. The questions raised cannot answer the core of the issues discussed and are too broad from the focus of the research.

c) Erroneous in determining the purpose of the study:

The purpose of the study included the objectives to be achieved in the study. The purpose of this study is usually in line with the formulation of the problem raised, only the purpose of the research is usually presented with statement sentences. Although in formulating research objectives it seems easy, but not all students are able to write research goals precisely on their goals. The research objectives formulated by students are less synchronous with the formulation of the problems discussed.

d) Theoretical study: A theoretical study or often known as literature is a theoretical description of the variables under study. Theoretical studies usually take the form of concepts that are relevant to the topic of research. The literature review materials can be taken from various sources such as scientific journals, textbooks, dissertations, theses, papers, seminar reports and studies of research findings based on the sources of the literature.

Determining a literature review that is relevant to the research problem is an easy and difficult thing. Based on observations made on students' historical research proposals, students are still found to be mistaken in determining conceptual studies (theoretical studies) that are suitable for research problems. Historical students are less precise in expressing concepts that are in accordance with the object of research. The concepts written do not support the problem being studied so that it comes out of the problem. In observing the research proposals students majoring in history found the title of the research is the application of the jigsaw model in historical learning to improve student learning outcomes. The supposed theoretical study is a concept about the jigsaw model, history learning, and learning outcomes. But what was found was the concept of a jigsaw model, historical education and learning.

e) Writing a thinking framework: Thinking framework is an argument in formulating a hypothesis which is a temporary answer to the problem proposed. The thinking framework has two conditions, namely using correct premises and using legal conclusions. Based on observations of thesis research proposals written by students it is known that, students are also mistaken in making a framework of thinking of the problems raised. This can be seen from the way they connect the right variables and do not deviate from the problems they raise.

f) Relevant study: Relevant studies are previous studies or studies that are related or useful to the research being conducted. Relevant studies can be obtained from theses, journals, dissertations, theses and other scientific works (which have been studied previously). Relevant studies are useful for knowing exactly what will be studied, where / to whom information can be obtained, how to obtain data or information, can determine the appropriate way to analyze data and know how to draw conclusions.

Based on observations made on thesis proposals, students of history found errors in determining relevant studies. Historical students often forget to make relevant studies in

research proposals. In addition, relevant studies used by students are out of sync with research problems. The number of relevant studies is too minimal, there is only one study. Ideally there are several, at least five. Relevant, irrelevant studies, such as researching historical learning, are taken about learning mathematics techniques.

2) Judging from the research method (Chapter III)

a) Types of research: There are various types of research methods studied by history students in lectures on educational research methods namely Experimental Research Methods, Classroom Action Research Methods (CAR), R & D, Evaluative, and Ex Post Facto Methods. Each student is free to choose which type of research they will use in their research proposal. Based on the results of interviews with History Department students it is known that not all students understand well the types of educational research methods. They are often confused in determining the type of research method that is relevant to the problem being examined. "Sometimes I hesitate to distinguish which method is in accordance with the title that I researched ...", said the student who initials VSF when interviewed.

b) Data source: Sources of data in research are the origin from which data can be obtained. If the researcher uses a questionnaire or interview in collecting data, then the data source is called the respondent, namely the person who responds or answers the researcher's questions both written and oral questions. If the researcher uses an observation technique then the data can be in the form of objects, motion or process of something. If the researcher uses documentation techniques, then the data source is a document. Sources of research data can be divided into two, namely primary data sources and secondary data sources. The source of primary data is data obtained by researchers directly, while secondary data sources are data obtained from existing sources. Based on observations made, history students cannot distinguish data sources in research. History students only rely on secondary data sources without regard to primary data sources.

c) Data collection instrument: The instrument of data collection is a tool that is selected and used by researchers in conducting research. Data collection techniques consist of two types, namely test and non-test (not test). The instrument for data collection is a multiple choice question set, questionnaire (Likert Scale) included in the test. Observation sheet (information sheet), throwing interview guidelines into the non-test (not test). Based on observations made on Student History Thesis proposal documents, the error in using the data collection instrument is a mismatch between the instruments of data collection and the method of research conducted. Many History Students assume that "interview" is a research method, whereas "interview" is one of the data collection techniques of data collection.

d) Data analysis: In educational research data analysis used is the analysis of statistical data. Judging from the research method, there are two types of statistics that can be selected, namely descriptive statistics and inferential statistics. The choice of the type of data analysis is largely determined

by the type of data collected while still being oriented towards the objectives to be achieved or the hypothesis to be tested. Therefore, what really needs to be considered in data analysis is the accuracy of the analytical techniques, not the sophistication. For example, in quantitative analysis, it needs to be analyzed qualitatively. In a research proposal for a thesis of history students, they tend to use only one analytical technique, namely quantitative analysis.

IV. CONCLUSION

Writing research proposals must be well understood by students. In practice, it is inseparable from errors in writing, this can be seen from the research that was carried out on students of history education at Universitas Negeri Padang. Almost all chapters of writing errors were found, from background problems to analysis of research data. Academics, things like this must be reduced to a minimum so as to produce a better proposal.

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