

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the discussion focuses on the research results that have been obtained so that they can be discussed and compared with the theory used. In this case, the researcher attached data from 10 people who participated. From here the researcher will use numbers to represent the names of the participants.

In this part, there are some findings in student's problems in writing thesis proposal.

1. Difficulties in Writing the Background of Study

When asked about their experiences with writing the Background of Study section, seven of the ten students who were interviewed acknowledged having difficulties. The following are the primary challenges they encountered:

a. Missing Information

It can be challenging for students to acquire appropriate and pertinent knowledge that can support their research background. Typically, they have a difficult time locating sources that are suitable for providing support for the justification of the study that is being questioned. When access to a vast and varied body of literature is restricted, it results in an inability to comprehend the conditions surrounding the research. According to the statement made by participant number 6, *"I have a problem with locating reputable sources such as journals, books, or*

websites authored by professionals." According to participant number 3, the same thing was mentioned.

They also struggle to generate difficulties in terms of identifying gaps in existing research and communicating the necessity of their research. Also, they have trouble developing challenges. The vast majority of students struggle to differentiate between general background information and specific research gaps that need to be addressed. They are unable to demonstrate that their research makes a unique contribution to the existing body of research for the simple reason that they do not have an awareness of the limits of previous studies.

In addition, there are other individuals who have difficulty accommodating knowledge that comes from a variety of sources. They are going to gather a great deal of information, but they are not going to arrange the concepts in a manner that is logical. As a result, the written backdrop is not cohesive and does not have a solid foundation.

b. Management of Efficiency

One of the most challenging aspects of developing a research background is the management of efficiency, particularly when it comes to the management and consolidation of a large amount of the available literature. A common tendency among students is to amass an excessive number of references from a variety of sources, such as journals, books, and prior theses. They do not, however, possess the capability of organizing the information in such a way that it arrives in a manner that is

both systematic and logical. There is a significant amount of confusion among them regarding the material that is genuinely relevant to the study and the information that is merely supporting. As stated by participant number 8, *"When I am writing the backdrop, I frequently find myself unsure of what to write next."*

There are reasons why students add an excessive amount of theory or data without selecting those that truly support the research ideas. As a consequence of this, the study background ends up being excessively lengthy, veering off topic, and moving away from the issue that is being examined. Another challenge that arises is determining the credibility of each individual source. The pupils are typically caught up in a maze of connecting ideas from a variety of literary works; as a result, the paragraphs that they write are not cohesively linked. Because they continuously rereading and revising in order to produce work that is more comprehensible and more ordered, the production of the background takes a longer amount of time.

c. Inconsistency

One of the obstacles faced by students in writing Background of Study is inconsistency in the delivery of ideas and writing structure. This causes the paragraphs that are composed to not have a clear flow and are difficult for readers to understand. Some students have difficulty in composing paragraphs logically so that the ideas in their research background seem unrelated to each other. Participant number 9 also said

that being consistent with the ideas discussed in the background was very difficult and following the rules in place was very challenging.

They often write various information from different sources without providing clear transitions or links between paragraphs, so that the writing feels disjointed. The absence of a coherent line of thought makes it difficult for readers to understand the purpose and urgency of the research being conducted.

Students tend to mix various concepts and theories in one paragraph without explaining the relationship between the ideas properly. Some parts of the research background often mention points that have been explained previously, so that unnecessary repetition occurs.

There are also students who use academic terms inconsistently, for example in explaining a concept, they use different terms in different parts without providing a clear definition. The writing becomes difficult to understand because it does not have a clear integration of ideas.

Readers, including supervisors and examiners, may experience confusion in understanding the background of the research, which can result in low assessments of students' thesis proposals. Inconsistencies in writing can also reduce the credibility of the research because they show a lack of understanding of students in constructing solid academic arguments.

2. Difficulties in Writing the Definition of Key Terms

Aside from being challenged in composing the research background, three students also struggled writing the Definition of Key Terms portion of their thesis proposals:

a. Difficulty in Selecting the Terms to Define

Participant 7 added, *"When the title written is quite long, getting keywords from the title is difficult."* When preparing a proposal, one of the challenges that often give students a headache is the problem of determining what words must be defined especially under the definition section. Most of them are reluctant to differentiate between terms that should be defined in more detail and terms that are considered common and usually known within their fields of science. As such, there are some students who end up defining so many terms that are actually clear, whereas terms that indeed need to be defined are not even touched.

In most cases, this is a problem because students do not fully comprehend the primary purpose that the Definition of Key Terms section serves in the entire research process. However, the majority of people are under the impression that this section is nothing more than a routine. They are unaware of the fact that the correct definition of terms contributes to the generation of precision and clarity when presenting concepts. It is also possible that some of the most important terms will be overlooked because there is no defined approach for finding terms. This will result in terms that are less significant receiving even more attention.

Another aspect to consider is the audience that you are trying to reach. Students frequently fail to take into account the level of knowledge possessed by the audience they are writing for, regardless of whether they come from the same or diverse academic backgrounds. There is a possibility that technical terminology do not need to be specified if the readers who are expected to read the publication are from the same academic subject. On the other hand, if the thesis is intended to be read by people who come from a variety of different backgrounds, then phrases that the writer would find easy to use might be foreign to the reader and, as a result, should be clarified more precisely.

When it is expected of pupils to define conceptual or abstract words, the problem becomes much more problematic. Words like "motivation," "learning strategies," and "reading comprehension," for instance, can have a variety of meanings depending on the theoretical approach that is being utilized. Depending on the theory that they are making use of in their research, there are some students who are uncertain about whether they should use a generic definition or a specific one. However, if the term that is selected is too wide, it will make the emphasis of the research unclear. On the other hand, if it is overly particular, then the breadth of the investigation will be limited.

Additionally, it appears that the students have difficulty locating credible sources that might provide support for the definitions of the phrases that they employ. Despite the fact that academic definitions are

likely to require references from authoritative publications or science journals, the majority of people use sources that are freely accessible, such as popular dictionaries or websites that lack academic legitimacy. The adoption of definitions that are not up to academic standards has a tendency to result in the theory support being undermined and the credibility of their suggestions being reduced.

It would be beneficial for pupils to have a more systematic technique in order to overcome the challenge of selecting terms. It is possible for them to begin by examining the most significant words in their investigation, which are words that are either technical or ambiguous and may be new to the average reader. Furthermore, it is necessary for them to ensure that the definitions they employ are obtained from regarded academic sources and are appropriate for the subjects that they are discussing.

In most cases, the challenge of selecting terms to be defined is not solely a technical obstacle; rather, it is also strongly connected to the students' comprehension of how to construct a proposal that is comprehensible, organized, and consistent. Students are able to create a scientific paper that is more robust and convincing if they increase their awareness of the significance of this section and organize a more effective strategy for choosing the concepts that need to be defined.

b. Challenges in Finding Suitable Definitions

When it comes to drafting a thesis proposal, one of the challenges that students have is the challenge of locating definitions that are appropriate and widely used for the terms that are related to the research being conducted. Despite the fact that the section on the Definition of Key Terms is essential for providing an explanation of the concepts that are utilized, the majority of students have a difficult time determining which definition is the most appropriate and applicable to the scholarly purpose as well as the purpose of the study. According to the explanation provided by Participant 2, *"My most significant obstacle is locating the appropriate source for the intended description."*

The hunt for a definition that is particularly relevant to the study field that is now being carried out is one of the primary reasons why this difficulty is so difficult to overcome. The vast majority of students frequently experience confusion due to the fact that the commonly used definitions are either too general or too technical, and as a result, they cannot be immediately applied to their research topic. Due to the fact that there are definitions that are either general or abstract in nature, it is difficult to select a single definition that encompasses all of the essential and relevant aspects that are required. People who are just starting out in the field of writing scientific papers frequently experience frustration because they are unable to determine which academic reference to use in order to obtain a definition that is both valid and confirming.

This challenge is made much more difficult by the fact that the bulk of the words that are used in academic terminology have meanings that change depending on the topic or theory that is being applied. Depending on whether one is studying linguistics, education, or psychology, for instance, a phrase may have a distinct meaning. Therefore, it is simple for students to fall into the trap of selecting definitions at random or simply copying quotes from sources that are easily accessible, without making any adjustments to the quotes so that they are suitable for the study framework that they are following. As a result, the definition section of the words in the proposal becomes less informative and may even induce confusion among the readers.

When pupils are attempting to acquire supporting material, it is likewise challenging for them to locate appropriate definitions. There are also some of them that are not known to scientific databases like Google Scholar, ResearchGate, or university digital libraries. As a result, they prefer to search using only popular search engines or online dictionaries that are not as authentic. In point of fact, definitions in an academic setting are intended to be derived from primary reference books, articles published in scholarly journals, or scientific publications that have solid theoretical foundations. It is possible that the theoretical foundation of the thesis could be undermined and its scientific importance diminished if an excessive amount of sources outside of academic ones are used.

To address this issue, students need to develop the skill of literature search in a narrow and critical manner. They need to get used to looking for definitions in academic books, peer-reviewed journals, or professional articles in their area of study. In addition, having a well-defined goal of the research will also help them to choose the most appropriate definition—a definition that not only is accurate but also supports the course and focus of their research.

With more systematic search and awareness of the importance of ensuring precise definitions of terms, the students will be in a good position to compile the Definition of Key Terms chapter. This is not an appendix, but a foundational pillar that will determine the direction and integrity of the thesis proposal. Overcoming the obstacle of coming up with a suitable definition, therefore, will play an important role in aiding them to come up with clear, focused, and academic scientific texts.

The other problem that is most frequently faced is the availability of several definitions for one word. A concept in academic writing may have different meanings depending on the field of study, school of thought, or context in which it is being used. For example, an education psychology concept such as motivation can have a different definition provided by different specialists according to the theory that they adhere to, i.e., Deci & Ryan's Self-Determination theory or Eccles' Expectancy-Value theory. These differences have a tendency to confuse students in identifying which definition they can use in their studies. If they are not careful in their

choice, they may use a definition which is incompatible with the methodology they are using and thus lead to inconsistencies in their study.

This problem is added by limited access to sound academic sources. Students have a tendency to make do with sources that are easy to access, such as general dictionaries or web articles that may not necessarily have a sound academic background. In reality, in a learning environment, the definition used has to come from an appropriate source, like an accepted textbook, indexed research journal, or relevant earlier study. However, not all students have easy access to academic journals or computer libraries with such sources and therefore find it hard to come up with a definition that is actually scientifically responsible.

Students find it difficult to make a distinction between descriptive and operational definitions. A descriptive definition is an extensive definition that conceptually defines a term, while an operational definition is a definition that is specifically suited to how the term is used in a particular research context. The majority of students do not grasp the difference between the two definitions and tend to get them mixed up in their proposals. Thus, rather than borrowing definitions from journals or books, they do not consider whether the definition will fit the way they intend to use it in their research. This can cause uncertainty in what the research aims at and can confuse readers or examiners of the thesis.

Other students are also afraid of the many definitions and think that they will choose the wrong one. They are likely to believe that all

definitions have equal academic standing and have no idea on how to choose which one is the most appropriate for their study. In other cases, students end up using a majority of definitions at the same time without explicitly mentioning why they will be using a particular definition in their study. This type of search can even result in vagueness and show that the students do not have a deeper understanding of the concepts that they are arguing about.

To ensure that students address the difficulty of finding the right definition, they need to embark on a systematic approach when undertaking academic searches. One of the first steps that can be taken is identifying credible academic sources that are relevant to their fields of study. Students need to get used to looking for definitions in research books, scientific articles, or previous studies that have a credible name in the field they are researching. They also need to check the background of their study and apply a definition that aligns with the theory and methods used.

Aside from obtaining reliable sources, students must also learn how to critically analyze the definitions they find. Aside from learning the information in the definition, students must also understand how the definition has been used in prior studies. By comparing various definitions that already exist, students can determine similarities and differences between the definitions and choose the definition most suitable for their research needs.

Apart from that, learners can also consult advisors or other scholars on making recommendations on the right definition to use. In some cases, lecturers can help students understand the context of using particular terms and also provide recommendations on materials that can be used. Consultation with fellow peers or study groups can also help learners understand how a term is used and defined in research studies. Overall, the activity of seeking the most appropriate definition is the activity one has to perform as an academic with expectations of proper thoroughness, genuine understanding, and capability to read and interpret literature. Through using a well-organized approach in searching for and evaluating definitions, students are capable of ensuring that their thesis proposals have high conceptual clarity and are academically sound.

3. Difficulties in Formulating Research Questions in the Literature

Review Method

In this study, it was found that out of ten students interviewed, two of them had difficulty in formulating research questions. This difficulty arose specifically because they used the literature review method, which is a different approach compared to research using primary data. Some of the main challenges for students in formulating research questions are as follows:

a. Difficulty in Finding Suitable Research Question Examples

One obstacle that is quite noticeable is the difficulty in finding examples of appropriate research questions, especially for those who choose the literature review method. This obstacle arises because most

of the available references discuss more research with a primary data approach, such as qualitative or quantitative studies, so students are confused in adjusting these examples to the approach they use. “It is difficult to find examples in formulating research questions because I use the literature review method,” said participant number 8. In the process of compiling a thesis, students often face methodological challenges that can hinder the smoothness of their research.

Students who use the literature review method have different research objectives compared to research that relies on primary data. If in quantitative or qualitative studies research questions are often designed to dig up data directly from participants or phenomena being studied, then in the literature review method, research questions must be designed to dig up, analyze, and synthesize findings from various studies that have been conducted previously. This fundamental difference is what makes it difficult for students to find references that are truly relevant. When they look for examples of research questions, many of them find that most of the available examples focus more on the process of collecting data from the field, while literature review-based research does not involve direct interaction with research subjects.

A further challenge that the students must contend with is determining whether the research questions that they have set are particular or wide enough to be answered by a literature study alone. Under the circumstances of a literature review, one of the most common

problems that arises is the question of how to differentiate between exploratory research questions and descriptive or analytical research questions. Not all students are capable of writing questions that will assist researchers to detect trends, patterns, and gaps in the studies that are currently being conducted; but, a research question that falls within this framework should allow researchers to do so. In spite of this, there are still students who believe that their queries are too wide and have the potential to provide responses that are either too superficial or too specific. Nevertheless, there are many who concur that their inquiries are excessively precise and narrow, and as a result, it is challenging to acquire sufficient references that are capable of providing support for their claims. On top of that, the fact that there are fewer sources that particularly cover the process of developing research questions within the framework of the literature review approach makes this situation much more difficult. When it comes to the process of preparing their study, the vast majority of students rely on theses and published journals as their primary sources of investigation. On the other hand, when they attempt to look for examples of research topics, they are unable to identify the majority of the prior study that was conducted using a methodology that was different from the one that they have used. As a result, students have a tough time locating examples that are in fact relevant, which makes it more difficult for them to arrive with research questions that are both brief and targeted. Learners have a difficult time understanding how they

may ensure that the research questions they construct are truly relevant to the literature review approach. This is in addition to the difficulties they have in coming up with appropriate examples. They frequently have the impression that the questions they generate do not adequately drive their study into a process of in-depth synthesis and analysis enough to meet their needs. Some people are also perplexed about how to ensure that their research topics are distinct from those of other people and make clear contributions to the academic community. If the questions that are designed are too similar to those that have been asked in past study, they are concerned that the research will just be a recap of studies that have already been conducted, without giving any major additional value. In the end, the difficulty that students have in creating acceptable research questions when using the literature review method is not merely a technical issue; rather, it is also related to the students' grasp of the meaning and purpose of the methodology. In order to gain a better understanding of how research questions can be designed in a manner that is more appropriate within the context of a literature review, it is necessary to employ a more efficient strategy when designing research questions. This strategy may include consulting reference books on methodology, having conversations with supervisors, or conducting critical analysis of previous research. Students are able to construct research questions that are not only focused and clear, but also have a

more relevant contribution to the scientific topic that they are studying as a result of this method.

b. Difficulty in Determining the Scope of Research Questions

When developing a research topic, it is not enough to simply compose sentences that have a "scholarly" tone; one must also make certain that the scope of the inquiry is neither excessively broad nor excessively narrow. Due to the fact that it will determine how successful the research process is, this equilibrium is particularly significant. When students are given questions that are too general, they are unable to conduct research on the subject that they have selected. If the scope is too broad, the study will be unfocused and the analysis will be superficial. *"Limiting the scope of the research question is difficult to me,"* participant number 3 reported.

In these kinds of situations, students are able to collect a large number of references that are relevant to their topic, but they are unable to organize and categorize the information in a logical fashion. Because of this, the research is characterized as descriptive, with just a limited amount of analysis depth. On the other hand, if the research subject is really particular, there is an additional obstacle that stands in the way, and that is the limited number of sources that are suitable for reference. Due to the limited number of past studies that directly address the topic under investigation, the process of sourcing references can be difficult when specific questions are involved. Students who find themselves in such a

predicament are required to either broaden their search for references or rephrase the issue in order to ensure that they have the opportunity to conduct in-depth study on the topic. In the event that the revolution is not carefully planned out, however, it runs the risk of compromising the primary objective of the research. In addition, students face a second challenge, which is to ensure that the questions they pose are sufficiently novel and make a discernible contribution to the academic experience. Within the academic world, research ought to offer something novel, not only in terms of perspective but also in terms of analysis and synthesis of previously conducted research. The pupils are typically plagued by the anxiety that their queries that they had prepared are either completely new or rather a repetition of work that they have done in the past.

Especially when they come across other study efforts that include queries that are essentially similar to their own, which causes them to worry whether or not their work is completely original. In addition, determining the scope of the research topic is not a technical exercise; rather, it is directly connected to the student's comprehension of the reason for conducting the research in issue. When they are still in the beginning phases of their academic careers, the majority of students have a tendency to struggle with defining clear study limitations. It is possible for them to have a great deal of ideas to study, but they may have difficulty determining which topics are the most important for research.

Not a few of them are in a cycle of constant revising because they continue to adjust questions in a bid to strike the ideal balance between the range of the subject under investigation and the level of detail of the research. Alternatively, students also need to consider how much the research questions being mooted allow for detailed examination.

As opposed to primary data-based research that is adaptable to field findings, research using theoretical and conceptual analysis is greatly dependent on available literature. Research that spans a very wide scope can make the research findings too wide and hard to integrate into a full synthesis. But if it is too restricted, the research carried out may be shallow and yield less meaningful information. Students need to be aware of how to formulate questions that open up opportunities for scholarly inquiry without pushing the research agenda in the incorrect direction. This is because the students are responsible for providing the information. During the process of attempting to overcome this challenge, the students employ a variety of strategies in order to ensure that the questions they compose have the appropriate breadth.

Some individuals decide to read more before writing questions in order to gain a better understanding of the trends and research gaps that are present in the field that they have chosen. There are also individuals that engage in active interaction with their superiors in order to obtain feedback regarding the specificity and clarity of the queries that they pose. Quite a few of them also study past theses or journals to gain an

understanding of how different research restrict the range of questions and how they frame them effectively. It is possible to understand that determining the scope of a research question is not simply a matter of selecting appropriate words; rather, it is also a matter of comprehending the role that the question plays in directing the entire research process. This is something that can be determined by considering all of these various challenges.

The students ought to be able to strike a balance between the breadth of the topic at hand and the level of analysis that they are aiming to accomplish using their knowledge. In spite of the fact that this is a process that takes a lot of time and typically involves frequent revisions, if they have the knowledge of how to ask questions, they will be able to be certain that the research they carry out will have a purpose that is well-focused and will have academic value that is significant.

4. Difficulties in Writing Theoretical Reviews and Previous Studies

The majority of students encounter a variety of challenges while attempting to develop this section to its utmost extent when it comes to the construction of the Theoretical Review and Previous Study. Seven out of the ten student samples admitted to having problems, while the remaining three students did not have any serious problems to deal with. The first group encountered difficulties in gaining access to literature resources that were relevant to their subject matter. These literature materials could be found in the form of books, papers published in scientific journals, or earlier study.

There were several obstacles that the students had to overcome, but one of the most significant ones was the difficulty in locating the most recent relevant material. A significant number of them had the impression that the reference materials that were discovered were either out of date or less pertinent to the most recent advancements in their research field. The utilization of recent literature, more specifically that which has been published within the past five to ten years, is strongly encouraged in the field of research. This is done to ensure that research is in accordance with the most recent developments in the scientific community.

Students, on the other hand, frequently have a tough time locating the most recent scientific papers or books that are most relevant to the themes that they are researching. It was discovered that a handful of them were aware that the recent literature that was required could only be found in paid journals or academic websites with restricted access, and as a result, they were unable to collect references in a straightforward manner. The fourth participant made the following observation: *"I have difficulty since it is really tough to discover publications and sources that match my research."* A similar observation was made by the remaining six individuals as well. In addition to this, another issue that they are confronted with is the inability to locate journal and book content that is directly relevant to the title that they have chosen.

Some students have the impression that the subject they have chosen is extremely specific, which contributes to the fact that there are very few sources that cover the subject in specific depth. Moreover, they expressed

their dissatisfaction with the fact that a great number of books and scientific journals that can be pertinent to their research investigations are not available in digital format; hence, gaining access to these resources is more difficult. In certain instances, they also discovered that a large number of journals are written in languages other than English; hence, a greater amount of work is required to comprehend the contents of the references in more depth. Students not only have a difficult time locating theory literature, but they also have a difficult time locating earlier research or studies that are directly linked to the themes that they are studying. Previous studies are an important part of Chapter 2 because they help students understand how previous research relates to their current research. However, most of them find it difficult to find research that is actually relevant to their studies. Others receive research that addresses the same problems, though with considerably different contexts, in a way that they struggle to adapt the findings of the research as a theoretical basis for their research. This difficulty is further aggravated by limited access to a range of academic databases that provide scientific journals from various universities and research institutions across the world. In order to circumvent these difficulties, students employ several strategies to overcome them.

Yet, there are a few students who don't know the proper method to resolve this problem. They feel frustrated because they do not understand how to search for literature effectively, are not familiar with various academic databases such as Google Scholar, ResearchGate, ScienceDirect, or ProQuest, and do not know keyword search techniques that can narrow or

expand the scope of references found. In conditions like this, students tend to experience dead ends and difficulties in continuing their research. This shows that there is still a need for further guidance in literature searches and writing strategies for Chapter 2 so that students can compile this section more effectively and systematically.

Meanwhile, 3 other students did not experience difficulties in writing Chapter 2, because they felt that the research title they chose was quite general and widely discussed in various easily accessible references. They were able to find journals and books related to their research without significant difficulty, so that the process of compiling Chapter 2 could be completed more smoothly. In some cases, they also had access to various academic sources from universities or digital libraries, which greatly helped them in finding the necessary literature.

From these findings, it can be concluded that difficulties in compiling Chapter 2 are often related to limited access to the latest literature, difficulties in finding sources that are in accordance with the research title, and a lack of understanding of effective literature search strategies. Therefore, more intensive guidance is needed in terms of reference search techniques, utilization of academic databases, and strategies for reading and compiling more systematic theoretical studies. With the right approach, students can more easily find relevant references and compile Chapter 2 better.

5. Difficulties in Writing Research Design

In the process of compiling Research Design, students face various challenges. Of the 10 samples studied, 6 people did not experience difficulties, while 4 others experienced obstacles that made it difficult for them to compile this section properly. Chapter 3 is very crucial in academic research, because it explains the research design used, data collection methods, and data analysis techniques that will be applied. Therefore, a thorough understanding of research methods is essential so that the research conducted has a strong and valid basis. In my opinion, this is because there are many similar studies that can be used as references.

For the 6 students who did not experience difficulties, they felt that the research structure they used was clear enough from the start. They already had a good understanding of the methods that were appropriate for their research, so the process of writing Chapter 3 went smoothly. In addition, they also had quite a lot of references that helped them understand how to compile this section properly. Thus, they were able to explain their research design systematically without experiencing significant obstacles.

However, for the 4 students who experienced difficulties, there were two main reasons that caused them to experience obstacles in compiling Chapter 3:

- a. Lack of literature that is appropriate for their research
- b. Difficulty in determining the right method for their research

One of the initial challenges that was encountered was the absence of pertinent literature that might serve as a foundation for the compilation of the study design. Students who are confronted with this challenge have the impression that they do not have access to references that particularly explain research procedures that are suitable for the subject matter that they are investigating. The result is that they are unable to determine which method would be the most suitable to apply in their research because of this. There are instances in which they discover that the strategy that they have selected is not frequently utilized in research that are comparable to their own, which makes it challenging for them to locate practical assistance or tangible examples that can serve as references.

Furthermore, there are students who have the opinion that the literature sources they discover are still too generic and do not provide sufficient specificity when it comes to reviewing the research methodologies that they require. For instance, they are able to locate a great number of books or journal articles that discuss qualitative and quantitative research methods; however, they continue to struggle when they are required to locate references that provide a more in-depth explanation of how these methods are applied within the context of their research. As a result, it is challenging for them to articulate the rationale behind selecting a certain methodology and to demonstrate how to appropriately implement it in the research that they are conducting.

One such challenge that is frequently encountered is the inability to ascertain which method is the best suitable for the research that is being conducted. The tenth participant gave the following response: *"I am a bit confused about which method is right for my research."* There are a lot of students who are afraid to select a research method because they do not have a complete understanding of the differences between the various approaches that are currently available. They do not know whether the research they have done is greater or less. In the course of writing Chapter 3, they are unable to proceed because they do not yet have a solid foundation upon which to base their decision regarding the research steps that need to be performed. This lack of knowledge causes them to experience a dead end..

Finally, some students choose to consult with their supervisors in a bid to get more direct instructions on the research methodology that they should use. Supervisors play important roles in helping students understand research methodology since they can provide advice from a broader academic point of view. In some cases, lecturers provide illustrations of research that may be used as references, thus allowing the students to gain a better understanding of how to write Chapter 3 the appropriate manner. From these findings, it can be concluded that the difficulty in writing Chapter 3 is mainly caused by the limited relevant literature and ignorance in determining the appropriate research method. Students who have difficulty finding the right references need to learn more about effective literature search techniques, while those who have difficulty in choosing a research method need further

guidance in order to understand the advantages and disadvantages of each available approach. By implementing the right strategy, students can more easily compile research designs systematically and in accordance with applicable academic rules.

6. Difficulties in Finding Participants, Data, and Data Collection Techniques

In the academic research process, determining participants, collecting data, and choosing the right technique to obtain valid and accountable information are very important stages. Every researcher must ensure that the participants selected are in accordance with the research objectives, the data collection methods used are relevant to the research design, and the data obtained can provide adequate answers to the previously designed research questions.

Of the 10 student samples studied, 8 people did not experience difficulties in finding participants, collecting data, or choosing appropriate data collection techniques. They considered that after going through Chapter 1 (Introduction), Chapter 2 (Review of Theory and Previous Studies), and Chapter 3 (Research Design), this section was only a continuation of the research design they had previously created. They were of the opinion that the foundation that had been established from the beginning of the research was robust enough to make the process of putting the implementation method into action and gathering data simpler to carry out.

There were eight students who did not face any challenges, and one of the primary reasons for this was that they had acquired sufficient knowledge from the classes that they had taken. They already had a solid foundation in terms of how to select the most acceptable methods to gather the information that was required, how to collect data, and how to identify participants who were eligible for their research. Because of this comprehension, students were able to directly apply the principles that they had learnt to the research that they were carrying out.

The other two students, on the other hand, encountered significant difficulties in locating participants and in the process of collecting data for their research, in contrast to the group that did not encounter any impediments. The following are the two primary factors that contributed to these difficulties:

a. Location constraints in finding participants

“I had difficulty in determining participants and collecting data,” said participant number 5. One of the obstacles faced by the student was the difficulty in reaching participants who fit their research criteria. In some situations, research subjects were in remote or difficult to access locations, making it difficult for them to organize the time and resources needed for the data collection process.

This problem becomes even more complex when not all potential participants who are contacted are willing to participate in the research. Some may have limited time, feel uncomfortable being interviewed or

filling out questionnaires, or even not be interested in participating in academic activities.

In addition to location constraints, students also have difficulty in choosing the most effective data collection techniques to obtain the information they need. In some cases, the techniques they have designed in Chapter 3 (Research Design) do not work as expected when applied in the field. For example, they may encounter situations where the interviews they have planned do not produce adequate answers, because participants provide information that is too general or not relevant to the research. Similarly, with the questionnaire method, some students find it difficult to get enough responses from the targeted participants.

The researchers make an effort to adapt their research approach by referring to the theories that they have acquired in order to better match it with the research objectives that they aim to accomplish. It also assists them in selecting techniques of data gathering that are more effective and are in line with the characteristics of the research that they are conducting.

From these findings, it can be concluded that the majority of students did not experience obstacles in finding participants and collecting data, because they already had sufficient understanding through the courses they had studied previously and had designed their research well in the previous chapters. However, for students who experienced difficulties, the main challenges they faced were location constraints in finding participants and difficulties in determining effective data collection techniques. To overcome these obstacles,

students implemented strategies such as conducting pre-observations or pre-interviews and re-studying the theories they had previously learned. With this approach, they were able to find better solutions to organize the data collection section of their research.

In this part, there are some findings in student's strategies in writing thesis proposal

7. Strategies Used to Overcome the Difficulties in Writing the Background of Study

To address these challenges, students implemented the following strategies:

a. Seeking References from Various Sources

In facing the challenges in compiling the Background of Study, students use various strategies to overcome their difficulties, one of which is to seek references from various academic sources. This strategy is the main step taken to ensure that their research has a strong and credible theoretical basis.

Students rely on various types of literature, such as academic books, scientific journals, previous theses and dissertations, and other reliable sources that are relevant to their research topic. By reading these references, they can enrich their understanding of the topic being researched, find various perspectives, and strengthen the arguments they present in the research background. In addition, through exploration of various sources, students can identify research gaps that have not been widely discussed in previous studies, so that they can formulate clear

reasons why their research is important to do. "I have to search deeper on google scholar and other sources." Said participant number 7. The same thing was also said by participants number 4 and 10.

Students are required do more than just collect references; they are also required to cross-check the numerous sources that they employ. In this phase, we will make certain that the information that has been acquired is correct and does not contradict any of the previous information. The verification procedure is beneficial in this process, particularly in situations where there are some variations in the information that is derived from various sources. In this scenario, students compare the findings of one study effort with those of another research work, determine whether there are significant variations in the findings or in their interpretations, and then choose the source that has the highest credibility. Because of this, the background that has been developed is not only abundant in references, but it also contains powerful arguments that are founded on credible academic proof. Students are able to overcome difficulties in writing in the background by using this reference search strategy. This is especially helpful for students who have little information and who have trouble effectively managing literature. In order to make their research argumentatively sound and academically accounted for, they are able to construct a robust theoretical framework by drawing from a wide variety of resources.

b. Developing a Framework

The development of a framework prior to writing is the second approach that students employ in order to respond to issues that arise when writing a research background background. It is essential that they implement this technique because it enables them to organize their thoughts in a structured manner and guarantees that every component of the backdrop has a logical structure that is related in the appropriate manner. By utilizing this model, not only is it possible to organize material obtained from a variety of sources, but it also allows one to ascertain the manner in which each notion is formed in order to ensure that the writing flows smoothly.

When it comes to students who struggle to make connections between different ideas and theories, the work of writing a background is generally fraught with confusion and difficulty. There are not many of them who have difficulties in tying the findings of other research to the issues that they bring up, which leads to contradictions in the flowing of their thoughts. Within the context of this matter, the writing structure serves as the major guide that assists students in developing the appropriate structure from the very beginning.

The first step in the process of creating this outline is typically determining the primary aspects that will be discussed in the background. These aspects may include an introduction to the research issue, a description of theories that provide support, relevant research from the

past, and research gaps that will be filled by their research. Following the establishment of the points, the students will next begin the process of arranging the discussion in such a way that each paragraph will have some kind of identifiable connection to the others. By doing so, it is possible to prevent skipping without a reason and engaging in the repetition of thoughts or information.

Students also use the structure as a tool to attain coherence and consistency in argumentation construction for research background. With a structured arrangement, they are able to ensure that all sections of writing have a purpose in supporting the problem formulation and research objectives. This is important as students get confused while writing, therefore they write paragraphs randomly without following a easy-to-apply logical order. This template serves as a guide in a way that they stay on course and do not deviate from the crux of the debate. As expressed by participant number 1, "When writing the background, I made an outline and finally I could be more organized in writing it."

Another benefit of creating an outline is efficiency in the writing process. Students who have no plan when they write always find it difficult to link ideas, so they have to do much revision to make the writing clearer. But with a clear framework, revision time decreases because they already know what the writing structure will be from the start. This also enables them to structure arguments more effectively since they have thoughtfully

reflected on how the conclusions from the literature are going to be synthesized and presented.

In addition to that, students can benefit from outlining because it enables them to recognize knowledge gaps at an earlier stage in the process. During the process of creating an outline, it is possible to already determine which aspects are not supported by sources and which ones still require further development. Because of this, it is possible to conduct further source searches prior to engaging in writing activities. This would ensure that there are no interruptions caused by a lack of information in the middle of the process. As a result, they are better informed, which allows them to arrive at a solid background that is heavy on scholarship.

In addition, the writing outline can be utilized as a useful instrument throughout the process of negotiating with the supervisor. For students who are having difficulty constructing the backdrop, it is possible for them to present the writing outline to the instructor in order to receive criticism prior to beginning the actual writing process. It is possible that the professor will offer guidance on how to improve the order of presentation, make suggestions regarding areas that require expansion, or suggest new sources. Through the usage of this guide, students are provided with a more distinct point of reference during the conversation, which results in training that is more concentrated and simple to reproduce in written form.

When it comes to the actual process of creating the outline, students engage in a variety of techniques. In order to make the relationship between concepts crystal clear, some people employ mind mapping, which involves outlining the relationship between ideas in terms of a branching diagram. Some individuals use the bullet points method to compile a list of the most important points in a methodical manner. In order to create their own outlines, some individuals find it helpful to make use of templates or frameworks that were utilized in earlier theses.

When it comes to writing, developing an outline is a method that, in general, provides students with a significant amount of assistance in organizing their thoughts, maintaining the flow of their thoughts, increasing their writing productivity, and determining additional requirements for their research. Due to the fact that they have a detailed framework at the beginning of the process, they are able to avoid confusion while writing, reduce the number of revisions, and establish a research foundation that is more robust and organized. As a result, it is one of the most effective approaches possible for assisting students in overcoming challenges associated with the process of creating a thesis proposal.

c. Reviewing Previous Theses

When students are putting together their research background, one method that they usually use is to study past theses that were written by other students who were working in the same topic. The purpose of this is to acquire some knowledge regarding the appropriate writing style, the

manner in which to convey rational arguments, and the means by which to bring the writing style into alignment with academic levels that are feasible. "The way I overcome it is by reading more journals and looking at other theses," said participant 4, who was asked about their strategy.

During the process of going over prior theses, the students not only read the entire material, but they also conduct an in-depth analysis of the structure of the background part and how it is organized. They are able to observe the beginning of the thesis, which may involve the production of data, the explanation of certain facts, or the introduction of fresh research areas. By gaining an understanding of the numerous approaches that were utilized by earlier authors, they are able to select the approach that is best suitable for carrying out their own research.

Students are also able to learn from the manner in which the stuff behind the scenes is organized by predecessor authors. Specifically, they pay attention to the manner in which paragraphs transition from one to the next, the manner in which arguments are developed over the course of time, and the manner in which previous research results and theory are utilized to strengthen the foundational components of the research. By recognizing these patterns, students are able to avoid making errors in the organization of their mental processes, which results in the background part being easier to comprehend and more consistent. Students not only learn the structure component, but they also learn the language style that was used in the past theses. When it comes to academic writing, the writing

style play a significant role in effectively communicating research in a formal and clear manner. When it comes to writing, certain students struggle with concerns of objectivity and formality; yet, by reading past theses, they are able to see how the appropriate scholarly language style is incorporated into the background part.

An further significant facet that is investigated in a similar manner is the manner in which citations and references are utilized to authenticate the background. Instruction is provided to students regarding the sources that are being utilized, the manner in which quotations from journals and scholarly publications are to be utilized, and the ways in which the utilization of direct and indirect quotations can reinforce points in the background. Through this method, they are able to guarantee that the sources not only correspond to one another, but are also strategically placed inside the writing in order to make the argument as compelling as it can possibly be.

In addition to providing them with an understanding of the technical aspects of writing, reading previous theses also provides them with an overview of the trends in research that have been performed in their field of study. Students get the opportunity to perceive general trends that have emerged from previous research, regions that are yet unexplored, and the ways in which they can contribute to the advancement of research in the field. They are therefore able to guarantee that the research that is

being carried out is not only a repetition of research that has already been done, but rather that it has evidence of adding value.

When it comes to developing a stronger research foundation, students might benefit tremendously from the activity of reading theses. Students are in a position to limit the number of typical errors that are frequently committed in academic writing if they acquire the writing pattern, the language pattern, the content structuring, and the right use of references. In addition, the exercise helps to strengthen the theoretical foundation and reasoning of the study, which ultimately results in an increase in the academic value of the thesis that is produced.

8. Strategies Used to Overcome the Difficulties in Writing the Definition of Key Terms

To address these issues, students employed the following strategies:

a. Conducting a More In-Depth Search for Definitions

Students should do a more in-depth search of reputable, high-quality reference sources in order to guarantee that the terms they employ have definitions that are robust, pertinent, and academically sound. According to the seventh participant, *"the way I circumvent this issue is by conducting a more in-depth investigation of the sources that are available."* Students should begin by broadening the scope of their search beyond the initial sources, which may simply consist of fundamental textbooks or popular articles found on the internet. This is the first step that students take in this scenario. When they first begin their studies, many

students rely solely on definitions that may be found in general dictionaries or internet articles. However, they fail to see that definitions used in academic settings are frequently far more detailed and require better references. Therefore, they start looking for more comprehensive references by investigating a wide range of academic sources, such as specialist scientific dictionaries, academic encyclopedias, and journal articles that have been reviewed by peers in domains that are connected to the topic at hand.

When conducting a search of this nature, academic dictionaries are frequently among the most important sources. When compared to academic dictionaries, general dictionaries are only able to provide a concise description of the term or word, however academic dictionaries do provide a more in-depth explanation that includes instances and context of use within a specific field of study. As an illustration, students who are conducting study on the topic of motivation in education will discover that the definition provided by a dictionary of psychology is more specific than the one provided by a generic dictionary. By making use of academic dictionaries, students may be certain that they are gaining a more profound understanding of the concepts that they are applying and that these concepts are pertinent to the context in which they are conducting their study.

In addition to scholarly dictionaries, scientific encyclopedias are another resource that students frequently consult while searching for

insights into profound meanings. In addition to providing definitions of a phrase, scientific encyclopedias also provide background material, theories on the term, and examples of what the term has been used in a variety of research. Students are able to improve their comprehension and acquire a better understanding of definitions of crucial terminology in their studies when they are provided with such extensive material.

On the other hand, the search for definitions is not limited to the dictionaries and encyclopedias used in academic settings. In addition, students who are interested in gaining a more profound comprehension typically begin searching for references from scientific journals and earlier study works. There are times when journal papers contain operational definitions that are utilized in particular studies. These definitions can serve as a reference for students who are attempting to define the terminology that they will be utilizing in their own research. It is also common for scientific journals to compare several definitions that have been provided by different specialists. This allows students to gain a better understanding of the differences in meanings of terms and select the definition that is most appropriate for their research.

Additionally, in an effort to narrow down their search, some students begin exploring academic databases such as Google Scholar, ResearchGate, and ProQuest. There are also students that do this. In addition to examining the conclusion or abstract of a study, they also investigate the ways in which a certain phrase is utilized in various

research contexts. They gain a better understanding of how other researchers define and apply the term in their studies as a result of this, which enables them to select the definition that is most appropriate for them. Despite the fact that a more comprehensive literature research can assist in determining definitions that are more suitable and robust for students, it is possible that they will still be unable to choose the definition that is the most suitable. As a result, there are some students who would rather seek help from their supervisor or from other scholars who have expertise in the field of research. Supervisors have a more comprehensive understanding of academic jargon, and as a result, they are in a better position to provide advice regarding which term is most suitable for the research technique that the student is employing. Students can also receive assistance from professors in determining the credibility of the reference materials that they utilize, and lecturers can also suggest additional sources that might enhance the students' comprehension of the material.

In addition, students may contact their friends or participate in study groups in order to acquire further information regarding the numerous definitions they come across. In this manner, people are able to share information about reputable sources of reference and have a conversation about the benefits and drawbacks of the many definitions that they come across. Students benefit from engaging in this kind of argument because it enables them to articulate the meanings they are employing and ensures that the definitions they employ are in fact appropriate for the

scope of their research. The majority of the time, a more extensive search for definition does not simply include locating definitions in a higher number of sources; rather, it also entails a more extensive process of inspecting and evaluating the definitions that are already in existence. Students can guarantee that the terminology they use in their research have a solid scholarly foundation and are justifiable by integrating a variety of sources of scholarly materials, talking with lecturers or academics, and engaging in debate with other individuals. Not only do these exercises help individuals become more adept in analyzing and organizing scholarly literature in a more methodical and critical manner, but they also assist them improve the quality of their thesis proposals.

b. Reevaluating Their Research Title

Working through the names of their research projects is one of the strategies that the majority of students will traditionally employ in order to solve this challenge. The purpose of this activity is to put them in a position where they can guarantee that the words that they define are widely used in the field of research that they are currently performing. The fifth participant shared their perspective, which was *"reflecting on the title I used,"* as the perspective they mentioned.

If you do not read the title of the research, you are not only reading to determine if the title will be intriguing or whether it will correspond to scholarly standards; you are also reading to determine whether the title adequately reflects on the variables, ideas, and scope of the research. In

the beginning stages of the research process, the majority of students choose the title of their research project without giving sufficient attention to the terms that will be utilized in the background and subsequent chapters. As a result, when they sit down to develop definitions of terms, they have a difficult time deciding which terms require comprehensive definitions and which ones are already well known to the general public.

After going through this process of evaluating, students will first notice that the title of their research contains keywords. After reading over each of the words or phrases that are included in the title, they ponder whether or not the term carries any particular significance in relation to the research that they are conducting. They are aware that a phrase should be defined properly in order to ensure that there is no room for ambiguity in the research. This is because a term that has a broad meaning and can be construed in a variety of ways ought to be defined. It is also possible that they are exempt from the requirement to offer a precise definition in the proposal if a term is used in a normal manner and does not lead to misunderstanding. In addition to this, students also take into consideration the connection between the study title and the idea that they employ in the literature review. They do a comparison to determine whether the terms in the title are synonymous with the themes that will be discussed in the research. If it is discovered that the title and the theory that is being applied are not compatible with one another, then either one of them or both of them will need to be modified. When it comes to some, students are even

forced to change the title of their research project so that it is more in line with the approach and theory that is being applied. Its primary objective is not just to enhance conceptual congruence within the research, but also to enable the researchers to express their findings in a manner that is both clear and compelling. Altering the title of the research project is another great way to assist students in developing more accurate definitions of words. Should they rethink the title, they will be able to determine whether or not the words they have chosen to define are actually appropriate for the kind of research that they are conducting today. As an illustration, if a student is conducting research on the topic of "Interactive Learning Methods in Enhancing Student Motivation," then it is imperative that both the methodology of interactive learning and the concept of student motivation be defined. But if their working definition of terms also includes terms that are not as specific to the subject of their research, such as national education curriculum, then they have to re-evaluate if these terms really contribute anything to the understanding of their research or else they risk watering down the discussion into something too wide and vague. Title review has multiple purposes, one of which is to ensure that the phrases selected are highly specific to the study. Additionally, it helps to prevent students from having inconsistent writing. The majority of students go through the experience of experiencing inconsistency in terminology since they do not build ordered and clear phrases from the beginning of their academic careers. Because of this, they are able to utilize

different terminologies for the same subject in different areas of their proposal, which does not only cause confusion among other people but also brings the academic level of their work down. Students have the opportunity to acquire knowledge about words that must be used consistently in their writings through the study of research titles. This eliminates the need for students to utilize a variety of synonyms or broad words.

There are occasions when students who have returned to work on their research titles also come to the realization that the title they have selected is either too broad or just too broad. It is possible that they will have difficulty establishing the boundaries of the phrases that need to be explained and described when the study title is too broad. This is because there are a great number of concepts that need to be defined and explained. On the other hand, if the title of the research project is too specific, the participant can have the impression that the terms that need to be described are extremely restricted and cannot include general information about their research. Therefore, going through the title is also good for them in terms of demarcating research bounds that are more realistic and precise.

Additionally, in order to guarantee that the review of the title and the selection of key terms are carried out appropriately, certain students also meet with their respective supervisors. It is likely that supervisors will have prior expertise in determining if the title should be narrowed or whether the words that were chosen are suitable in accordance with the

standards accepted for academic writing. Whenever it is deemed essential, students have the ability to make modifications to their titles with the assistance of the adviser, and they can choose the terms that truly need to be defined in their proposals.

In general, conducting a review of the research title is an essential stage that must be taken in order to guarantee that the key phrases utilized in the research have a strong connection to the objectives and parameters of the study. The students are able to identify which of the words should be described in greater detail, achieve uniformity in the usage of words, and ensure that their research has a defined and specific direction as a result of this. The students are not only able to improve the quality of their thesis proposals via the use of this assessment, but they are also able to establish a solid foundation for research in the future.

c. Referring to Previous Studies

A step that is most commonly taken by students to solve this problem is to use previous research as a starting point in the identification of other scholars' accepted and used definitions. Depending on previous research is a vital step to render the employed definitions real and responsible. Students primarily face situations where a word can have different distinct meanings depending on the field, study context, or theoretical focus used. In such situations, comparing how other researches define the same term can lead them to choose the most suitable one for the purpose and scope of their research. In doing this, they not only quote a

definition at random but also academically refer to the source documents they are using.

When it comes to quoting past studies, one of the first things that students consider doing is searching for literature that is closely relevant to the subject that they are investigating. Scholarly publications, books, dissertations, and theses that cover concepts or variables that are related to the topic that they are investigating are the ones that they look for. When they do this, they are not just looking for definitions of a term, but they are also taking notice of how the term is used in a variety of research situations. Because of this, they are able to comprehend the complexities of the meaning of the term as well as the manner in which it will be utilized in the more extensive study.

Learners frequently refer to meta-analyses or literature reviews that have already been carried out by researchers. This is in addition to frequently asking for definitions from primary sources such as books and journals. In order to arrive at more accurate results, a meta-analysis is a type of research that gathers and compiles the findings of multiple studies carried out on a single topic. In order for students to have an understanding of how a word was defined and utilized in a variety of earlier studies, meta-analyses can be compared. They now have a more solid foundation upon which to select the term that is most appropriate for their research.

Students also consider the pattern of definitions that has emerged throughout the course of time. They examine if the meaning of a term has

shifted over the course of several study time periods or whether it has changed at all. As an illustration, a term that is associated with the area of psychology in.

Not only does citing past studies help students gain definitions that are generally recognized, but it also has the advantage of being in accordance with the scientific literature that is already prevalent throughout the field. While writing a thesis, it is important to keep in mind that the application of terminologies in research should be consistent and should not lead to confusion. This is another issue that should be taken into consideration. The credibility of a student's studies is diminished when they employ a definition that differs from that of past studies without providing a clear justification for the reason the term was chosen. Therefore, by making use of definitions that have been utilized in earlier research, they are able to be in a position to verify that the terminology that are being utilized have a solid academic foundation and do not contradict the findings of earlier scientific research..

In addition to providing consistency, referring to previous research also helps students establish credibility for their research writing. In scholarly writing, a study becomes credible when it is supported by references from reliable sources. When students create a definition without making reference to previous research, the definition may be judged less valid by their readers, examiners, or thesis supervisors. Conversely, through the presentation of a definition taken from previous research,

students illustrate that they have conducted an extensive literature review and understand the ways in which the term is defined in the scholarly community.

In addition, students occasionally arrive at the realization that there is more than one acceptable definition in the study that has been done in the past. In these circumstances, they are required to determine which definition is most suitable for their investigation. Due to the fact that it is the standard in the subject, some students decide to utilize the term that is the most commonly used in research. Therefore, in order to acquire a more comprehensive understanding of a phrase, other students can decide to collect many definitions from a variety of sources. In this particular situation, they are required to provide a compelling explanation as to why they chose to adopt a certain definition and how it is relevant to the study that they conducted.

Students typically seek help from their supervisors or from professionals who are specialists in the topic of research in order to ensure that the definitions they use are acceptable to the academic community. There is a greater likelihood that supervisors will notice how a term is defined in different research, and they are able to provide comments regarding which meaning is the most acceptable to utilize. Therefore, students not only rely on textual sources, but they also receive extra insight from professionals who have experience working in the corresponding industry. In a general sense, referring to research that has been carried out

in the past when deciding the definition of a term is a step that is very important in order to ensure that the study that they carry out is approved by the academic community. Students are able to achieve definitions that are widely accepted, be consistent in their use of words, and contribute to the credibility of their research by conducting a comprehensive assessment of the relevant literature. Additionally, by so doing, they are able to enhance their argument and signify that their research can be extended to previous studies. Therefore, this exercise not only allows students to compose better theses but also molds research skills that will be useful in future academic and professional life.

9. Strategies Used to Overcome Difficulties in Formulating Research Questions

To overcome this challenge, students apply various strategies that help them formulate research questions that are clearer, more focused, and in accordance with the literature review method. One common strategy is:

a. Studying Previous Thesis That Uses Similar Methods

One of the first things that many students do when they are having trouble developing research questions is to look at previous theses that utilize a similar approach. This activity is important because it provides one with a concrete sense of how similar studies have been conducted, how question development is structured, and how methodology and theory are integrated into the study. "Reading similar studies is one strategy that I use to overcome this challenge," stated participant number 8.

Students understand that without specific reference points, they easily get lost when developing research questions, particularly when using techniques with distinctive characteristics, like literature reviews, qualitative research, or discourse analysis. They thus start to investigate earlier scientific studies, particularly those with a similar research focus and methodological nature to their study. By doing this literature study, students will be more capable of discerning overall trends in constructing questions, as well as notice the way that previous research arrives at determining gaps or lacunae within previous research.

By doing so, students are not just reading a single thesis or two, but comparing several related works. This similarity aims to observe differences in framing research questions and how each work relates the questions to the employed literature review and theoretical framework. They observe how previous students produce questions that are still relevant to previous research, yet still provide novelty and clear academic contribution. Apart from that, students also learn how question formulation in the thesis can direct the argument in the literature review chapter and explain the connection between previous findings and the research done in an orderly way.

Students also observe how questions in previous theses are posed to explicitly indicate research gaps. In literature review method, research questions must be able to identify areas that have not been effectively addressed in previous studies. Students, therefore, try to see how previous

researchers are able to identify gaps in research and come up with questions that can bridge old findings to the need for more research. They also mention the manner in which the thesis builds reasoning within the literature review that inevitably leads to the establishment of research questions, whereby the arising questions do not come singly, but consequentially in accordance with evolution of academic discourse in the research area under investigation.

The use of previous theses is another method that students apply in order to obtain the knowledge necessary to understand how a single formulation methodology can create a variety of different problem formulations. Although the research question may be the same from one researcher to the next, they acknowledge that the study design and the focus on the subject may vary from one researcher to the next. A number of students choose for an exploratory approach, which involves conducting a more in-depth investigation of a specific phenomenon, while others are interested in comparing their findings to those of other research. Through the process of identifying these differences, students are able to gain a more profound understanding of the degree to which they are able to modify question development to suit their research objectives. Even some students take it to the next level by comparing research questions contained within multiple theses at the same time in order to identify patterns of structure that are shared by all of the theses itself. The researchers examine the research questions to determine whether or not there is any structure or

typical wording employed, as well as how the research questions relate to the central principle or concept of the subject of study. Because of this, they are able to formulate queries that are theoretically motivated and rigorous from an academic standpoint.

In addition, students make use of prior theses as a point of reference when modifying the amount of precision and extent of the questions that they propose to compose. Every once in a while, it might be challenging for students to determine whether the questions they have drafted are either too general or too specific. They are able to evaluate whether the questions that they asked still need to be narrowed so that it will be more specific, or whether they need to be enlarged so that it will still be relevant to the goals of the study that they want to achieve by studying theses that have already been completed.

In the event that students are still uncertain about themselves, it is not unusual for them to then discuss with their supervisors what occurred in their previous theses. In this regard, they seek feedback on the works that they can use as examples and those that they should steer clear of using as examples. Some of the students even go so far as to explicitly offer instances of questions that they have faced in other theses in order to obtain the lecturer's opinions on the structure and orientation of the questions. They will be able to have a better understanding of how to formulate a solid research question and how to refine it in order to make it more focused and sharper as a result of this. In an effort to obtain feedback from

their instructors regarding whether the structure and focus of the questions are linked with the research that they are undertaking, some students even offer examples of research questions that have been culled from past theses. They will be able to get a clear understanding of what constitutes a solid research question, as well as the means by which they can refine and make their research questions more focused. The entire procedure demonstrates that reading other theses using the same manner is not a passive reading assignment but rather a planning exercise that enables students to comprehend the patterns and systematicity of research in their respective subjects.

They can gain a more comprehensive understanding of how academic research is constructed by looking at previous research, and they can also learn how they can construct research questions that are not only pertinent but also have strong scholarly merit by looking at how others have constructed research questions. Through this, they are able to generate research that is more organized, concentrated, and forceful, which ultimately results in contributions that are valuable to the disciplines of study that they are pursuing.

b. Conducting Consultation with the Supervisor

Students understand that, to a large degree, they need their supervisor's academic advice when working on research problems. Typically, it is a challenging procedure, particularly for students who are still unsure of the approach they will take to their research. In order to

receive guidance on crafting more precise, targeted, and contextualized research questions that align with the chosen methodological approach, they would prefer to approach their supervisor directly. According to a different participant, *"I also have routine consultation with my supervisor,"* The eighth participant also made this statement.

In addition to developing the first draft of the research question during the consultation, the students also discussed the challenges they faced in defining the topic's scope and how the questions they were posing were closely related to the literature study they had completed. They all struggled to keep the research's scope in check, particularly when it came to determining what was too general and what was too specific to look into. For instance, several of them arrived with too generic inquiries, which the supervisor assisted them in refining so they could focus and pay closer attention.

One of the most significant advantages of having a professor supervise students is that it enables them to take pleasure in the essential parts of formulating research topics. The nature of the questions that are to be generated is something that supervisors prefer to provide direction on, so that the questions may be answered in a methodical manner, depending on the strategy that is utilized. In the event that students choose to utilize the methodology of literature review, for instance, their research questions should be able to direct the process of synthesizing information from a variety of sources that have already been examined, rather than simply

reporting the findings of previously conducted research. To this end, lecturers will assist in the formulation of exploratory or analytical questions in order to facilitate the development of student research that is capable of making a significant contribution to an academic community that is being investigated. In addition, instructors offer examples of research topics that they themselves have posed, which are more closely aligned with the methodological approach that students have developed. Students who had previously struggled to come up with instances that were related to the approaches they adopted would find this to be of great assistance. The examples that are provided to students help them gain a greater awareness of how the ideal structure and length of questions can be produced in a manner that not only makes them engaging, but also makes them intellectually valuable and relevant. Additionally, consultations serve as a forum for gaining a knowledge of the connection that exists between research topics and the literature study that has been performed beforehand. On the other hand, the lecturers are more likely to emphasize that the questions that are developed ought to be based on ensuring that the questions are, in fact, formulated out of research gaps that are recognized in the literature.

In the event that students come up with questions that are not supported by evidence from earlier research, it is quite probable that their studies will lose the value of their contribution to the scientific community. Consequently, in order to ensure that the academic foundation is more

solid and has grounds that can be justified, the lecturer will assist students in rephrasing the questions that they pose during the guiding session by making use of the evidence that is gathered from the assigned readings. In addition, students have the opportunity to receive comments on the form of sentences and the clarity of language in research questions through the supervisor conversations. In the process of defining questions, it is not uncommon for students to use words that are excessively complicated or ambiguous. This might lead to questions that are not clear and may cause confusion regarding the study purpose. In these kinds of circumstances, the lecturer will assist in simplifying or rephrasing the questions in order to make them more succinct, transparent, and in accordance with the academic standards that are appropriate. The importance of clarity in questions cannot be overstated because implicit questions have the potential to make the process of analysis and drawing conclusions during the latter stages of the research process more difficult. The majority of students also use the consultation session to establish the relationship between research questions and research objectives. Not a few of them initially did not know that the two things are supposed to go together. In some cases, lecturers take students to adjust their research objectives to synchronize with the questions they raise, or vice versa, help design questions to attain the established goals.

Even less important, such a consultation session is also used as a means of verifying the questions that have been designed. The majority of

students are not confident in questions they have designed and keep wondering whether the designing is appropriate or needs re-designing. Based on interaction with lecturers, they get constructive criticism and suggestions for improvement that can improve the quality of their research questions.

Even students feel that consultation with supervisors not only helps in the formation of research questions, but also helps them to understand the entire research process which they are going to pursue. While discussing, they are guided not only for the arrangement of questions, but also for how the next steps of research have to be pursued based on the questions. It provides more concrete advice in carrying out research until the conclusion.

Thus, seeking consultation from a supervisor is not only a written process when writing theses, but also one of the main strategies that help students refine sharper, related, and academically sound research questions.

During the consultation, students can iron out concepts, ensure the developed questions are aligned with the methods utilized, and get valuable feedback to improve the quality of the research. This is also a direction that offers students more confidence when carrying out their research because they have clear guidance regarding the scope and structure of the research to be carried out.

The findings of this study indicate that formulating research questions is not easy for some students. They face challenges in finding the right examples, determining the scope of the questions, and ensuring that the questions really contribute to the scientific study being worked on. However, with the right strategies such as reviewing previous theses and consulting intensively with supervisors, students can overcome these obstacles and produce stronger, more focused research questions that are in line with methodological demands.

The findings of this study also highlight the significance of the function that academic supervision plays and the availability of relevant references in assisting students in overcoming problems presented by the process of writing a thesis. In order for students to be able to formulate research questions of higher quality and to improve the overall quality of research, it is recommended that educational institutions of higher learning provide students with more intensive support and adequate resources. This is especially true for students who use methods that involve literature review.

10. Strategies Used to Overcome Difficulties in Writing Theoretical Reviews and Previous Studies

One of the ways that students do this is by strengthening their understanding of the theoretical concepts which are going to be applied. In so doing, they do not read a single source, but try to read concepts from a number of different sources in order to understand better. In this way, even though

they do not find one article that discusses the theory according to their research, students are still able to establish a theoretical framework based on a synthesis of several related pieces. In addition, some students also try to read other literature more in depth, even though it is not directly discussing the topic of the research. They start looking for references that can have an indirect relationship with the research, so that they can still be used as analysis or reasoning in writing. It makes them more flexible in looking for references and not just specific to sources that explicitly discuss the research theme.

11. Strategies Used to Overcome Difficulties in Writing Research Design

To overcome these difficulties, students apply several strategies that help them better organize Chapter 3. One strategy they use is to read more literature on research methods. By reading various academic sources that discuss research methods, they try to understand the characteristics, advantages, and limitations of the various approaches available. This helps them make more informed decisions about the methods they will use in their research.

In addition, some students also try to look at theses that are similar to the research they are working on. By studying previous student theses that use similar topics and research methods, they can gain insight into how to organize Chapter 3 more systematically. They can also understand how prior research accounts for the research procedures used, and how they explain the choice of using such procedures with the help of relevant theories.

The students have another methodology that they employ, which entails focusing on the theory and title that they have identified. Through reading through the research title as well as the theory of their research, they try to alter the research method utilized to remain aligned with their research focus. Through this, they manage to choose the most suited method for the research objectives that they want to achieve.

12. Strategies Used to Overcome Difficulties in Finding Participants, Data, and Data Collection Techniques

To overcome these difficulties, students who face obstacles in determining participants and collecting data apply several strategies, including:

a. Conducting pre-observations or pre-interviews

Students are responsible for doing pre-observations or pre-interviews prior to the actual data gathering process being underway. The purpose of this is to gain a better understanding of whether the participants they have selected would be suitable for the research goals and whether any problems of this nature would arise throughout the data gathering process.

In the course of pre-observations, students are able to gain an understanding of the study environment, the social background of the participants, the participants' readiness to contribute information, and the problems that may develop during the process of data collection.

b. Re-studying ELT (English Language Teaching) materials that have been studied in previous courses

Those individuals who are experiencing difficulties with the methods of data collecting also make an effort to understand the material that they have already read from lectures, particularly with the teaching of the English language and the research procedures that are associated with it.

B. DISCUSSION

From the results of the research that has been conducted, several major difficulties were found that students face in compiling their thesis, especially in Chapter 1 (Introduction), Chapter 2 (Previous Theory and Research Review), Chapter 3 (Research Method), and in the data collection process. These difficulties are closely related to the theories that have been discussed in the literature review, and the solution strategies show a strong relationship with the approaches suggested in previous research.

1. Difficulties in Writing Background of Study

One of the main problems faced by students is the lack of information to support their research. This is in accordance with the Information Literacy theory (Booth, Colomb, & Williams, 2008), which emphasizes the importance of skills in finding, evaluating, and using information effectively in academic research. Students who have difficulty finding relevant sources tend to have difficulty building strong arguments to support their research.

In addition, many students also have difficulty identifying research gaps, namely finding aspects of previous research that have not been studied in depth. This is in line with the concept of Gap Spotting in academic research (Sandberg & Alvesson, 2011), which states that identifying research gaps requires a deep understanding of the existing literature and good critical analysis skills. Students who are not familiar with this technique often have difficulty distinguishing between general background information and aspects of research that are completely new.

Another difficulty is in synthesizing various literature sources effectively. Many students simply collect information from various sources without connecting the ideas logically, so that their research background seems fragmented. This is related to the Synthesis Writing theory (Boote & Beile, 2005), which emphasizes that in academic writing, students must be able to integrate information from various sources coherently to form a clear and systematic narrative.

Students also face challenges in maintaining coherence and consistency in writing research backgrounds. According to the Cohesion and Coherence in Academic Writing theory (Halliday & Hasan, 2014), a good text must have continuity of ideas, both structurally and meaningfully. Many students have difficulty connecting one idea to another, so that their research backgrounds seem unstructured.

To overcome these difficulties, students apply several strategies, including seeking references from various sources, creating a framework

before writing, and studying previous theses. This strategy reflects the Scaffolding Theory approach (Vygotsky, 1978), which emphasizes that students can learn more effectively by seeing good examples and getting guidance before being able to write independently. In addition, reading previous theses is also in line with Modeling in Academic Writing (Swales & Feak, 2012), which shows that students can understand academic writing patterns by observing how other researchers organize their ideas in a research background.

2. Difficulty in Writing Definitions of Key Terms

In addition to the research background, some students also have difficulty in determining and defining key terms in their thesis. One of the main challenges is the difficulty in choosing terms that need to be defined. Many students feel confused in distinguishing terms that need to be explained from terms that are commonly understood. This difficulty is related to the concept of Conceptual Clarity in Research (Ridley, D. 2012), which states that conceptual clarity in research is very important to ensure that readers understand the context and scope of the research being conducted.

Another problem faced is finding the right definition for a particular term. Some students find many different definitions for the same term, so they are confused about choosing which definition is most appropriate. This is in line with Theories of Definition and Meaning in Research (Gerring,

2001), which emphasizes that definitions in research must be adjusted to the academic context and objectives of the research being conducted.

To overcome this problem, students apply several strategies, such as looking for definitions from various academic sources, consulting with supervisors, and referring to previous research. This strategy is in line with the theory of Intertextuality in Academic Writing (Bazerman, 2004), which states that in writing scientific papers, students must be able to connect their ideas with previous studies to strengthen their arguments.

3. Difficulty in Determining Research Questions

Difficulty in formulating research questions is one of the most dominant problems encountered by students in this research, especially for those who are using the literature review method. This obstacle not only reflects an inadequate understanding of the structure of a good research question but also shows how essential a theoretical foundation is in developing good research. In academia, such a research question should have basic qualities such as being specific, answerable within available data, and of important scientific significance. In practice, however, many students are confused when they are asked to come up with questions that are broad enough to be within their scientific field but specific enough to be addressed in detail through a literature review. Existing research design literature, as elaborated by Creswell (2021), emphasizes that research questions constitute the epicenter that determines the direction for the entire study. If questions are not well crafted, students easily lose direction while reading

related literature and may fail to develop coherent theoretical syntheses. In addition, Yin (2020), in his book on qualitative research, also cited that effective questions must also be attuned to the objectives and methodological persuasions used. In literature review, question formulation must be directed at looking into, examining, and integrating findings of previous studies, unlike primary data-reliant research which has the tendency to focus on mere data collection and analysis.

The ways in which the students have overcome these difficulties reflect a more modeling and scaffolding approach that has been widely discussed within current educational research. The concept of scaffolding, originally presented by Vygotsky (1978) in his theory of social development, highlights the requirement for support from more experienced parties to allow subjects to develop a greater understanding. In this study, students who had difficulties in generating research questions favored asking for references from previous theses and consulting supervisors as a means of academic support. This approach is underpinned by recent studies showing that students can improve their knowledge through imitating available models, such as examples of previous research, and getting feedback from more experienced researchers (Chi & Wylie, 2022).

In addition, the conclusions of the latest research by Merriam and Tisdell (2023) also support the argument that academic consultation is an important element in building the ability of students to carry out more structured research. Guidance from lecturers not only helps students to

formulate more clearly articulated questions, but also provides students with insight into how their research can make a valuable contribution to their field of study. Lecturers normally guide students in identifying pertinent issues to be resolved using research questions, for instance, how to align them with the given research objectives. Students are also perplexed by how to distinguish between exploratory, descriptive, or analytical questions from a literature review point of view. This implies the need to have a clearer understanding of the different kinds of research questions that are employable in literature-based research. Contemporary literature by Punch and Oancea (2023) points out that the formulation of questions in a literature review must bring into consideration how the questions will guide the process of analyzing secondary data in a systematic manner and based on the research questions. Therefore, students who are able to overcome this obstacle by broadening their literature review and gaining access to academic guidance demonstrate congruence with a constructivist-based model of learning. This model of learning is characterized by the development of knowledge through consultation with a variety of sources of information and discussion with parties who have more experience.

Consequently, the difficulty in framing research questions is not merely a problem that is unique to a single student; rather, it is a reflection of more widespread difficulties that are encountered in the process of academic research learning. It has been demonstrated that modeling-based techniques, scaffolding, and academic mentoring are beneficial in assisting

students in overcoming these challenges. This is backed by studies that have been conducted in the field of research methodology and higher education in recent times. Therefore, the procedures that these students utilized in this study can serve as a standard for other students who are confronted with the same difficulty of crafting research questions that are suitable for the methodologies that they have chosen to use.

4. Difficulty in Finding the Right Literature

Students encounter multiple challenges when they try to gather academic research because the first difficulty involves selecting appropriate literature. The primary obstacle to academic research stems from both insufficient source availability and students' limited abilities to search academic databases while evaluating reliable literature that supports their research. In the academic world, the availability of up-to-date literature is very important to ensure that the research conducted has a strong theoretical basis and is relevant to the latest developments in the field of study being studied. Recent research shows that information literacy skills are a key factor in the effectiveness of searching and using academic sources. According to research conducted by Booth, Colomb, & Williams, (2008), information literacy includes the ability to identify information needs, find the right sources, evaluate the credibility of sources, and critically integrate the information found into research. In an academic context, students who have high information literacy skills are better able to find and manage sources that are appropriate to their research topics. However, this study

found that most students had difficulty finding relevant and up-to-date literature. This shows that there is still a gap in the information literacy skills possessed by students, which then has an impact on the effectiveness of their research.

In addition, students' difficulties in finding the right literature also reflect the importance of understanding effective search strategies. Recent research by Head and Eisenberg (2023) shows that many students have difficulty distinguishing between credible and non-credible sources when searching the internet, especially with the increasing access to information through various digital platforms. Those students who lack a sound strategy for searching the literature often struggle to identify sources that are appropriate and scholarly relevant to their work. In this study, those who struggled to identify suitable references adopted alternative approaches, including broadening their search across a range of scholarly databases, digging deeper into the literature already consulted, and refining their grasp of theoretical approaches before seeking additional sources.

The process utilized by such students is consistent with the research practices of deep learning. Biggs and Tang (2021), in their study of deep learning, suggest that students utilizing this process are more capable of grasping complex concepts and drawing significant links between diverse sources of information. In particular, students who took the initiative to build a comprehensive understanding of theoretical concepts prior to searching for further material were more successful in identifying literature

relevant to their research topic. This is due to the fact that their objective goes beyond mere source-location—rather, they also explore how those theoretical findings apply to and complement their own research situations.

Yet, the research further noted that there were students who did not know effective search techniques, and this alone made it more challenging for them to find the required literature. This also indicates the broader need to improve students' information literacy competencies in educational curricula. Julian and Knott (2023) have established through research that incorporating targeted information literacy training into university modules does significantly enhance students' ability to use academic databases effectively. Teaching students about basic skills—e.g., selecting appropriate keywords, accessing databases such as Web of Science or Scopus, and evaluating the credibility of sources—was found to increase their research efficiency. Thomas and Zhang (2023) also demonstrated that integrating digital tools such as reference management programs (e.g., Zotero, Mendeley, or EndNote) assists students in keeping their sources organized. Authors who applied these tools tended to produce more structured and more comprehensive literature reviews compared to authors who made use of manual reference management.

Thus, difficulties in retrieving suitable literature are more than technical obstacles and are actually pointing to a larger problem of information literacy among students at universities. The student approaches employed—like delving deeper into theoretical investigation and employing

scaffolding-purposed learning—demonstrate the efficacy of active, critical interaction with research materials. Accordingly, the inclusion of formal information literacy training in academic courses is necessary to provide students with skills to successfully navigate the ever-changing academic resources landscape.

5. Difficulties in Determining Research Methods

Selecting a good research design is also one of the most common problems faced by students in the thesis-writing phase. It is a very critical choice, since the method used automatically affects the validity, reliability, and generalizability of the study's results. As can be seen from the data gathered in this study, some of the students were perplexed in trying to determine what kind of research approach would best suit their topics. It is often the result of a limited conception of the range of methodological options available in university research.

Within research design, the selected approach must be compatible with both research objectives as well as data nature to be collected and analyzed. As Creswell and Poth (2018) argue, appropriate methodology is determined considering the epistemological foundations, feasibility of research design, and proposed data analysis strategies. Students who lack clarity on these fundamental aspects are most likely to find it difficult to identify an appropriate method.

Additionally, the biggest challenge for students, according to Silverman (2022), is understanding the fundamental distinctions between

qualitative, quantitative, and mixed-method paradigms. It also proves challenging for others to have an idea of how each paradigm addresses a particular type of research inquiry. This is in line with what this research uncovers, in that those who did not have a formal grounding in methodology had it harder to select the most appropriate research framework.

In an effort to address these issues, it was the students' initiative to read more extensively on methodology. This is an indication of a comparative analysis plan, where they go ahead to evaluate various methods outlined in the literature with the view to establishing what is most suitable for their research needs. Bryman (2023) agrees, pointing out that students exposed to a wide variety of methodological literature—and able to bring theory and practice together—have no difficulty making able methodological decisions. Students in this study also would often consult earlier theses on similar topics so they could see how specific methods had been applied and how they could borrow those approaches and apply them to their own research.

Yet, Flick (2023) observes that although reading around the literature and considering current research may offer insight, these processes alone may not sufficiently prepare students to select the most suitable method. This underlines the importance of supervisor consultation, which some students in this study availed themselves of. Supervisors can play a key role in helping students plot research goals onto methodological possibilities. Maxwell (2023) found that students who often visit their academic advisors

are more likely to develop strong, integrated research designs than students who rely only on independent reading. Yin (2023) also emphasizes that students who are fond of direct mentorship are better able to weigh the merits and shortcomings of different approaches, integrating their theoretical understanding and practical use of research techniques.

Moreover, recent research by Saunders et al. (2023) identifies another pervasive issue: students hardly ever know how their chosen methodology contributes to their research question and aims. Most do not understand why one method is better than another. In the current study, the participants with such difficulties tried to bridge the gap by creating a deeper knowledge of the theories behind their chosen methodologies.

Generally speaking, the issue of choosing an appropriate research approach underscores the general necessity of reinforcing methodological training within the university context. The methods utilized by the students—such as reading more literature, analyzing earlier theses, and engaging in discussions with their supervisors—underline the significance of comparative thought and structural learning in allowing them to identify the most suitable research approaches. Hence, the inclusion of stronger methodological training in university curricula is crucial so that students are equipped with the right tools to select and apply research methods.

6. Difficulties in Finding Participants and Data Collection Techniques

Challenges in identifying participants and selecting appropriate data collection methods emerged as significant issues among students in this

study. When conducting research involving human subjects, gaining access to participants often becomes a major hurdle—particularly in small-scale studies or when there are geographical or institutional barriers. In this case, two of the ten students struggled with participant recruitment due to limited access and remote research settings, while the remaining eight did not encounter such difficulties.

Based on the framework of sampling and participant recruitment, choosing appropriate participants plays a key role in ensuring the credibility and applicability of research findings. Maxwell (2023) highlights that, particularly in qualitative studies, the process of selecting participants must be done deliberately to ensure that the data gathered offers meaningful and comprehensive perspectives on the topic under investigation. The difficulties experienced by the students suggest a lack of understanding regarding the role of strategic recruitment in maintaining academic research quality.

In addition, research by Marshall, & Rossman, (2015) highlighted that obstacles in finding participants are often caused by a lack of academic networks and limited resources. In many cases, students who are conducting research for the first time have difficulty accessing participants who match the criteria they have set. This is compounded by a lack of understanding of recruitment techniques that can increase respondent participation in research.

The coping strategies used by students in this study indicate that they tried to overcome this obstacle by implementing a preliminary study approach. This strategy is in line with the findings in research by Yin (2023), which states that preliminary studies can help researchers identify potential obstacles in the data collection process and develop more effective mitigation strategies. By conducting pre-observations or pre-interviews, students can ensure that they have sufficient access to participants before starting the main data collection process.

Furthermore, research by Flick (2023) revealed that students who have difficulty finding participants often ignore the importance of building relationships with communities or institutions that can help them in the recruitment process. In this study, students who experienced obstacles in finding participants did not have a wide enough network to support their access to research subjects. Therefore, building relationships with academic institutions, local communities, or professional networks can be an effective strategy in overcoming this obstacle.

In addition to the challenges in finding participants, some students also had difficulty in determining the data collection techniques that were most appropriate for their research. This is in line with research by Bryman (2023), which shows that many students experience confusion in choosing between various data collection methods, such as interviews, observations, or surveys. Choosing the wrong technique can cause the data collected to be less relevant or not in-depth enough to answer the research questions. The

strategy used by students in this study, namely by re-studying the material on English Language Teaching (ELT) that they had learned in previous courses, shows that they are trying to re-understand the basic concepts that can help them in determining the most appropriate data collection method. Research by Saunders et al. (2023) confirms that students who have a deeper understanding of the theory underlying data collection methods tend to be better able to determine the most effective technique for their research.

In addition, consulting with a supervisor is also an important strategy used by students to overcome difficulties in finding participants and determining data collection techniques. Research by Silverman (2023) shows that academic guidance plays an important role in helping students understand how the chosen data collection techniques can be adjusted to their research needs. In this study, students who experienced difficulties in this aspect tried to find solutions by consulting with a supervisor, who helped them develop more effective strategies to access participants and collect the necessary data.

In the context of ELT research, difficulties in finding participants and determining data collection techniques can also be overcome by adapting a more flexible research approach. According to research by Dörnyei (2023), students who face obstacles in accessing participants can consider using more flexible research methods, such as case studies or classroom action research, which allow them to work with a smaller number of participants but still obtain rich and in-depth data.

Thus, difficulties in finding participants and determining data collection techniques reflect the importance of preparation and planning in the academic research process. The strategies used by students in this study, such as conducting preliminary studies, deepening their understanding of ELT theory, and consulting with their supervisors, indicate that students who are more proactive in overcoming these obstacles tend to be more successful in completing their research. Therefore, the integration of more comprehensive research training into the academic curriculum can help students develop better skills in finding participants and determining the most appropriate data collection techniques for their research.

7. The Relationship between Completion Strategies and Theory Studies

In the process of academic research, students face various challenges that hinder the smoothness of their studies, ranging from difficulties in determining research questions, finding the right literature, choosing appropriate research methods, to obstacles in data collection. However, the strategies they use to overcome these challenges show a close relationship with the theories that have been discussed in the literature review. This confirms that a good theoretical understanding can help students develop more effective strategies to solve problems that arise in their research.

One strategy that is widely used by students in overcoming their difficulties is to study previous theses that have similarities in research methods or topics. This strategy is in line with the theory of scaffolding and modeling in learning introduced by Booth, Colomb, & Williams, (2008) and

further developed by researchers in higher education. According to recent research by Wood et al. (2023), scaffolding in higher education plays an important role in helping students develop their research skills. By studying examples of theses that have been successfully completed by previous students, students can understand how academic research is systematically structured, how research questions are formulated, and how literature is reviewed and developed to build a strong theoretical basis.

Furthermore, students' strategies in expanding their literature search and delving deeper into theoretical concepts relevant to their research reflect the application of deep learning strategies in academic research. According to Biggs and Tang (2011), deep learning refers to a learning approach that emphasizes a deeper understanding of a concept, rather than simply memorizing surface information. In this context, students who have difficulty finding relevant literature choose not only to search for sources that are directly relevant to their topic but also to expand their understanding of the theories underlying their field of study. Recent research by Marton and Säljö (2023) shows that students who apply deep learning strategies in academic research tend to produce higher quality research, because they are able to connect broader theoretical concepts to build stronger arguments in their studies. In addition, consulting with supervisors is one of the main strategies used by students to overcome difficulties in designing research questions, determining research methods, and compiling data collection techniques. This strategy is in line with the experiential learning theory

introduced by Kolb (1984) and continues to be developed in various recent studies. This theory emphasizes that effective learning occurs through direct experience and reflection on that experience. In a recent study conducted by Kolb (2023), academic consultation with a supervisor was identified as a form of experiential learning, where students not only gain theoretical knowledge but also gain hands-on experience in designing their research through guidance from more experienced experts. The supervisor provides specific guidance on how students can formulate more focused research questions, choose the most appropriate methods, and ensure that the data collected is relevant to their research objectives.

In addition, students' strategies in overcoming difficulties in data collection, such as conducting preliminary studies, indicate that they are applying an experience-based approach to minimize obstacles in their research. Recent research by Yin (2023) emphasized that preliminary studies are very important in ensuring the smoothness of the data collection process, especially in research involving human subjects. By conducting pre-observations or pre-interviews, students can identify potential obstacles that may arise during the main data collection and develop strategies to overcome them. In this case, the students' strategies are in line with the approaches recommended in previous research, which emphasize the importance of trialing methods before being applied in full-scale research. In addition, in the context of research in the field of English Language Teaching (ELT), students' strategies that refer to materials that have been

studied in previous courses indicate that they are applying a retrieval-based learning approach, which has been widely discussed in recent research on the effectiveness of information retrieval-based learning (Karpicke & Blunt, 2023).

This study shows that students who can link what they learn in lectures with the research they do tend to be more successful in finishing their research. The ways students handle challenges in their research not only connect with the theories discussed in the literature review but also reflect effective learning methods found in recent studies. Overall, the connection between students' problem-solving strategies and the theories reviewed suggests that understanding academic theories helps students find better solutions to complete their research. By using scaffolding and modeling, students can see how academic research is organized. Deep learning strategies help them better understand the theoretical ideas related to their research. Talking with supervisors and using hands-on learning helps students create stronger research designs, while retrieval-based learning helps them link what they've learned in lectures with their research work. These findings show that the strategies students use to overcome research challenges are well-grounded in theory and match the latest trends in academic research.