CHAPTER II
REVIEW Of LITERATURE

This chapter discusses theories that are relevant to this research the points that the earches want to discuss are Previous study, Some pertinent ideas, and Theoretical Framework.

2.1 Previous Study

There are many Researchers who had conducted research relevant to the study, they were:

From the research conducted by L Tiwiyanti (2022) the entitle: "OBSTACLES IN WRITING LITERARY RESEARCH PROPOSAL: a study case of 7th semester" the conclusion of this research, this research is based on barriers that seventh-semester students face in writing literary research proposal at Indraprasta PGRI University, Jakarta. Therefore, this research focuses on analysis of the barriers that are present in the preparation of research proposal. This research is a qualitative and method applied is a case study. The subjects of this study are students who are writing research proposal in the field of literary research in the seventh semester of 2021|2022. The instrument is questionnaires and interview. In summary, the results of the study show the following: first, the team found that were three common types of obstacles in writing their literature research proposal. The obstacles are categorized into three. They are mentor-students obstacles, students-related obstacles, six students-related obstacles and two institution-related obstacles. Finally, based on the

obstacles literature learning can develop and meet students needs with various literature learning techniques that interest them in the future.

Afiah, V.,Suhendar and Budiarto (2023) the entitle: "ANALYZING INTERNAL STUDENTS OBSTACLES IN WRITING RESEARCH PAPER AT THE FINAL GRADUATE SARJANA DEGREE OF ENGLISH EDUCATION STUDY PROGRAM OF IKIP SILIWANGI" the conclusion of this research, This research focuses on analyzing case studies of internal students problems. The purpose of this research is find out how big internal problem of students in writing research papers. This research is a case study which is part of qualitative research. Therefore, this research method uses the case study method. The subject of this research is a final year students of the English education study program at IKIP Siliwangi. In summary, the result of study are as follows; first, students find it difficult when pouring the main idea in the writing process. Second, students feel stressed when they do not know the systematics of writing. Third, students feel lazy with writing activities because they cannot think critically. Fourth, students have not experienced writing research before. Fifth, students lack self-motivation so that there is a lack of confidence in writing scientific papers. Seventh, lack of understanding of the topics discussed. And then, students discipline in managing time.

Roza Susanti and Dwi Settya Mahaputri (2022) the entitle :"ENGLISH DEPARTMENT STUDENT'S PROBLEMS IN WRITING

RESEARCH PRPOSAL" the conclusion of the research, students had difficulties in writing the proposal such as developing the introduction of the proposal, discussing the related theories, methodology and also in terms of language components: grammar, vocabulary, and organization of ideas in paragraph. Based on the result it was shown that the most difficult part of writing proposal is introduction, writing the background of the problem and also in formulating the purpose of the research.

V, Afiah (2023) the entitle : THE DIFFICULTIES OF WRITING A RESEARCH PROPOSAL BY STUDENTS OF STIBA IEC JAKARTA. In his research further explains that there is a relationship between self- confidence and anxiety in preparing thesis proposals, causing obstacles that make students difficult in preparing thesis proposals. This is different from the research conducted in this discussion which aims to see the ability and level of difficulty in writing a thesis writing proposal, especially for students of the English Literature Study Program, STIBA -EIC Jakarta. The goal is to be able to see firsthand the problems faced by students so that they can be improvements in the future for managers, supervisors, and students in compiling thesis research proposals correctly and completed on time Kristanto et al. (2014).

Difficulties in compiling thesis research proposals for students are a classic thing, even though students have received Language and Literature Education Research Courses, Language and Literature Research, Seminars (Teaching, Language, and Literature), but students

still experience difficulties and obstacles that they face. naturally when compiling a thesis research proposal. This is also similar to the results of research conducted by (Aisiah & Firza, 2019) that students generally experience difficulties in writing thesis research proposals, especially in stating the background, framework of thinking, research instruments, data analysis, and data wetness testing. Likewise, research that has been carried out by (Zuriati, 2020) shows that 60% of students still have difficulties in writing thesis proposals starting from writing the introduction, theoretical basis, and bibliography.

Differences and similarities between previous research and current research. The similarities between previous research and current research are the objects studied are both English language education students, the type and method of research approach used are both using qualitative descriptive methods. While the differences between previous research and current research are the objects in the previous study were final semester English education students who were still active in lectures. While in this study, the object is English education students who have graduated from the final semester. The focus of the previous study was students' difficulties in writing research proposals. While in this study the focus of the research is the obstacles in determining the title of the proposal.

2.2 Some Pertinent Ideas

In this study, the authors refer to previous research that is relevant to the current research. The following some relevant research result that are used as a review material for researcher

A. Definition of academic writing

Academic writing is a type of writing activity that uses certain rules accepted in the academic community. Academic writing is a product of many considerations, such as audience, purpose, organization, style, flow, and presentation, Swales & Jhon et al., (2010: 5). Academic writing intends to build and convey arguments in accordance with the facts so that it must be written in a persuasive style so that the reader believes in the opinion or information conveyed. Academic writing is written in a formal style following standard rules. Academic writing should not be emotive or overly emotional, but should be objective according to existing data and facts.

The most basic academic writing is related to word choice. The choice of words determines the flavor of the writing. The choice of words that are appropriate and harmonious for writing sentences in accordance with the purpose and context of writing is called diction. Between personal, formal, and academic writing, the diction used can be very different even though it is intended to express or describe the same thing. The next academic writing basics relate to sentence writing.

Writing a good sentence is in accordance with the Subject, Predicate, Object, and Remarks, Abidin, et al., (2017:5).

Based on the explanation above, it can be concluded that academic writing is clearly important and is an activity that is beneficial for writers and for the development of science.

B. **Characteristics of academic writing**

First, Consider the needs of the reader writing is created by considering who the readers are. In a clearer level, awareness of the reader appears, among others, through word choice, paragraph sentence structure. Second, have clarity of purpose of writing Kane (2000) divides writing based on its purpose into three, namely informing, persuading, and entertaining. Next is writing that aims to entertain, this type can be easily found in novels and fiction. Writing that has the purpose of conveying information is divided into three, namely exposition, description, and narration. Exposition is a form of text or writing that contains information or knowledge, description is an explanation or depiction with words in a clear and detailed manner, the last is Narration is a form of writing that tells an event in sequence.

Third, Persuasive. Persuasive writing aims to persuade the reader to side with the author's choice to be able to convince the reader with arguments or reasons that reinforce the opinion conveyed. Fourth, Have a convincing argument an argument is a formally logical presentation of an opinion, or a particular point of view relating to

content of concern to a particular academic community. Arguments are also often used interchangeably with hypotheses, which are something that is still considered lacking which must then be supported by other supporting evidence which will be discussed next.

Fifth, be equipped with supporting evidence. Evidence is data, information, research results or opinions about information. Supporting evidence for academic arguments must have criteria, namely relevant or appropriate, verifiable or the extent to which the evidence can be trusted, finally, representative or representative of the situation. And finally, have a good writing organization another important characteristic of academic writing is the organization of the writing. Basically, there are three important parts in the organization of writing: introduction, body, and conclusion. All academic writing follows a logical and straightforward structure which means a structure that makes sense.

C. Definition of Research

Research is an effort to obtain facts or principles by collecting and analyzing data (information) which is carried out clearly, thoroughly, systematically and can be accounted for. According to (Dr. Sandu Siyoto, SKM., 2015) Research is an investigation or a careful and critical investigation in search of facts to determine something. The word research is a translation of the word research which comes from the English language. The word Research consists of two words,

namely re which means back and to search which means to search which means to search. So it can be concluded that the definition of research (research) is to search for knowledge again.

In general, research can be defined as a process of collecting and analyzing data that is carried out systematically and logically to achieve certain goals.

D. Types of Research

Types of research based on purpose, approach, place, and function as well as method.

1. Types of research based on objectives

   a. Exploratory Research

      Exploratory research is a type of research that is carried out to find science (education) and new problems in the field of education science education and the problems needed through educational research are really new and have never been known before. For example a study has produced a profile or criteria for effective leadership in school-based management, or research on a new method or procedure in learning new method or procedure in learning English language that pleases learners, Arikunto (2016).

   b. Development Research

      Development research is a type of research that is carried out to develop knowledge (education) that already existing. Research is conducted to develop, deepen or expand existing

knowledge (education) that already exists. For example, research on the implementation of the inquiry method in social studies learning that has previously been used in science learning or research on quality assurance systems (Quality assurance) system in an organization/education unit that has education organization/unit that has previously been successfully applied in business organizations or companies, Richey and Klein (2007).

c. Verification Research

This research is a type of research that conducted to test the truth of existing (educational) sciences, both in the form of concepts, principles, procedures, arguments and educational practices themselves. The research data obtained is used to prove doubts about information or educational science problems. For example, a study was conducted to prove the effect of emotional intelligence on leadership style, or research is conducted to test the effectiveness of existing learning models in certain subjects, Murhanto and Arisandy (2016:33).

2. Types of Research Based on Approach

a. Quantitative Research

This quantitative research is research which is used to answer problems through careful measurement techniques on certain variables, resulting in conclusions that can be generalized,

free from the context of time and situation and the type of data collected, especially quantitative data. Quantitative research is widely used especially to develop theories in a discipline. a scientific discipline. The use of measurement and static analysis in the research implies that this research using quantitative methods, V. Wiratna Sujarweni (2014:39).

b. Qualitative Research

According to Sugiyono (2020:9), this qualitative research is research to answer problems that require in-depth understanding in the context of time and situation concerned, carried out natural and natural in accordance with objective conditions in the field without manipulation, and the type of data collected is mainly qualitative data. The research process includes observing people in their daily lives, interacting in their daily lives, interacting with them, and seek to understand their language and interpretation of the world around them. For that, the researcher must be in the field for a long time.

c. Development Research

According to Borg dan Gall (1889), this developmental research is a study of the pattern and sequence of growth and/or change as a function of time. The object of research is the change or progress achieved by individuals, such as students, teachers, principals, and other educational units. The purpose of this study

is to determine the development of individuals within a certain period of time.

Developmental research consists of three types.

1). Longitudinal studies

These studies examine the growth, development, and changes in the same individual, different developments over a long period of time (long term)

2). Cross-selectional study

This study examines growth, development, and changes that occur in individuals at certain levels or age groups with a fairly short time (short term). Researchers do not need to observe individuals for too long because they can be replaced with new subjects from various age groups/levels. To draw conclusions, researchers do not need to wait a long time. For example, researching Indonesian language skills in students in grade one only or in grade two only, and so on.

3). Trend study (ternd)

This study aims to determine the form of change in the past in order to predict the form of change in the future. The function of this study is to predict trends that will occur in the future.

3. Types of Research Based on Place

1. Library Research, namely research that conducted in the library
2. Laboratory research, which is research that is conducted in the laboratory. This research is often used in research experiment.
3. Field research, namely research is carried out in a place, and that place is outside library and laboratory.

4. . Types of Research Based on Function

a. Basic Research (basic/fundamental research)

Basic research is a type of research which is used to discover and develop concepts, principles, generalizations and new theories. The purpose of basic research basic research is to increase knowledge with scientific principles and laws, improve scientific inquiry and methodology methodology. This research is not directed at solve practical problems, but the theory generated can underlie the solution of practical problems, Sugiyono (2016:9).

b. Applied research

Applied research is conducted with regard to with problem solving and practical realities, application, and development science produced by basic research in real life basic research in real life. The function of research is to solve practical problems. The purpose of applied research is not merely only to develop scientific knowledge, but also to solve practical problems, so that the results of the research can be utilized, Sugiyono (2016:9).

c. Action Research

This research is a form of self-reflection research through real action in an actual situation. The aim is to improve the process and understanding of educational practices as a whole, to develop professionally, and to improve results of activities. The purpose of this research there are implications that must be considered. First, action research must be conducted scientifically according to the concept of scientific research. Second, it must involve a group of participants so that collaboration can be carried out. Third, must be conducted to improve educational practices educational practices such as teaching skills. Fourth, it should be done for reference self-reflection, (Carr and Kemmis, 1986).

There are three main aspects of action research three according to Kurt Lewin (1940), namely:

1). To improve practice

2). To develop professional. Professional skills in the sense of developing new understanding and skills of practitioners in their practice

3). To improve the state or situation in which that is implemented.

The essence of this action research is emphasizes action in practice or limited real situation, so that it is expected from these actions can improve and improve the quality of learning.

d. Assessment Research

Assessment research is research that is conducted to determine changes or improvement in individual behavior after undergoing a treatment with a certain time and program, according to Robert M. Smith (2002).

e. Evaluation Research

Evaluation research is part of of applied research, but its objectives can be differentiated from applied research. Evaluative research is research that is used to assessment of the success, benefits, usefulness, contribution, and feasibility of a program, product, or activity of an institution based on certain criteria. The benefits of this research include are that it can add insight into an activity and can encourage further research or further development, as well as helping leaders to make policies. Evaluative research explains the existence of research activities that evaluate of an object, which is usually is the implementation and plan. So it can be it can also be said that this research is research which aims to collect information about what is happening, which is the real condition conditions regarding the implementation of a plan that requires evaluation, Borg and Gall (2013).

f. Comparative Research

Comparative study or causal comparative study is a type of research used to compare between two or more groups of more of a

particular variable. The purpose of comparative research is to see differences in two or more situations, events, activities, or programs that are similar or almost involving all elements or components. The research analysis is conducted of similarities and differences in planning, implementation, factors supporting factors, Hartanti (2019). The results of the comparative analysis can find elements or factors that underlie the similarities and differences. If what is being compared is about situation or event, then the elements or elements or components that are analyzed are slightly different, such as description of the situation or chronology of events, complexity of the situation or intensity of the event, causal factors and consequences. From this analysis, it will also be possible to find dominant factors behind or caused by a situation or event. Comparative research can be used if: (a) experimental methods that are considered more powerful are not possible to do, (b) it is not possible to select, control, and manipulate factors that are important for studying cause-effect relationships directly, (c) controlling all variables (except the independent variable) is very unrealistic and too artificial. d) laboratory control for some research objectives is considered impractical, expensive or ethically questionable.

g. Correlational Research

This research studies the relationship between two or more variables or more, namely the relationship of variations in one variable with variations in other variables. The degree of relationship between variables is expressed in an index called the correlation coefficient correlation coefficient. Correlational research can be used to test hypotheses about the relationship between variables or to state the magnitude of the size of the relationship between two or more variables more. Correlational research aims to test a hypothesis that is done by measuring a number of variables and calculating the correlation coefficient (r) between the variables variables, so that it can be determined which variables are correlated, according to Sudijono (1997:167).

For example, researchers want to know the variables that are related to with teacher professional competence. All variables that are related, such as educational background, teaching experience, subjects taught, etc. were measured, then the correlation coefficient was calculated to determine which variable has the strongest relationship with teacher professional competence teacher's professional competence.

Characteristics of correlational research are:

a. There is a relationship between two or more variables

b. There is a correlation coefficient, which shows the height of the relationship

c. There is no special treatment (treatmean)

d. And the data obtained is quantitative.

Correlational research has some weaknesses, among others:

1). Only identifies the relationship between variables, not identify cause-and-effect relationships,

2). Less orderly and rigorous when compared to experimental method because it lacks control of the independent variables,

3). Tends to identify pseudo-relationship patterns which is less reliable and valid, the relationship pattern is often uncertain and blurred. relationships are often erratic and blurred,

4). Often stimulates the use of a kind of "shoot gun" approach, i.e. indiscriminately incorporating data from sources and provide meaningful or useful meaningful or useful interpretations.

Correlation research can be used if:

1). The variables under study are quite complex, cannot be manipulated and/or cannot be researched with experimental methods,

2). Want to to measure several interrelated variables simultaneously and variables simultaneously and realistically,

3). Want to know the closeness of the relationship or the high relationship between variables, and

4). The number of subjects is not too large.

There are three important meanings of a variable, namely:

a). The strength of the relationship between variables

b). Statistical significance of the relationship between the two variables

c). And the direction of the correlation The strength of the relationship can be seen from the size of the correlation index.

h. Case Study Research

Case studies basically study intensively study an individual, group or institution that is considered to have or experience a particular case. The purpose of case study research is to study in depth and systematically over a long period of time about a case so that alternative solutions can be found. In-depth, meaning reveal and explore data in depth and intensively analyzing the factors that may cause the case to occur the case. The main emphasis in case studies is why did the individual do that? What does he/she do every day? How his social relationships with his friends? What factors influence her actions?, Bimo Walgito (2010).

Characteristics of case study research:

a). Investigates a case or problem in in depth and systematically,

b). It produces a complete picture that is well organized well organized,

c). The scope of the problem can cover all aspects of life or only certain parts and factors specific factors only, depending on the purpose of the study,

d). although this study only analyzes small and specific units small and specific units but can involve large variables and conditions,

e). There is a target, which is to solve problem, and

f). Generally using longitudinal approach.

i. Research and Development

Research and development is a series of processes or steps in in order to develop a new product or improve existing products so that it can be accounted for. These products are not always in the form of objects or hardware, such as books, modules, learning aids in the classroom or laboratory, but it can also be software, such as (software), such as computer programs for data processing, classroom learning, library or laboratory, or models of education, learning, training guidance, evaluation, management systems, etc. This research method is considered quite powerful enough to improve practice. Educational research in general is rarely directed at developing a product, but is aimed at discovering new knowledge regarding fundamental phenomena, as fundamental phenomena, as well as educational practices, according to Gay (1990).

Research and development is a method of bridging or gap-breaker between basic research and applied research. In the implementation of research and development, there are several methods used, namely descriptive methods, evaluative, and experimental methods.

1) Descriptive method used in initial research to collect data about existing conditions. Existing conditions included:
   a) The condition of existing products as comparison material or basic material (embryo) of the product to be developed,
   b) conditions of the users (in the field of education, for example, schools, teachers, principals school, students, and other users),
   c) The conditions of supporting and inhibiting factors development and use of the product to be will be produced, including elements of educators and education personnel, infrastructure facilities, costs, management, and the educational environment where the product will be applied.
2) Evaluative method, used to evaluating the product in the trial process development of a product. Research products developed through a series of trials and in each trial activity an evaluation was conducted, both result

evaluation and process evaluation. Based on the findings of the trial results (model revision).

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4) Experimental method, used to test the efficacy of the products produced. Although in the trial stage there have been measurement, the measurement is still in the product development, there is no comparison group yet. In the experiment, measurements were made in addition to the experimental group also in the comparison group or control group. Group selection of experimental and control groups is done randomly or randomly. Comparison of

results experimental results in the two groups can show the level of efficacy and product produced.

j. Types of Research by Method

Types of Research by Method

1) Historical Research

Historical research is ex-post facto research or shows that changes in the independent variable have occurred and researchers are faced with the problem of how to determine the cause of the observed effect which is under the umbrella of qualitative research. Therefore, in this research, manipulation or control of variables cannot be carried out, as in the types of research under the umbrella of quantitative research, According to Suryana (2010:18). Historical research focuses on phenomena, events or developments that occurred in the past. The goal is to:

a) Describe and reconstruct past phenomena systematically, objective and rational by collecting, evaluating, verifying, and synthesizing factual evidence to obtain evidence factually to obtain strong conclusions

b) Increase our understanding and enrich our insights into past phenomena and how the past and how the past became the present, as well as the present, as well as the possibilities of its application in the future. In relation to historical

research, John W. Best (1997) explains that history is a "record" of human achievement. It is not merely a list of a series of events chronologically, but rather a description of various relationships that are truly unified between people, events, time and place. Not all people can be used as subjects of historical research history without also taking into account their interactions with the ideas, movements, or intuitions of their time.

2) Descriptive research

Descriptive research is research which is used to describe, explain and answer questions about phenomena and events that occur today. this time. The patterns of this descriptive research include: survey, case study, causal-comparative, correlation, and development. The objectives are to explain a phenomenon, collect information that is actual and factual information based on existing phenomena, identify problems or justify ongoing conditions and ongoing practices, to making comparisons and evaluations, and determine what others are doing when they have the same problem or situation if they have the same problem or situation and benefit from their experience to make plans and decisions in the future, According to Adiputra et.al., (2021).

3) Experimental research

Experimental research is a type of research that aims to prove the effect of a treatment on the consequences of the treatment. Arikunto explains that by means of experiments, researchers deliberately generate the emergence of an event or situation, then examine how the consequences are, in other words experimental research is a way to find a cause-and-effect relationship between two factors (Efendi M. Syahrun, 2013).

4). Survey research

Survey research is research that take samples from one population and using questionnaires as the main data collection tool (Singarimbun, 1998). Survey is a quantitative study that is used to examine the symptoms of a group or individual behavior. Survey is a design used to investigate information related to prevalence, distribution and relationships between variables in a population. There is no intervention in surveys, surveys collect information on a person's actions, knowledge willingness, opinions, behavior, and values. Data can be collected through questionnaires, interviews, observations and document data. Data collection through questionnaires can be done by direct question and answer or through telephone, sms, e-mail or by distributing questionnaires by mail. Interviews can

be also conducted by telephone, video confeence or face-to-face. The advantage of this survey is that it can obtain a variety of information and the results can be used for other purposes. However, the information obtained often tends to be superficial. By therefore, in survey research it would be better if the analysis is carried out in stages.

In general, surveys use questionnaire as a data collection tool. Surveys adheres to the rules of the quantitative approach, namely the larger the sample, the more the results reflect the population. Survey research can be used for the purpose of exploring (exploratory), describe (descriptive), explanation (explanatory), namely to explain causal relationships and test hypotheses, evaluation, prediction or forecasting of certain future events.

5). Exposure facto research

Exposure facto research (after the fact) is research conducted on an event that has already taken place. This type of research is also known as a restropective study because it traces back to an event and then tracing backwards to investigate the factors that may cause the event. This research conducted after differences in the independent variable occur due to the natural development of an natural occurrence. This study is a research in which the independent variables have treatment occurs or is

not carried out at the time of research takes place. In some ways, expos facto research can be considered as the opposite of experimental research or as a substitute for taking two equal groups, then given different treatments, Riduwan (2013:50).

E. Parts of Research

1. Title

Indicates the problem or issue addressed by the paper briefly and clearly. According (Consuelo G. Sevilla, et.al. 1993), the research title is a reflection of the research objectives. Therefore, the research objectives are formulated from the research problem, or in other words, the research objectives are temporary answers to research questions, so the research title reflects the research problem.

Abstract

Summarizes the content and approach of the research succinctly and comprehensively. It provides a synopsis by introducing the subject and the specific research question, providing a statement regarding methodology and giving a general statement about the results and the findings. Abstract and body content will vary with a report of an empirical study having different abstract elements than a meta-analysis, theory-oriented paper, methodological paper, or case study. In general, an abstract can be interpreted as a summary of a scientific work. Abstracts can be

defined as a summary of the information contained in a document (Houghton, 1975).

2. Introduction

Introduces the topic and provides basic background information. It provides the purpose and specific focus of the paper and sets up the justification for the research. The introduction is the part of the article that comes after the title and abstract. While the previous two sections can be written after the article is completed, this is not the case with the introduction. The introduction should really be written at the beginning, before moving on to the next section. Although it is possible to polish it at a later date to smooth out the storyline of the article, (Grant and Pollock, 2011).

3. Literature Review

Describes past important research and how it relates to the paper's research problem. The review should examine the major theories related to the topic, their contribution, and include all relevant findings from reliable sources such as peer-reviewed journal articles. A literature review, according to Creswell (2005), is a written summary of a journal, book and document that describes the theory and information that has been categorized in the literature, both past and present, into the topics and documents needed for the research proposal.

4. Method

Designates in detail the research design and methodology used to complete the study. A good guideline to follow is that readers should be provided with enough detail to replicate the study. According to Sugiyono (2019: 2), the research method is a scientific way to get data with specific purposes and uses. Research methods are closely related to the procedures, techniques, tools and research designs used. The research design must match the chosen research approach.

5. Results

Summarizes the research data and analysis conducted. How the results are presented will depend upon whether the research study was quantitative or qualitative in nature. This section should focus only on results that are directly related to the research or the problem. Graphs and tables should only be used when there is too much data to efficiently include it within the text. The section should present the results, but not discuss their significance. Research results according to USC Libraries is a place to report and collect information, whether in the process found studies based on methodology. Then the collected information and findings are organized in a logical order without ambiguity.

6. Discussion

Discusses the results and the implications on the field, as well as other fields. The hypothesis should be answered and validated by the interpretation of the results. The discussion section should also assess how the results relate to previous research mentioned in the literature review, any cautions about the findings, and potential for future research.

7. Conclusion

Summarizes the content and approach and reiterates the results, contribution, and potential areas for future research. According to Sulistiyanto (2006), the conclusion is the essence of the research results and a statement regarding the relationship between research results and hypotheses.

8. References

References are information used as a guide to support a statement. References are always found, especially in scientific works that require supporting data or theories. Based on the Large Indonesian dictionary (KBBI) and also etymologically, it can be interpreted that reference is a reference that describes information from related sources. In the academic world, references become information provided in the footnotes or bibliography of a written work, for example those in books, articles, essays, reports, speeches,

or other types of texts in which other people's written works are mentioned and used in creating texts.

F. Definition of Obstacle

An obstacle is something that hinders the progress or achievement of something. According to JJ. Siang (2009: 3) obstacles consist of two factors, namely internal and external factors. These obstacles need to be analyzed to find what difficulties occur. The information provided in preparing a research proposal can help overcome the problems that cause students difficulty in finding a proposal title. With this research, it can make it easier for students to compile proposal titles and in this study, it can find out the types, factors and obstacles in preparing research proposals for English study program at UKI Toraja . Internal factors: Lack of interest or motivation, low academic ability to express problems or ideas and lack of time management. External factors: The difficulty of the material or thesis title being worked on and the difficulty of finding literature or data.

Based on this description, it is necessary to conduct research on what is the obstacles of last semester students in determining the title of the proposal in the UKI Toraja English education study program.

G. Definition of Research title

The research title is a question that contains the entire content of a study related to the object of research to be studied, the objectives, and the objectives to be achieved. According to Soekidjo Notoadmojo (1993: 38),

the research title is a reflection of the research objectives. Meanwhile, according to A. Aziz Alimul H (2003: 12), the research title is a mirror of the entire content of scientific work, which can provide a global overview of the direction, purpose, objectives and scope of the research. The research title allows other researchers as a reference for the possibility of conducting a theoretical survey, Concuelo G. Sevilla, et al. (1993). The title of the study is used as researchers guide to determine the variables to be studied, the theory used, the research instrument developed, data analysis teqhniques, and conclusion.

From the explanation of Soekidjo Notoadmojo et al., it can be concluded that the research title is a reflection of the overall research design to be carried out, so that only by reading the title alone will someone get an idea of the things related to the research being carried out.

H. Characteristics of a research title

Characteristics of research titles According to Hairston and Keene (2022), the first, the research title must be able to describe the prediction of the research content or Prediction is a process of systematically estimating something that is most likely to happen in the future based on past and present information that is owned, so that the error (the difference between something that happens and the results of the estimate) can be minimized.

Second, a good thesis title must be short, clear, and interesting. Interesting here means something that makes our curiosity rise. Third, the

thesis title must reflect the tone of the writing that refers to the author towards the subject or direction of the research. The last characteristic is that the research title must contain important keywords that make it easier to find for anyone who searches through keywords. The keywords in question are words that represent the main topic or idea presented in the research.

By paying attention to these four characteristics, the research title can be more effective in conveying the focus of the research, attracting the attention of readers, and facilitating the process of searching for information.

I. How to determine of research title

Determine the title of the research should clearly describe the content of the research activities to be carried out and be arranged in concise or clear words. A research title should have key words that can describe the purpose of the research. The key words in the research title contain ideas or notions that represent the field being discussed. A research title can be said to be good if the wording is implemented or implemented and applied Because the title is the label of the writing that is most often read, it is necessary to strive to make the wording interesting, impressive and can be easily arranged in the catalog Koswara, Oe.,(1996).

According to Mandalis (1995), here's how to determine the research title :

1. Ask yourself the title that is currently catching your attention

The first way to determine the title of a research is to ask yourself. From there you can think about what exactly one thing is happening and see how it relates to your scientific field.

2. Increase reading material to broaden your horizons.

   The second way to determine the topic and title of a research proposal is to increase reading material. This will greatly affect the broadening of insight into many titles. If you were interested in one topic, you may get another topic that is more interesting and may be easy to execute.

3. Determine your scientific pace and interests.

   Choose according to your skills and interests then Love the research. Researchers will be qualified, knowledge will increase, and work will be easy.

4. Determine the topic and title of your research can start by asking what has been of interest lately, and you can also find inspiration from the library and research journals

Determining the title is not the first step in preparing research, but what problems you choose to present as research material. The things that must be determined first are the aims and objectives, the research methodology to be used, the type of data to be taken, and determining references to previous research.

J. Problem in determining Research title

Determining a research title is an important and challenging step in the research process. A good title is not just a label, but also gives a clear picture of the focus of the research and what the researcher wants to achieve. Murray (2005:69) suggests several ways of choosing a title. First, the title should be interesting to the researcher, this means that the title chosen by the researcher is a title that is liked, so that in conducting research the researcher can better master and enjoy the research process. Then read articles or news that the researcher likes to find out the problems that are happening. Finally, what is meant to be interesting to the researcher is choosing a title that is in accordance with the field of science being pursued, the researcher needs to ensure that the title chosen is really in accordance with the research questions and the academic context being discussed, so that the research conducted can be more focused and in-depth.

Second, researchers can choose titles that have been written by others, which means that the researcher's efforts to find comparisons and then look for new inspiration for further research can also help research in positioning his research. So that the title written is different from what has been written by others. This is only as a reference for researchers in conducting research so that researchers can enrich the theories used in examining the research conducted. In choosing a title

the researcher must propose a GAP or novelty that has never been written by anyone else.

M. Cargill and P. O'Connor (2013), emphasize that the title should succinctly convey the essence of the research. They argue that a good title should include the key variables and objectives of the study, thus giving the reader a clear picture of what the study is about. They also cautioned that researchers should avoid using unnecessary jargon, which may confuse readers who are unfamiliar with the terms.

Therefore, researchers focus the title on one main aspect or variable under study and avoid generalization. Thus, the title becomes more specific and helps the reader to understand the research title better. One of the main problems researchers face is formulating a clear and specific title. Titles that are too general or ambiguous often fail to appropriately describe the focus of the research, leaving the reader unable to understand the gist of the study.

In the process of research, the focus or direction of the study may change, and this may make the original title irrelevant. A title that does not match the content of the research can mislead the reader and reduce the credibility of the research. According to Susan M. Ravitch and Matthew Riggan (2016), the title of the research is aligned with the conceptual framework used. According to them, a good title should appropriately reflect the research problem being addressed and how the conceptual framework guides the research. This alignment is important

to ensure that the title gives an accurate picture of the research direction and findings. A good title will ultimately help the research get the attention it deserves and ensure that the main message of the research is conveyed effectively.

K. Definition of Research GAP

Research gap can be interpreted as a gap that occurs due to differences in results, concepts, data and theories from research results with those found in the field. This gap results in opportunities for further research being available so that it can be utilized by other researchers to conduct research. According to Zain (2018) research gap is a research gap and the experience or research of previous researchers (Zain, 2018). Minewhile, according to Ferdinand (2014) research gap is the formulation of research problems originating from gap phenomena, or business phenomena, according to field data, as well as research gaps and gap theories.

1. Types of Research Gap

   a. Theoretical gap

      Theoretical gap is a gap that occurs through the theory that previously formed the basis of research. It is possible that the theory has limitations and cannot support research.

b. Evidence gap

Evidence gap which means research evidence is a gap that exists in research evidence. Researchers find a gap point between familiar phenomena and the field evidence found.

c. Population gap

Population gap is a type of research gap that is based on business productivity and population reach when taking research data. In the business world, to see whether there is a population gap or not in previous research, usually using target market determination as a basis.

d. Empirical gap

The next type of research gap is the empirical gap, which shows the gap in empirical phenomena. Researchers need to pay attention to whether there are inconsistencies in their research.

e. Knowledge gap

The next type of research gap is knowledge gap, according to the journal Types of Research Gaps by Hamidul Islam Shohel, knowledge gap is research that looks for something that does not yet exist.

f. Practical-knowledge gap

Practical knowledge gap is a professional activity or behavior of research that is not fulfilled by research.

g. Methodological gap

Methodological gaps occur due to limitations in the methodology applied to the research.

For novice researchers, choosing a title requires a strategy to determine the title. Sometimes, the proposed title is too broad which causes the researcher to lose focus. There are also titles that are too narrow, which are not suitable for research. In addition to the empirical experience of giving lectures in academic writing courses, it is also based on the results of interviews or discussions with students.

2. How to Determine a Research Gap

The following methods can be used as solutions or ways to find research gaps.

a. Analyzing the gap

The method applied in conducting research must be done scientifically. This is done to avoid mistakes and get answers. However, research results are not always perfect due to various factors. For this reason, try to analyze the gaps in the research as a possible solution.

b. Looking for concepts that are missing

The next method for finding research gaps is to look for concepts that may have escaped the attention of previous

researchers. Future researchers can try to find answers to the research gaps that arise.

c. Focus on results that are less clear

The next method is to focus on less obvious research results. The results of a study illustrate how the research is processed. If the results are unclear, researchers can conclude that there is a research gap due to the previous research process.

2. Definition of Novelty

Novelty is the element of novelty or findings from a study. Research is said to be good if it finds elements of new findings so that it has a contribution both to science and to life. According to Dr. Nano Prawoto (2018) Novelty will be found if you can see the research gap. Research gap is a contradiction in research results from previous studies. For example, for the same problem there are different results.

a. Types of novelty in research

1). Novelty Invention

Novelty type of invention is known as discovery or finding something new by making a fundamental change. This fundamental change is usually made to the principles or changes to pre-existing theories.

2). Improvement Novelty

This type of novelty is a development with the aim of completing the shortcomings that are the limitations of previous research. To find this novelty, the key process of the researcher is to compare the studies that have been done.

3). Refutation Novelty

This type of novelty means that the proof of a finding that we will aim for contrast or reject the old principle of a study. This is often chosen by researchers to prove which theory or practice is more suitable to be used as by basic of analysis in a study.

b. How to Determine research novelty

First, Researchers are in a field of study that they are truly interested in or understand, so that when developing a concept or research scheme it does not overlap with other studies. If we think of research as a disease, researchers need to be doctors who know the symptoms of the disease well so that the diagnosis of the disease can be handled well.

Second, conduct a literature study or article review. This process is the key to discovering research novelty. We must study and compare articles from previous researchers so that the novelty of research from the previous 3 types can be detected. It is highly recommended to choose articles published in the last 5 years so that

the research problems we will solve still tend to be relevant to the condition of the latest articles we refer to.

Lastly, for novice researchers, this article review activity should be carried out systematically. Our tips start by determining research keywords, understanding the title of the article, reading the entire abstract, the last 2-3 sentences of the introduction, recognizing how research is produced through research methods, reading the conclusion so that recommendations or limitations of the research are detected, then reading the results and discussion so that the limitations of the research the cause is known.

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2.3 Theoretical Framework

Determining the title is the most important in research because the topic will direct researchers in conducting research Winkler & Metherell (2010: 13). The title of the research is a reflection of the overall content and purpose of the research conducted which is formulated from the research problem and is self-explanatory and

interesting so that it can provide a global overview of the direction, purpose, objectives, and scope of the research.

The selection of a research topic or title is the first and main step in a research. This is the first step because the topic determines the direction of the research. In addition, the selection of the topic can determine the next steps in the research which consist of determining reference sources, reviewing previous research and theories used as a basis for data analysis.

According to Oemar Hamalik (1992) , obstacles are anything that can hinder, hinder, hinder that is encountered by humans or individuals in their daily lives. So that it creates obstacles for individuals who live it to achieve goals. Meanwhile, According to the Big Indonesian Dictionary (KBBI), obstacles are obstacles or obstacles. Obstacles have a very important meaning in every task or job. Obstacles are efforts that exist and originate from within oneself which have the nature and purpose to weaken and obstruct.

Based on this opinion, the research title is a reflection of the overall content and purpose of the research. Determining the research title is very important because the title directs the researcher in conducting research, determining the next steps. It can be concluded that obstacles are negative things that hinder, can cause disrupted implementation and cause difficulties in the activities that a person carries out.