

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents: (1) research findings and (2) interpretation.

4.1 Findings

The aim of this study was to find out the factors of difficulties affecting the preservice teachers' the most in writing research proposal at English study program at UIN Raden Fatah Palembang. The score of each student answer of the questionnaire was analyzed in order to determine the most causing factor of preservice teachers' difficulties in writing the research proposal at English study program at UIN Raden Fatah Palembang in academic year 2016. The data was analyzed by counting the percentage of frequency. The frequency was obtained by calculating the statements of the student choices in the questionnaire. The formula as shown the following:

$$P = \frac{F}{N} \times 100\%$$

Factor that has the highest percentage determines as the most causing factor of student problems in writing research proposal. The detail of data can be seen from the table below.

Table 4.1
Percentage of analysis

Psychological factor	Score Interval	Frequency	Percentage
	Have difficulties (76-95)	5	7,14
	Neutral (57-75)	47	67,14
	Don't have difficulties (19-56)	18	25,72
	Total	70	100%

Sociocultural factor	Score Interval	Frequency	Percentage
	Have difficulties (28-35)	14	20
	Neutral (21-27)	55	78,57
	Don't have difficulties (7-20)	1	1,43
	Total	70	100%

Linguistic factor	Score Interval	Frequency	Percentage
	Have difficulties (16-20)	31	44,23
	Neutral (12-15)	31	44,23
	Don't have difficulties (4-11)	8	11,44
	Total	70	100%

4.2. Interpretation

4.2.1. Psychological Factors

There were 19 items of questionnaire's statements refer to psychological factors. As shown in table, most of students had good perception in some factors in psychological factor, which were proven by table above. From those 19 items of psychological factors, there were 7,14% of the respondents felt having difficulties, and there were 67,14%

of the respondents felt neutral in writing research proposal, it means there were some people think that the psychological factors are one of the factors of the difficulties they may encounter in writing research and some other think that psychological factors are not their boundaries to write research.

Nevertheless, there were 25,72% of the respondents agreed that psychological factors were not one of the factors of the difficulties they encounter in writing research proposal. In other words, from the data, seen that there was almost nothing difficulties in psychological factors for preservice teachers at English study program at UIN Raden Fatah Palembang. However, the most indicator in psychological factor affecting preservice teachers' in writing research proposal was the motivation of the preservice students' itself. It was proven by the highest score in psychological factor are in item number 18 and 19 where item number 18 is about intrinsic motivation and item number 19 is about extrinsic motivation.

Based on the data from questionnaire, I found one of factors in psychological factor that influencing preservice teachers at English study program at UIN Raden Fatah Palembang in writing research proposal is Motivation. The data that gained from questionnaire showed that students who had high motivation will not feel difficult in writing their research proposal.

Motivation is one of the factors that influence toward of students' learning. It is an inner state that energizes, direct, and sustains behavior (Ormond, 2003). Furthermore, Ormond (as cited in Subhan, 2017) stated that by having motivation, the learners will obtain energy to learn more about a particular material that they are learning. From the explanation above, motivation is useful for the students to learn English especially in writing course.

4.2.2. Sociocultural Factors

There were 7 items of questionnaire's statements refer to sociocultural factors. As shown in table, most of students had difficulties in some factors in sociocultural factor, which were proven by the data of the table where the highest percentage is in neutral which means they felt there is no difficulties but difficult. From those 7 items of sociocultural factors, there were 20% of the respondents felt having difficulties, and there were 78,57% of the respondents felt neutral in writing research proposal, it means there were some people think that the sociocultural factors are one of the factors of the difficulties they may encounter in writing research and some other think that sociocultural factors were not their boundaries to write research.

Nevertheless, there only 1,43% of the respondent agreed that sociocultural factors were not one of the factors of the difficulties they encounter in writing research proposal. In other words, from the data, seen

that there was almost a half of all the respondents felt difficulties in sociocultural factors for preservice teachers at English study program at UIN Raden Fatah Palembang. Furthermore, the most indicator in sociocultural factor affecting preservice teachers' in writing research proposal was found in the communicative competence. It was proven by the highest score in sociocultural factor is in item number 25 where it is about the roles of the social context related on the study of research writing.

From the item number 25 is about having knowledge in the roles of the social context related on the study of thesis writing, which the total score of it is 283 where there were 17 students who answered strongly agree, 41 students who answered agree, 10 students who answered neutral, 2 students who answered disagree and there was no student who answered strongly disagree. Therefore, the most indicator in sociocultural factor affecting preservice teachers at English study program at UIN Raden Fatah Palembang in writing research proposal was found in the communicative competence.

According to Mustadi (2012) explained that the successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. This is in line with the sociocultural factor that

influencing preservice teachers at English study program at UIN Raden Fatah Palembang in writing research proposal, because most of them agree that having knowledge about the roles of the social context related on the study of research writing or to make it be meaningful research writing is the most affecting one.

4.2.3. Linguistic Factors

From the calculated data shown that as much as 44,23% of the respondents of preservice teachers at English study program at UIN Raden Fatah Palembang agreed that they were facing their difficulties in writing appropriate research proposal through the linguistic factors.

Nonetheless, there were equally has the same percentages of 44,23% of the respondents felt neutral in writing research proposal, it means there were some people think that the linguistic factors are one of the factors of the difficulties they may encounter in writing research and some other think that linguistic factors were not their boundaries to write research.

Meanwhile, there were 11,44% of the respondents agreed that linguistic factors were not one of the factors of the difficulties they encounter in writing research proposal. In other words, from the data, seen that there were almost all of the respondents felt difficulties in linguistic factors for preservice teachers at English study program at UIN Raden Fatah Palembang especially in academic year 2016 whose were writing the

research proposal. And the most indicator in linguistic factor affecting preservice teachers' in writing research proposal was found in domain and extent error analysis. It was proven by the highest score in linguistic factor are in item number 28 and 30 where item number 28 is about domain error analysis and item number 30 is about extent error analysis.