

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions.

In this chapter, all of the result from finding had been concluded. I also presented the suggestions that were expected to be useful for lectures, students, and others researcher.

5.1. Conclusion

From the research findings that have been discussed earlier, it can be concluded that 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. Even though psychological and sociocultural factors are also affecting them, but the highest percentage of the difficulties is in linguistic factor, where the respondents who respond agree means there were difficulties are 31 people (44,23%), and who respond neutral means not difficult but difficult are equally has the same percentages of 44,23%, and who respond disagree means there is no difficulties are 8 people (11,44%).

Furthermore, based on the result of the data analysis focused in the total score of each item, I finally found that there were some factors that influence preservice teachers' in writing research proposal. First factor comes from psychological factor which is motivation. In this study, students with high motivation had high passion and felt more courage when they were

writing research proposal because they might feel have a support from extern, not only from intern themselves. The second factor comes from sociocultural factor which is in the communicative competence. Students who have good communicative competence such as having ability or knowledge in connecting each sentence into a meaningful research writing, and or about the roles of the social context related on the study of research writing, will not feel too difficult in writing their research proposal. And the last factor comes from linguistic factor which is in the domain and extent error analysis.

5.2. Suggestions

This study only focused on finding out what were the difficulties that faced by the preservice teachers' in writing research proposal at English study program at UIN Raden Fatah Palembang. I hope the next researcher want to conduct the similar research so that can enrich the information about factor difficulties in writing research and also found out another factor which is affecting undergraduate students' difficulties in writing research.

Subsequently, based on what I found in this study I really hope that lecturers can increase student's motivation in writing their research proposal. Because, as stated earlier that students who had high motivation will not feel difficult in writing their research proposal. It can influence them to be more

confident in writing their research proposal, and can bring their moods better while writing research process.

In addition, I hope that lecturers can emphasize and direct students more in paraphrasing sentences and grammar, so that students no longer feel difficulties in writing their research especially in linguistic factors.