
Analysis Of Students' Internal Problems In The Seminar Proposals A The English Department Of Madako University

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Abstrak: Penelitian ini bertujuan untuk mengkaji berbagai tantangan internal yang dihadapi oleh mahasiswa semester delapan Jurusan Bahasa Inggris di Universitas Madako dalam proses penulisan proposal seminar. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara semi-terstruktur terhadap delapan orang mahasiswa sebagai responden. Hasil penelitian menunjukkan bahwa terdapat tiga permasalahan utama yang dialami mahasiswa, yaitu rendahnya tingkat motivasi, kurangnya kemampuan dalam mengelola waktu secara efektif, serta keterbatasan dalam keterampilan menulis dan melakukan penelitian. Ketiga permasalahan tersebut berdampak signifikan terhadap proses penyusunan proposal, seperti munculnya kebiasaan menunda pekerjaan, meningkatnya tingkat stres, keterlambatan dalam penyelesaian tugas, serta kesulitan dalam menghasilkan tulisan akademik yang runtut dan koheren. Selain itu, kondisi ini juga memengaruhi kepercayaan diri mahasiswa dalam menyusun karya ilmiah yang sesuai dengan standar akademik. Oleh karena itu, penelitian ini merekomendasikan adanya dukungan akademik yang lebih intensif dari pihak kampus, pelatihan khusus dalam manajemen waktu, serta pengembangan keterampilan menulis dan penelitian. Upaya tersebut diharapkan dapat membantu mahasiswa dalam menyelesaikan proposal seminar secara lebih efektif, efisien, dan tepat waktu.

Kata Kunci: Analisis, Masalah Internal, Seminar Proposal.

Abstract: This study aims to examine the internal challenges faced by eighth-semester students of the English Department at Madako University in writing their seminar proposals. The research employs a descriptive qualitative method, using semi-structured interviews as the data collection technique involving eight students as respondents. The findings reveal three main problems experienced by the students: low levels of motivation, poor time management, and limited writing and research skills. These issues significantly affect the proposal writing process, leading to procrastination, increased stress, delays in task completion, and difficulties in producing coherent and well-structured academic writing. In addition, these conditions also influence students' confidence in developing scientific work that meets academic standards. Therefore, this study recommends the provision of more intensive academic support from the university, as well as specific training in time management and the development of writing and research skills. These efforts are expected to help students complete their seminar proposals more effectively, efficiently, and on time.

Keywords: Analysis, Internal Problems, Seminar Proposal

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INTRODUCTION

Writing a seminar proposal is a fundamental academic requirement for undergraduate students, as it reflects their preparedness to undertake independent research. A well-developed proposal demonstrates students' ability to identify relevant research problems, formulate clear objectives, and design a systematic plan of investigation. In addition, it represents their level of academic maturity and readiness to engage in scholarly work (Fitria, 2022). At this stage, students are expected to exhibit competence in critical thinking, conducting literature reviews, developing appropriate research methodologies, and producing coherent academic writing. These competencies are essential for successfully completing their final thesis, making the seminar proposal a crucial foundation in the academic journey.

Moreover, a seminar proposal serves as a bridge between theoretical knowledge acquired during coursework and its practical application in research. Students are required to transform abstract concepts and classroom learning into a structured and feasible research plan. This process encourages them to think analytically and systematically while ensuring that their ideas are relevant, logical, and grounded in existing knowledge. By engaging in proposal writing, students learn to organize their thoughts, justify their research significance, and anticipate potential challenges in their study. Therefore, the ability to write a strong and well-organized proposal becomes a significant milestone that marks students' transition from passive learners to active researchers.

Despite its importance, many students encounter considerable difficulties when attempting to complete their seminar proposals. These challenges are often rooted in internal factors that directly influence students' performance and productivity. Previous studies (Hidayati, 2019; Umriana, 2019; Wulan & Abdullah, 2014) have consistently highlighted several key issues, including low levels of motivation, ineffective time management, and limited writing and research skills. Such internal barriers tend to disrupt the writing process and slow down progress, making it difficult for students to complete their proposals within the expected timeframe. In many cases, these challenges do not occur independently but are closely interconnected, creating a cycle of difficulties that further complicates the writing process.

For instance, low motivation is one of the most commonly reported problems among students. When students lack interest or enthusiasm, they are more likely to postpone their work and avoid engaging with complex academic tasks. This tendency often leads to procrastination, which then contributes to poor time management. Students who struggle to manage their time effectively may find it difficult to balance academic responsibilities with other activities, resulting in delays in completing their proposals. Furthermore, limited writing and research skills can intensify these problems. Students who are not confident in their ability to write academically or conduct research may experience repeated revisions, confusion in organizing ideas, and difficulty in meeting academic standards. Consequently, these issues can lead to increased stress, frustration, and a decline in self-confidence.

The impact of these internal challenges extends beyond delayed proposal completion. Students may also experience negative effects on their academic performance and emotional well-being. Continuous difficulties in writing and revising proposals can create a sense of pressure and anxiety, which may reduce students' motivation even further. Additionally, the inability to produce a well-structured and coherent proposal can affect students' confidence in their

academic abilities. Over time, this may hinder their overall progress in completing their final thesis and achieving their academic goals. Therefore, addressing these internal barriers is essential to support students in overcoming obstacles and improving their academic outcomes.

At Madako University, similar patterns of challenges have been observed among eighth-semester students in the English Department. These students are required to complete their seminar proposals as a prerequisite before proceeding to thesis writing. However, many of them report difficulties in maintaining motivation, organizing their time effectively, and applying appropriate academic writing conventions. Some students also struggle with understanding research methodologies and integrating relevant literature into their proposals. These challenges indicate that students may not yet be fully equipped with the necessary skills and strategies to complete their academic tasks efficiently.

The presence of these issues highlights the importance of examining the key internal factors that influence students' ability to write seminar proposals. By identifying and understanding these challenges, educators and institutions can develop more targeted strategies to support students. For example, providing structured academic guidance, offering workshops on time management, and improving training in writing and research skills can help students build their confidence and competence. In addition, creating a supportive academic environment where students can seek feedback and assistance may further enhance their learning experience.

In conclusion, writing a seminar proposal is a critical step in undergraduate education that requires a combination of intellectual, organizational, and writing skills. While it plays an essential role in preparing students for independent research, many students face internal challenges that hinder their progress. Issues such as low motivation, poor time management, and limited writing abilities are interconnected and can significantly affect students' performance. Therefore, it is important to address these challenges through appropriate support and intervention. This study aims to explore these internal problems in depth and provide practical recommendations to help students complete their seminar proposals more effectively, efficiently, and within the required timeframe.

METHOD

The research utilized a descriptive qualitative approach to explore the experiences and difficulties encountered by students in preparing their seminar proposals. Data were collected through semi-structured interviews with eight English Department students who were in the process of completing their proposals. This approach allowed the researcher to gain comprehensive and detailed insights into students' viewpoints, challenges, and strategies throughout the writing process. In addition, the semi-structured format provided flexibility, enabling participants to share their ideas openly while still aligning with the focus of the study.

Moreover, the data were analyzed using the Miles and Huberman framework (Sugiyono, 2013), which consists of three main stages: data reduction, data display, and conclusion drawing. During data reduction, irrelevant or unnecessary information was selected and simplified. In the data display stage, the data were organized in a structured manner to enhance clarity and understanding. Finally, in the conclusion drawing stage, the researcher interpreted the data to address the research questions and develop well-grounded conclusions.

FINDING AND DISCUSSION

This study explored the internal problems faced by eighth-semester English Department students at Madako University in writing their seminar proposals. Data were gathered through semi-structured interviews with eight participants and analyzed qualitatively. The findings revealed three dominant internal challenges: low motivation, poor time management, and limited writing and research skills. These problems are presented below.

1. Low Motivation

Motivation emerged as a significant factor influencing students' ability to complete their seminar proposals. Several participants admitted that they often lacked the drive to stay consistent, which led to procrastination and delays in progress. For instance, one student explained that when motivation was low, they preferred postponing work even when deadlines were approaching. This tendency not only delayed the writing process but also caused stress and feelings of guilt.

Another participant noted that their motivation was highly dependent on mood. On days when they felt enthusiastic, the work progressed smoothly, but during periods of low mood, they avoided working on the proposal altogether. Such inconsistency demonstrates how emotional states directly affect academic productivity. Moreover, some students reported that low motivation decreased their confidence, making them feel overwhelmed and hesitant to continue. These findings align with previous studies suggesting that motivation is a critical driver in academic success. Without sufficient internal drive, students are more vulnerable to procrastination, mental fatigue, and stress, all of which hinder effective proposal writing.

2. Poor Time Management

Time management was identified as another critical challenge. Several students admitted that balancing proposal writing with academic courses, part-time jobs, and family responsibilities was overwhelming. One participant shared that they worked as a tutor, which consumed much of their time and left little energy for writing. Another explained that they frequently traveled to their hometown, which disrupted their schedule and forced them to work only a few days a week.

Poor time management often manifested in procrastination, extended breaks, and lack of prioritization. Some participants confessed that a short 30-minute rest often turned into hours of distraction, making it harder to regain focus. Others struggled to allocate proper time for both academic and personal responsibilities, leading to rushed and low-quality work. This suggests that weak time management skills do not merely cause delays but also contribute to psychological pressure. Students often felt stressed and underprepared, particularly when deadlines approached. The inability to manage time effectively thus became a major internal barrier to producing well-structured seminar proposals.

3. Limited Writing and Research Skills

The third dominant issue was the lack of adequate writing and research skills. Many students struggled with grammar, academic style, and logical structuring of ideas. Several participants admitted that their writing often contained casual language, which required multiple revisions by supervisors. Others reported difficulties in finding credible references, which weakened the academic quality of their proposals.

One participant revealed that they frequently used sources that could not be verified, such as quotes without proper academic backing. Another explained that the lack of familiarity with theoretical frameworks made it difficult to connect their research topic with relevant

literature. As a result, their proposals lacked coherence and academic rigor. Moreover, students expressed confusion in applying proper citation and referencing techniques, which led to errors in their work. These challenges not only prolonged the writing process but also reduced their confidence in producing an academically sound proposal.

The findings of this study reveal that the internal challenges most commonly faced by eighth-semester students of the English Department at Madako University in writing their seminar proposals include low motivation, poor time management, and limited writing and research skills. These results not only confirm the initial assumptions of the researcher but also resonate with prior studies that investigated similar academic problems among university students. The study shows that low motivation often led to procrastination, lack of focus, and emotional stress among the participants. This is consistent with the research of Wulan and Abdullah (2014), who found that academic procrastination is strongly linked to motivational issues, where students often delay their work due to stress, perfectionism, or lack of self-confidence. In the context of Madako University, students reported relying heavily on mood and external encouragement to remain consistent, which made their progress unstable. Zuhriana Aidha (2017) defines motivation as an internal or external drive that encourages individuals to achieve specific goals. When motivation is absent, students fail to direct their energy toward productive activities. This aligns with the interview findings where students expressed difficulty maintaining consistency without stable internal motivation. Thus, motivational problems can be seen as the root factor that triggers other challenges such as procrastination and stress.

Another prominent issue identified in this study was poor time management. Many students struggled to balance academic work with personal and professional responsibilities, and this situation mirrors the findings of Syelviani (2020), who emphasized that ineffective time management reduces productivity and leads to delays in academic tasks. In the case of Madako University students, poor time allocation manifested through long breaks, competing responsibilities, and failure to prioritize seminar proposals over other activities. Some students admitted postponing tasks due to part-time work or family commitments, which resulted in stress and rushed writing. This reflects Hartato's (2016) argument that internal barriers, such as lack of planning and discipline, can directly hinder students' academic progress. Therefore, time management is not just a technical skill but also a psychological factor that influences students' ability to complete their proposals efficiently.

Limited writing and research skills were also a major challenge for students, with many struggling with grammar, academic style, and the use of credible references. These findings support the view of Nasution (2024), who argued that writing skills are essential for academic success as they allow students to express ideas coherently and critically. Without mastery of grammar and academic conventions, students often produce proposals that require multiple revisions and lack credibility. In addition, difficulties in finding relevant literature and theoretical frameworks demonstrate a lack of research literacy. According to Fitria (2022), proposals are not merely writing exercises but comprehensive academic papers that require the ability to connect theories with practical investigation. The inability to locate and use credible references not only weakens the quality of proposals but also reduces students' confidence in their academic capabilities. This aligns with Hidayati's (2019) findings, which indicated that lack of academic writing experience and poor research competence are common obstacles in proposal writing.

A significant insight from this study is that these three internal problems are not isolated

but interconnected. Low motivation often led to procrastination, which disrupted time management. In turn, poor time management increased stress levels, making it harder for students to stay motivated. Similarly, limited writing skills lowered confidence, which further reduced motivation to write consistently. This cycle illustrates how internal problems can reinforce each other, creating a chain reaction that significantly hinders academic productivity. The findings therefore underline the importance of providing comprehensive support systems for students. Lecturers should not only guide students in research methodology but also mentor them in academic writing and time management. Universities could establish writing centers or proposal clinics, as suggested by Umriana (2019), to provide structured assistance for students struggling with writing and research. Furthermore, motivational workshops and counseling services may help students overcome procrastination and maintain consistent progress.

CONCLUSION

The study concludes that motivation, time management, and writing skills are essential internal factors that shape students' ability to complete seminar proposals effectively. Motivation provides the necessary drive for students to remain consistent and disciplined, while effective time management enables them to balance academic tasks with personal responsibilities and avoid unnecessary delays. In addition, strong writing and research skills allow students to articulate ideas clearly, structure their proposals logically, and use credible references that strengthen the academic quality of their work. When these three elements are well developed, students are more likely to complete their proposals on time with confidence and academic precision.

However, when these internal factors are neglected, students often encounter a cycle of procrastination, stress, and repeated revisions that hinder their progress. Low motivation weakens focus and persistence, poor time management creates disorganization and academic pressure, and limited writing skills reduce confidence while lowering the overall quality of proposals. These interconnected challenges highlight the urgent need for academic support systems that focus on motivation building, time management training, and the development of academic writing competence. Without addressing these issues holistically, students are likely to face continuous delays and heightened psychological stress, which may affect not only their proposal completion but also their readiness for thesis writing and future academic endeavor.

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