Understanding the Varieties of Research Experience: Stories of Undergraduate Students

Moch. Sabrowi*, Mohammad Adnan Latief, Yazid Basthomi
English Language Teaching, Faculty of Letters, Universitas Negeri Malang, Indonesia
*E-mail: muh.sabrowi@gmail.com

Abstract: Engaging in research can benefit students in several ways. However, higher learning institutions have been challenged to engage students in research experiences. The present study is conducted to discover what undergraduate students experience in the research process, and how they accomplish their tasks during the process. Narrative research is used for this study to understand present real-life experiences. The study revealed that students experience different conditions and apply various techniques in the research process. Besides, when they encountered the same or similar challenges, they were prone to accomplish their tasks with the same attempt.

Keywords: research experience, students' task accomplishment, narrative inquiry

Abstrak: Terlibat dalam penelitian dapat bermanfaat bagi mahasiswa dalam berbagai cara. Namun, lembaga pendidikan tinggi tertantang untuk melibatkan siswa dalam pengalaman penelitian. Penelitian ini dilakukan untuk menemukan apa yang dialami mahasiswa sarjana dalam proses penelitian, dan bagaimana mereka menyelesaikan tugas-tugas mereka selama proses tersebut. Penelitian naratif digunakan dalam penelitian ini untuk memahami pengalaman kehidupan nyata saat ini. Studi ini mengungkapkan bahwa mahasiswa mengalami kondisi yang berbeda dan menerapkan berbagai teknik dalam proses penelitian. Selain itu, ketika mereka menghadapi tantangan yang sama atau serupa, mereka cenderung menyelesaikan tugas-tugas mereka dengan usaha yang sama.

Kata kunci: pengalaman meneliti, pencapaian tugas mahasiswa, inkuiri naratif

INTRODUCTION

Research activity is considered one of the significant ways in high-impact educational practices; this is in line with the statement of Imafuku, Saiki, Kawakami, & Suzuki, (2015). Conducting research will give advantages to students in several ways. They are not only involved in seeking for some problems and phenomena relating to their research, but also looking for the solution for the problems. Therefore, research activities may form students' attitude in educational development. Furthermore, research activities can assist students in comprehending the research of others, allow students to take ownership of their learning, and lead to a deeper understanding of subject material they are interested in (Guilbert, Lane, & Bergen, 2016). It provides a supportive, encouraging, and intellectual partnership among students and between students and their advisor. Besides, students are also able to apply their knowledge obtained in the classroom to new problems they are concerning through conducting research.

However, universities have been challenged to engage students in research experiences to enhance their learning (Merkel, 2003). There are some concerns from higher education stakeholders on the quality of research report written by college students. Most of the concerns have indicated that the quality of the research reports is low (Komba, 2016). Therefore,

the fact is that facing challenges in conducting research is unavoidable. Moreover, conducting research offers a great challenge for most undergraduate students since they are novice in conducting research. The exposure of research experience is begun at the level of university. Besides, the obstacles may come from various factors. Mapolisa and Mafa (2012) stated that there are three categories of challenges that influence the students' research process: tutor-related, student-related and institution-related challenges (Mapolisa & Mafa, 2012). These unexpected challenges may influence students' research planning to finish and submit their required research output on time (Bocar, 2013). Moreover, poor performance in encountering many challenges in research may become the reason of negative attitude toward research (Alghamdi, A. Moussa, S. AlEssa, AlOthimeen, & Saud, 2014).

Encountering some challenges in research, students should find the problem solving to face the challenges in order to complete their research. They must have their own consideration to handle their obstacles in their way. Individuals' skill of problem-solving is based on their concentrating on the problem and self-evaluation (Heppner, Baumgardner, & Jackson, 1985). Many researchers also claim that there is no solely one way to solve a problem (Bal Ýncebacak & Ersoy, 2016). There must be different ways of the students' problem solving with different obstacles in their research process. The strategies people use to solve their problem are frequently based on their social environments, previous learning, and personal characteristics (Bal Ýncebacak & Ersoy, 2016). Students need to understand their problems and what they need to do to accomplish their task during the research process. Therefore, they need to do self-evaluation.

In short, in attaining the benefits of research experience, students must encounter some challenges in the process of their research. These unexpected challenges may influence research planning thus many students are not able to finish and submit their required research output on time (Bocar, 2013). Poor performance in research even becomes the reason of negative attitude toward research (Alghamdi et al., 2014). Therefore, this study is aimed to discover: (1) the students' experiences in conducting research. The second issue is related to the reason that every student must have different problem solving to accomplish their task in the process of research. Therefore, the present study is also conducted to discover: (2) how the students accomplish the tasks in the process of research.

METHOD

In this study, narrative inquiry is used to find the pattern of students' experiences in the research process as well as to find out how they handle their task during the research process. Narrative research looks for ways to understand and then present real-life experiences through the stories of the research participants (Wang & Geale, 2016). Polkinghorne (1995), as found in Benson (2014), has classified narrative inquiry into two forms; analysis of narrative and narrative analysis. Considering the two forms of narrative inquiry, the present research adopts the first form, analysis of narrative, since this form of narrative inquiry is using content or thematic analysis to find the pattern of the data.

The research participants are undergraduate students of ELT program in State Islamic University of Sunan Ampel Surabaya, 2014 intake. They have graduated from university and finished their research writing this year. In the present study, the participants are asked to be volunteers.

In this study, the researcher is the key instrument in collecting the data using field notes, audio recording device, and interview guideline. The data are collected through interview. The time and location of the interview are different from one participant to other participants. While the interview is recorded, the interviewer uses field note to write some implicit information. The data analysis is started after writing the transcript of the interview and arranging the field note afterward. The result of the data analysis is used to develop further interview to get more information.

In addition, the present study adapts the typical stages of research as summarized by Ary (2005) for coding the data to build a narrative chronological event from the collection of the participants' stories. The stages consist of selecting a problem and writing research background, reviewing the literature on the problem, designing the research, collecting the data, analyzing the data, interpreting the findings, and drawing the conclusions.

FINDINGS

In the process of research, the students must have different ways to complete their research. They generally experience different conditions and apply various techniques in every stage of the research process. The research stages consist of selecting a problem and writing research background, reviewing

the literature on the problem, designing the research, collecting the data, analyzing the data, interpreting the findings, and drawing the conclusions. Furthermore, they may have different ways to accomplish the tasks in every stage during the research process with various challenges and conditions.

Selecting a problem and writing a research background

In the first stage of the research, students generally started their research by finding a research topic. Then, they made the research outline and proposed it to the university to get advisors. However, mostly the outline was rejected and they were asked to come with a new topic or to elaborate on their topic. Finally, they seeked for the references related to the topic both in journals and in books in order to get different topics from earlier studies and the specific problem or phenomena about the topic. Some of them also held preliminary research in order to ensure the existence of the research problem and to strengthen their background in conducting research.

> P7: *Indeed, I had focused on my topic about teachers' feedback in the beginning. I read some researches about the teacher's feedback and searched for some researches about students' response to the teacher's feedback. I also did preliminary research about how lecturers give feedback to a presenter in my students' proposal seminar.*

After their research outline was accepted, they started writing the research background and the first chapter. This step is the common way accomplished by the students in the first stage of conducting research.

As revealed that the students started their research by finding a research topic. Apparently, they had different techniques in finding the topic of their research. Some students found a research topic by reading a lot of literature. They tried to collect a lot of thesis or research articles to gain some ideas for interesting research topics. They usually read the chapter of further research or suggestion in the articles or thesis. This chapter always provides a lot of inspiring research topics for the students to conduct further research.

> P12: *The initial step in the selection of research problems is to find references on the internet and in several universities. From there I got inspiration. But the most important thing is the thesis from seniors that lists further research. From there I got the topic that I made my research.*

However, the students who got a research topic by reading a lot of research articles and thesis also encountered some challenges in writing a research background. They perceived that it was difficult to write a coherent research background and they always discussed other topics.

> P13: *I felt difficult to write research background because I forgot either the steps of writing a research background or the sequence of what should be written. At the time, I got feedback from my advisors that my research background is too general and I discussed too many topics.*

To accomplish this task in writing the research background, the role of advisors was crucial. Not only did the students came to their advisor more frequently to get revision but they also learned how to write the proper research background from their advisors. They were also asked to read the other theses in order to learn the way of other researchers in writing their research background.

> P15: *Finally, my advisor guided me to write a good research background and asked me to read other thesis in order to know how to write a good research background.*

Besides, they were also often confused in formulating research questions. They revealed that they could not come into specific when choosing a research problem. Their advisor often gave them feedback to make their research questions more specific since they always came with general ones. They thought that they did not understand well about making good research questions.

> P14: *My obstacle in this process was making research questions. Students are usually asked to make specific and complicated RQ in their thesis while I always made the general ones. Therefore, I repeatedly got revision about my RQ. Perhaps, I didn't know well about making RQ.*

They accomplished the task in formulating research questions by having more consultation. Their advisors always guided them to formulate specific research questions. Besides, they also learned more about it by reading.

Besides formulating the research question, they also encountered a problem in looking for references. They revealed that their campus or other campuses where they could reach and visit did not have sufficient literature they needed. They could not find sufficient references for their research topics even though they had gone around several big libraries in many universities including their own campus.

P12: my difficulty was the lack of references for my research topics. So, there were some references which are not available in my campus library or other campus libraries. Even, the library in the center of the city doesn't have the references I need. I think since the references are published abroad, only a few libraries could provide sufficient references from other countries.

As a result, they tried to find the references on some websites. Certainly, they sought some literature such as research articles on some online journals. However, not all online sources gave free accessed literature. Therefore, this became the students' difficulty in finding references. They had to purchase for the references they really needed while they were reluctant to spend their money on the purchased references because they could access other free journals.

To accomplish the task of finding references, they came to their advisors and got advice and instruction to look for the references they required. Their advisors were really helpful for their problem in looking for adequate sources for their research background. Although they could not find the references which contain explicit materials or deep discussion about their topics, by the help of their advisors they could find some references which are close to their topics and correlate the theories they found to their research background.

Furthermore, they also encountered some challenges when having a consultation with advisors. Indeed, most of the students found a solution for their problem in the research process by having a consultation with advisors. However, they encountered some challenges during the consultation. They explained that when the advisors disagree with their opinion or topics, it would inhibit the process of the research. Apparently, they still followed their advisors' suggestion even though they had different opinion.

P3: Additionally, our topic may not be accepted by our advisor. It really influences the process of choosing a topic for our thesis. It means that when we choose a problem but our advisor disagrees with our choice, it will be a problem.

Some of the students also selected a research topic based on their interest. So, they had kept the focus on the research topic based on their interest in advance. They read a lot of literature based on their interest, expecting to find a research gap or an interesting topic for their research. They might also conduct preliminary research if it is needed.

P6: First, I focused on 4 skills in English. I choose reading because I am interested in reading skills. Then, I decided the accessible object. I made the outline and it was approved. After that, I made the research background based on the guideline in the book.

However, the students who got a research topic based on their interest also encountered some challenges. One of them was finding theories for the selected topics. They stated that when they were asked to come with a new research topic, they were always confused to find the specific theories for the specific problem as their advisors expected. To accomplish the task of finding theories, they just kept reading a lot of references and previous studies. Additionally, they also got advice and instruction from their advisors regarding the theories that they perceived hard to seek for. Therefore, the role of advisors in solving their problem was really significant in the success of their research accomplishment.

P5: She told me that the theories must be clear, the theory of the level must be clear, and everything must be clear. The categorization of students' level must be based on a theory. It is difficult to find it..... It is difficult to find it. Then I kept on reading a lot of references and previous studies.

Again, they were sometimes challenged in writing research background and formulating a research question. They stated that they could not write cohesive paragraphs properly. They accomplished the task by having more consultation with their advisors. They even came to their advisors more often than usual, twice a week. Furthermore, they also revealed that they could not be specific when choosing a research problem. They thought that they did not understand well about making good research questions. Apparently, from the guidance of the faculty staff of the university, they could accomplish the tasks during the process of proposing the research topic.

Some of the students also derived a research topic from their own experience. Their research idea was inspired from their real experiences in the past. Commonly, they also held preliminary research to find out whether their experiences were also perceived by other students.

P1: At the beginning of the seventh semester, I focused on my problem based on my own experience observing students' computer skills in CALL class.

P19: The process I got this topic was started from my own experience about a repetitive error in writing. I tried to make sure whether or not this case is experienced

by other students and in fact, they also had a similar experience. Then, I collected many references related to my topic.

The students who used this technique also encountered some challenges. Some of them was finding the research topic itself, especially the process of proposing the research topic. The process generally took several times until their topic was accepted. They perceived that the process spends more time and energy. However, they kept being active to go to campus for proposing their research topic. Besides, they were also able to have a consultation with other faculty members.

Besides finding the topic, they also had some challenges in finding the theories for their topic. They were confused to find the specific theories for the specific problem. To accomplish such a task, they apparently got advice from the faculty member after they were asked to find the specific theories. As revealed that they often shared with a lecturer who is experts their research topic. Furthermore, looking for references was also challenging for them.

Some of the students also found the topic of their research after conducting pre-observation or preliminary research. They tried to find ideas for research by holding preliminary research in the target population. After finding a research problem, they collected a lot of literature related to the problem they have found. Then, they made the research outline and proposed it to the campus.

P11: Firstly, I look for the problem from the research subject. I had chosen students of junior high school as my research subject. So, I look for some problem they faced in the class. Apparently, their teacher said that students' problem is writing.

P18: selecting a research topic was indeed difficult since there are a lot of theses investigating skills in English learning. firstly, I tried to find out students' problem in the school where I had teaching practice.

Using such a technique to find the topic of the research, they encountered some challenges. One of them was about conducting preliminary research. They explained that they needed to visit several schools to do preliminary research. Sometimes, the teachers they expected to see were absent in the school. Some schools also had complicated requirements to give permission for them to conduct research. Therefore, the process of preliminary research was really complicated and spent a lot of energy. Besides, doing the preliminary research took longer time. To accomplish the task, they tried to look for other

schools which give easier permission. To save more time and energy, they looked for the cooperative schools that could help them do the research process.

P11: my difficulty was doing the preliminary research. So, I needed to visit many schools to do my preliminary research, asking the teachers about students' problems in learning English. Sometimes, the English teachers were absent in the school. So, I had to go to school many times. Some schools also had complicated permission to do my preliminary research... Therefore, I moved to the school where I had ever done teaching practice. The school was really cooperative and helpful for my research project.

Lastly, some of the students gained the topic of their research from getting suggestion from senior students. The students might ask suggestion from the senior to get ideas of the research topic. Besides, they did not only get the suggestion but also some recommended references.

P16: Actually, my research topic was not directly about it. My topics were rejected many times. However, due to the suggestion from my senior, finally, I found the researchable topic. I also got much information about the theories which can measure the readability of text.

Apparently, when they used such a technique to find the topic of the research, they had some challenges in having a consultation with advisors. They perceived difficult to see their advisors since they were sometimes so busy. In short, they kept contacting their advisors and trying to see them regularly. For the different perspective between them and their advisors or among their advisors, the students still prioritized the advisors' feedback, especially the first advisor when there was a different view among the advisors.

P16: Actually, my difficulty is having a consultation. My advisors were really busy. So, it was hard to see them. When I submit my draft, they just read it a week later. It made the process of my research longer. Besides, the different perspective between the first and the second advisors made me confused.

As revealed in this step that the students had five different techniques to get their research topic. The research topic was derived from reading research articles or thesis, based on students' interest, based on students' experience, derived from pre-observation or preliminary research, and based on a suggestion from senior. Based on these techniques, they also encountered different challenges and different ways to accomplish all of the tasks in the process of selecting a research problem.

There are five categories in this process. When they got a research topic by reading a lot of research articles and thesis, their challenges were about writing research background, formulating research questions, looking for references, finding a research topic, and having a consultation with advisors. They accomplished the tasks by having a consultation and reading more. When they obtained a research topic based on their interest, their challenges were about looking for appropriate theories for their topic, looking for references, writing research background, and formulating research question. They accomplished the tasks in similar ways, both having consultation and reading more. When they obtained a research topic based on their experience, their challenges were about finding appropriate theories for their research topic, looking for related references, and finding an interesting research topic. Again, they accomplished the tasks in similar ways, both having consultation and reading more. When they obtained a research topic after conducting preliminary research or pre-observation, their challenges was about accessing the place of the preliminary research. They accomplished the tasks by looking for another accessible place. Lastly, when they obtained a research topic from their friends' suggestions, they got some problems in having consultation with their advisors due to different point of view with their idea or their proposed topic or their advisors were so busy. They accomplished the tasks by just following their advisors' instruction and keeping contacting them regularly.

Reviewing the literature on the problem

In the process of reviewing the literature on the problem, the students basically look for the resources they require and then write the literature review in chapter two. However, they had different techniques in looking for references. Some of the students look for the references by using keywords of the research topic. Such a technique could help them narrow the required references from considerable resources.

> *P10: Firstly, I looked for the literature about listening to song habit. There was a book that is a purchase. It was so important for my research but I couldn't download it freely. Consequently, I looked for another literature with similar keywords and I found it.*

Apparently, when they used such a technique in the process of literature review, they encountered some challenges. One of them was about the lack of available references, especially book. Most of the students were challenged in finding proper books for their research. They had come to several libraries around them such as the library of some universities including their own university or library of the local government. However, they could not find adequate books since most libraries did not provide sufficient references or books for ELT which were published abroad.

> *P6: My difficulty is to find the book for my research. I found a lot of journals related to my research, but I only found a few books.*

> *P11: Finally I looked for references in several libraries like UNESA library but I didn't find the books I required. I also tried it in UWK university which is known as the most complete library but I could not find what I wanted. In the last, I gave up.*

Besides, they explained that the research topics they selected were rarely discussed. Therefore, they were challenged to find the references which had sufficient material about their research topics. Also, they could not find adequate previous studies which were similar to their topics since they were rarely discussed by previous studies.

> *P1: Reviewing the literature is quite difficult since my topic is about teaching with IT and I found a few works of literature. The literature about computer science is still rare, while there are a lot of references about the implementation.*

> *P19: perhaps, my difficulty was looking for references for repetitive errors since most references talk about writing error only. So, I needed to add more theories about repetitive errors to strengthen my research background.*

They also stated that some references were paid item, mostly books. Instead of purchasing the books, they preferred looking for other books or articles on the free accessed website or research journals. Most of the students also did not have enough fund for purchasing the purchased references.

> *P10: I had difficulty in finding literature for my research because some books have to be purchased*

To accomplish the task in this process, they kept trying to look for the references they could access freely which had a correlation with their research topics. Although the references they had found did not contain a lot of materials about their topics, they could compile the references and correlate the materials and the theories.

> *P1: I looked for some literature that has a correlation to my research topic.*

> *P3: So, I had to struggle to find some previous studies related to my research.*

They were also challenged in writing the literature review. They stated that they did not know how to write the literature section properly. Therefore, they read the examples of previous studies and wrote their literature section as the previous studies. However, their advisors always gave a lot of corrections for their writing afterward. They thought that what they imitated from previous studies was not similar to their advisors' writing style. Besides, paraphrasing the references was challenging for them.

> *P18: my difficulty was the way of writing the literature section. I mean when I imitated the writing style of literature section in some previous studies, my advisors then gave me a lot of corrections. Besides, the writing style of my first advisor was a little bit different from my second advisor.*

To accomplish the task of writing the literature section, they just apparently followed their advisors' feedback and correction on their writing mistakes. By having more consultation, they could finish their literature section correctly, including paraphrasing correctly.

Furthermore, some of the students look for the references by tracing references list of previous studies. The technique was considered an effective way since it helped the students save more energy in looking for the required references. Most previous studies provided the students with a lot of relevant references.

> *P15: Chapter two is about the theories of the topic. I look for references by tracing previous studies. In previous studies, there are many references related to my research topic.*

> *P16: For the references, I look for theses which are similar to my research. Then, I see the references list of the theses to get more relevant references for my research topic.*

However, when they used such technique, in fact, they were also challenged about the lack of available references, especially book. Perhaps, previous studies mostly consist of references for research articles. Therefore, they could not find appropriate references especially books which had adequate material. To accomplish the task of looking for adequate references, they finally tried to keep looking for materials in research articles. When they traced references in some articles, they could find other articles that discussed theories about their topics. These articles also cited some theories from several books they were looking for. Therefore, they kept looking for other references that might lead them to the material or the theories they required.

> *P17: Reviewing the literature was indeed complicated. I had difficulty in finding the book resources. I got a few books but they only discussed little my topics and some others were paid... To overcome my difficulties with the books, I tried to keep looking for articles in journals. In some articles, I found several theories. I continued to trace references in the articles until I found other articles that discussed theories about character education. So the articles also discuss the theories from many books.*

Furthermore, they also encountered some problem with paid references. After tracing references from previous studies, sometimes they found some paid references they really needed. Therefore, they tried to find other references that had similar topics and materials for their research. Fortunately, the university library had provided many ebooks for students to support their research process.

> *P15: My difficulty was that when I searched for books that have a lot of topics of my research, but none were available on the web. Even if there was, but paid. In addition, if I had money to buy the book, the shipping process must be long while my deadline was tight. In the past, I almost wanted to buy. But because I knew the shipping was so long, so I canceled the purchase. So, such situations make me confused. The solution is to find another book that is similar. Then the library in university has also provided many ebooks. So it was very helpful.*

Besides the references task, they were also challenged in writing issue. They were confused to write their literature chapter since there were a lot of materials and points which should be included in the chapter. When they submitted their draft of the literature review, their advisors always asked them to reduce some points and add other points. Finally, they accomplish the task by having more consultation with their advisors and following the revision of their advisors to finish the writing of chapter two.

> *P15: In addition, my difficulty was being confused about what I should write in chapter two. There are many theories about my research, so I was confused to include anything there. After I made chapter two, my advisors asked me to reduce and add other points. So I followed the revision of my advisors.*

The other technique done by the students in looking for references was asking recommended literature or links to access the resources to their advisors or other people who knew more about it. This technique was usually done when they were stuck in finding suitable references for their research. Even

though the references were not exactly what the students wanted, the references were really helpful and adequate for their research.

> *. P8: Therefore, I came to my advisors and they, fortunately, gave me some advice to find the references that I need. It was really helpful. Even though the references didn't provide detailed information about my variables, I still used it and I think they are enough for my research.*

The students who applied this technique were mostly challenged in looking for references due to their uncommon research topic. They perceived that it was difficult to look for appropriate literature which contains a lot of discussion regarding the topic they were investigating. Besides, they sometimes found some paid references they really expected. However, they could not get the references due to lack of fund and complicated process to purchase the references. Therefore, they came to their advisors to discuss this problem and fortunately their advisors give some suggestion to look for the references they need.

> *P8: Consequently, I kept citing the article as my main sources... It was so difficult since I couldn't find sufficient references for my research. I rarely found any references for web-based instruction. I found it but was not detail. I found a book that I needed but it was purchased reference. Therefore, I came to my advisors and they, fortunately, gave me some advice to find the references that I need. It was really helpful. Even though the references didn't provide detailed information about my variables, I still used it and I think they are enough for my research.*

Some of the students also applied another technique to look for references they required. They looked for the references in repositories of many universities. Such technique was rarely done by the students while many universities provided a repository which lists a lot of theses and dissertations that were not available on the free-accessed website or open-source journal. By looking up the repositories of universities directly, the students got many research topics and references which were rarely displayed on Google pages.

> *P10: In short, I had difficulty in finding literature for my research because some books were purchase and there were a few research articles about my research topic. Then, I tried to find some literature through repositories in several universities and I found some thesis that had a similar topic with my research. I found it in UIN Syarif Hidayatullah and Universitas Lampung. I searched on the repositories because the literature rarely appeared on google. Only the most visited web and journal will appear on google when we type the keywords.*

Apparently, the students who checked out repositories of universities were also those who were challenged in looking for references especially books. Therefore, some of them asked suggestion to their advisors dealing with the problem of references while some others also tried to look for references in repositories of universities. By looking up repositories of universities, they got a lot of literature which is rarely found by the students.

As revealed that in the process of literature review, the students had differences in looking for references. There were four techniques they applied to look for references. Based on these four techniques, they also had different challenges and different ways in accomplishing the tasks in the process of literature review.

In short, in the process of reviewing the literature on the problem, students have different techniques in looking for references. They look for references based on research keywords, by tracing references list of previous studies, asking their advisors' suggestion and checking out repositories of universities. In this process, they usually face some challenges about the availability of resources, the access to literature, and writing problems. Besides, they mostly accomplished the tasks in the process of literature review by having more consultation with advisors and looking for more related available references.

Designing the research

The students were able to choose the research design after determining the research objectives. After determining the design, they focused on learning the research method by reading the books of research methodology. Their research design also referred to the research design of previous studies or other theses in which the students were inspired to select the research topic.

> *P7: After I designed my variables, I found that my research is included in qualitative. As we know that my research is about the teacher's strategy and students' response. I took the data of the teacher's strategy through observation and the data of students' response through questionnaire.*

Then, they started setting up their research including making the research instrument afterward. When the outline of the research design was completed, they began to write the research design section.

There was almost no big difference among the students in the process of designing research. The process was mostly similar from deciding the research design based on their research objectives to writing their research methodology. The difference is only in asking validation for the instrument. Some of them required the validation while some others did not ask the validation.

The students who asked validation of research instrument to an expert were seemingly stuck in the process of completing their instrument. The process took a longer time since they had to revise the instrument many times. Their advisor certainly asked them to revise their instrument for several times. When the instrument was approved, they were asked to look for an expert to check as well as to ask the validation of the instrument. The process must take longer since the revision was carried out again many times. Therefore, they devoted more energy and time for the process of making a valid instrument in the process of research design. Fortunately, by having more consultation their advisors always gave them advice for their difficulty in making their instrument even when they were stuck in the process of asking validation of the instrument.

> P8: My difficulty is when I made the instrument for my research. I didn't find any similar instrument that I can adopt or adapt from any research articles, so I made my own instrument based on the article that is related to my research. I made the interview guideline based on the points in the article. My first advisors accept the instrument, however, when I asked validation to some expert, she asked me to make every question into a detailed explanation based on theories. So, I had to find a lot of references talking about the questions and look for some theories for my instrument. It took almost two months to find the references and make the detailed break down of my instrument. Fortunately, my advisors always gave me advice about references and books to help me find the theories.

Besides, they were also sometimes confused due to different opinions of their advisors and the validator. When their advisors had approved the instrument, their validator had a different opinion about the construct of the instrument. To accomplish this task, they asked another expert regarding the problem and he gave them the problem-solving. Finally, they were able to get the validation after having a consultation with their advisors and the expert.

> P18: My difficulty is making the questionnaire. So my research is qualitative. My advisor said it was no problem qualitative research uses a questionnaire... Then when I asked for validation from an expert, he corrected my research that questionnaire should be used in a quantitative study. Besides, the questionnaire must be tested before being used for data collection at the school I was going to. So I was confused because of different opinions... To overcome this difficulty, I asked other lecturers who are more expert about this. Apparently, a questionnaire could be used in qualitative study, he said. In addition, I was also suggested by my advisors to look for another validator.

Furthermore, the students who did not ask validation of the instrument apparently had some challenges in arranging their research design due to lack of knowledge about research methodology. They explained that they did not understand the material in research methodology class comprehensively in the past. The research methodology class were lack of practice and had too many students in the class. Besides, the explanation or the discussion in research methodology class was different from the real situation of conducting research. It means that they needed real practice in order to experience the real implementation of the material they had learned. Furthermore, they also complain about the number of students in the class. Due to too many students in the class, they thought that it was not effective for learning. The material was not delivered intensively. As a result, they had to learn research methodology again. By reading research methodology books intensively, they could cover the material they had not known yet. Besides, they also came to their advisors both to get a revision and to learn about research methodology. Even they also studied together with their friends who knew more about research methodology.

> P2: In the past, I joined the research methodology class. However, I haven't understood it yet. The discussion in the class was different from the situation when I was writing my thesis. so I had to read a lot about the research method. Apparently, there were a lot of things that I did not know.

Due to lack of knowledge about research methodology, they were also challenged in the process of making the research instrument. This condition caused their process of creating the instrument longer. They even did not know the appropriate design of their research besides qualitative or quantitative research.

P3: When I designed my research, I had a lot of difficulties in creating the instrument. As I said just now, firstly I had to formulate some theories... In the past, I did not really understand about kinds of research in research methodology class. So, I do not understand the category of my research design. I only know that my research is qualitative research.

Furthermore, they also sometimes had a writing problem in the research design section. Specifically, they were confused with the format writing of research design. Some articles had different formats and all universities also had their own regulation dealing with the format of academic writing. They stated that the difference made them confused. They actually had imitated a format of research design writing in some reputable research article. However, his advisors gave him a lot of correction for the writing format. To accomplish the task of writing the research design, he read the campus format of thesis writing as his advisors suggested.

P19: So, my difficulty was what sub-themes in research design I should write. Actually, I did not read the regulation of thesis writing in my campus. However, I felt that the writing format of my campus was also less socialized to students. Finally, I copied the format from previous studies, but my advisors gave me a lot of corrections and asked me to reduce some sub-themes. Finally, I followed the campus format of thesis writing.

In conclusion, in the process of designing the research, students commonly have different conditions where they require instrument validation or they do not need it. In this process, they usually have challenges about lacking knowledge of research methodology, making an instrument and writing research methodology section. Besides, they mostly accomplish the tasks in the process of research design by having more consultation with advisors, reading a lot, and self-learning.

Collecting the data

Before collecting the data, the students generally made a preparation. They usually prepared the permit requirement of conducting research in the school they visited for the data collection. After the process was done, they were able to arrange the schedule of the data collection with the participant. After everything was already prepared well, they started collecting the data.

P6: In collecting my data, I just came to the school, asking for permission, having an appointment with the teacher, seeing the students and giving the questionnaire. Last, I interviewed the teacher as the appointment.

However, some of the students did not require the process of permission in data collection since they could directly contact the research participants and arrange the research schedule for them.

P2: I took a document as my data. So, I did not need to take it outside or in the field. However, it was not easy. I had to ask the document to students. It was quite difficult to contact some of them and some of them also sent me their document so long. So, I often contacted them to ask their document.

Based on the condition of the students in the process of data collection, they experienced different challenges in the process of collecting the data. The students who need to process the permit administration for data collection were often challenged with either the permit process or limited time given by the institution. They stated that the permission of conducting research in some schools was so complicated.

P5: The administration is really complicated and I had to go to many places. It was not enough in one day. I must wait for several days.

P8: Only in that school I have difficulty. The school asked me to process a permit letter in province government.

P18: when I put my proposal to the school, I had to wait for the next information from the staff. However, I had waited for for so long. Finally, I came to the school to make sure that my proposal was sent to the school principal. In fact, it was not.

They were also sometimes challenged with participants such as having uncooperative teachers who were reluctant to be observed several times. They stated that they were shy, therefore, they asked the students not to observe them. Some of them also gave the students only few meetings for observation. To accomplish this task, they kept their motivation to persuade the participants despite the hard process of data collection.

P17: my difficulty was that the research subjects were not cooperative. So, there were some teachers who were shy when they were observed. Some of them were didn't want to be observed many times.

Furthermore, some of the students were not good in time management so that they could not manage their time for research and for other activities. Sometimes, the schedule of data collection was crash with their other activities which were necessary too.

Therefore, they missed the schedule of data collection they had planned in advance. To accomplish this task with such condition, they needed others' help to replace them in the process of the data collection when they were not possibly present at the moment.

> *P3: I had to go back and forth to the observation place since the schedule was close to my activities outside the observation. When I could not come to observe because the schedule was crash with my agenda, I had to ask help some students of pre-teaching students to record the teaching process.*

Besides, some of the students were also able to directly contact the research participants without any procedure of permission. They also faced some challenges with their participants who were not cooperative. Some of them did not fill the questionnaire immediately. Besides, when they asked some data from the participants, some of them were so long to send it. Therefore, they had to wait for the participants either filling the questionnaire or sending their data which was relatively time-consuming. Finally, it became the cause of the long process in collecting the data.

> *P1: Sometimes, some respondents didn't fill my questionnaire immediately, so I have to go back and forth to see them on the campus.*

The other challenge was arranging the schedule with the research subject. Their subject was so busy, so they could not make a certain schedule to meet.

> *P2: At the time, it was a holiday in the college, so it was so hard to make a schedule for interview because there were some lecturers whom I could not see on holiday. Therefore, I had to wait until they were willing to see me and it was quite long.*

To accomplish the tasks with such participants, they kept their motivation despite the hard process of data collection.

> *P1: I motivated myself by seeing the deadline, so I tried to collect the data so hard even though I had to go to campus every day.*

They also asked for help to others in collecting data since their research involved a lot of participants. By the help of their friends, the data collection was easier and more effective.

> *P13: I asked help to some of my junior students from 2015 and 2016 academic year to share my questionnaire to their class.*

They also kept contacting the research subject who were difficult to see. They tried to find out their subjects' free schedule and always asked their will to meet.

> *P2: I always contacted the respondents and the lecturers. If some of them respond slowly, I tried to contact other respondents.*

Similar to the prior students, they also had problems related to themselves. Some of them were not good in time management so that they could not manage their time for research and for other activities. They did their research lightly by postponing their research schedule. Therefore, they missed the schedule of data collection they had planned in advance. To accomplish the task of collecting the data with such condition, they asked help to their friends in collecting the data. They knew that it was not possible to collect the data lonely while the time was so little. They needed others' help to do it together in order the data collection process became faster.

> *P19: My difficulty was the short time of collecting data. It was close to a holiday. So, it was hard to see the participants. How could I be late? Because I was stuck in proposal revision. Besides, I always postponed writing my revision. Therefore, my data collection schedule was late. The solution was that I asked help to the chief of the class collect the data of his friends and contact the students who were late to send their draft to me.*

In brief, in the process of collecting the data, students usually have different conditions where they could access the data resources directly or they must proceed several procedures of permission in order to access the data resources. In this process, they usually have challenges about long administration of permission, limited time given for data collection, uncooperative participants/research subject, and time management. Besides, they mostly accomplish the tasks in the process of data collection by following the procedures of administration, keeping on convincing and contacting the participants/research subject, and asking friends' help.

Analyzing the data

Before analyzing the data, the students initially recalled the previous knowledge gained in the research methodology class by reading the examples of data analysis in previous studies and some research books. They learned again the analysis technique they used in their research. They also asked about data analysis techniques to experts or friends who knew more about data analysis. Besides, they tried to be familiar with their own research data through reading and arranging the data. The data arrangement also helped them analyze the data more easily. After making the

preparations, they began to analyze the data. The techniques of the data analysis they used were different depending on the varieties of the data and the research design.

> P4: In the first time, it was difficult to use SPSS for analyzing the data. I didn't understand a lot. However, I come to Mr. Parto (statistic lecturer) to learn about statistic and using SPSS. Finally I can use SPSS.

> P7: I felt very difficult in the data analysis process because I had to see very many and long video footage. I had to see each utterance delivered by the examiners and analyze their politeness strategy in giving feedback. Besides that, I had to transcribe the videos.

> P18: firstly, I compiled the whole data. Then, I read one by one because I used content analysis. I grouped the students' writing based on the theory I used.

There was no obvious difference in the process of analysis except the analysis techniques which were certainly varied based on the research design. However, when the students were grouped based on their research approach, they had substantial differences. The students who used quantitative analysis techniques revealed that they lacked knowledge about statistical data analysis. Therefore, they were initially confused how to analyze statistical data while they did not understand the analysis technique completely. Besides, they were also confused about how to use SPSS for calculating their data. To accomplish the task in the process of analyzing the data, they had to learn the data analysis again. They learned the statistical analysis from an academic staff who were expert about statistics. They also learned from their friends, usually about using SPSS. Also, they did self-learning by reading research methods or statistics books and watching videos about using SPSS.

> P4: In the first time, it was difficult to use SPSS for analyzing the data. I didn't understand a lot. However, I come to Mr. Parto (statistic lecturer) to learn about statistic and using SPSS. Finally, I can use SPSS.

> P10: My difficulty was that I didn't understand well how to use SPSS. I learned using the app by watching youtube and learning from my friends from the Math department.

In addition, they were also challenged in writing the result of the analysis. They could not write their findings properly since they were not good in English writing. Apparently, by having a consultation with their advisors, they could write the appropriate findings and their friends also helped them in the process of writing by sharing their writing each other.

> P13: After analyzing the data in SPSS, then I was confused about how to write it in the finding chapter. Finally I discussed with my friend whose research topic was also about perceptions but different context..... However, when I had consultation with my advisor, he asked me to imitate the format of the finding with my friends who were under the same advising.

Furthermore, the students who use qualitative analysis techniques were also challenged in writing the result of their analysis. They thought that writing was so hard moreover writing an academic paper. Besides, they were confused to present their findings. Their advisors asked them to present the findings descriptively, however, they were also asked to insert the data into table or chart. They were confused how to insert the qualitative data into table moreover chart that was commonly presented in quantitative research. Finally, they just followed the revision from their advisors. Besides, it was not enough for them to just rely on their advisors' revision. They also discussed together with their friends who had similar research project. They shared their findings each other before having consultation with their advisors.

> P6: I just describe the data by making a descriptive analysis. Then, I match the analysis with the theories. When I submit to my advisor, she asked me to add diagram. I was confused how to add a diagram. Then, I share my revision to my friends and ask for the solution. After discussing with my friends, I came to my advisors again. When I got some revisions again, I discussed with my friends, then I came to my advisors again and so on. So, my difficulty is presenting the data analysis and matching with the theories.

They also stated that the process of analyzing the qualitative data was exhausting since they had a lot of data to be analyzed. It also caused the process of thesis writing to become longer than expected. However, they kept motivating themselves to analyze the data. Sometimes they also got motivation from other people.

> P7: I felt very difficult in the data analysis process because I had to see very many and long video footage........ All these processes took a lot of time. To overcome this difficulty, I had to keep up my spirit. I kept on motivating myself and seeking motivation from other people in order to be more enthusiastic.

Briefly, in the process of analyzing the data, students use different analysis techniques based on a qualitative or quantitative approach. In this process, they usually have challenges about lacking knowledge of analysis techniques, statistics, and descriptive writing.

Besides, they mostly accomplish the tasks in the process of analyzing the data by having more consultation with advisors, self-learning, and learning with experts or friends.

Interpreting the findings

Basically, the students mostly associated their findings with the theories they had collected and presented in the chapter of the literature review. The theories here were cited from previous studies. Then, they compared the result of the findings with the previous studies. When the findings were matched with the results of previous studies, the research gave a contribution as supporting evidence for the theories. When the findings were different from the results of previous studies, the result could contribute a modification of the theories.

> *P8: Since I have understood the findings and everything is clear, so I just need to connect the findings with the theories.*

> *P13: When writing a discussion, the obstacles were to find suitable references to support the research findings. Because the references were still limited, I must be clever to connect the findings with existing theories.*

Apparently, the students who compared the result of the findings with the previous studies were always challenged in finding similar research articles for their interpretation. They perceived that limited references caused the challenge in finding theories for their findings. As a result, they must correlate one theory to other theories in order to support the arguments for their interpretation. They also thought that previous studies must be correlated with the findings in discussion as what their advisor suggested. However, they did not find sufficient previous studies which were similar to their research. To accomplish the task, they kept on reading a lot of related references and tried to correlate them with the findings.

> *P12: Here, my advisor thought that discussion must involve theories and previous studies while I felt difficult in finding previous studies which are similar to my research. So, I only discussed my findings and theories.*

Besides, they were initially confused in writing the interpretation of their findings. They could not distinguish what they should write either in the findings or discussion chapter. After several consultations with advisors, they could understand how to make the interpretation of the findings and what to write in discussion part of their thesis. Their advisors also suggested them to read a lot of examples of theses discussion.

> *P2: When I was writing finding and discussion part, I was confused about what I should write in finding and what I should write in discussion..... It was confusing to distinguish what I should write in findings and discussion. So, sometimes I discussed again what I had written in findings in discussion. To overcome this obstacle, I have consultation with my advisor and read a lot of examples of other thesis discussion chapter.*

Besides comparing the result of the findings with the previous studies, the students also made the interpretation by giving some critical arguments supported by theories toward the findings. They used some theories to strengthen their critical opinion on the findings. However, they thought that their arguments were less critical and their language style was not really academic. By having consultation and sharing with their friends about writing the interpretation, they could complete the discussion part and write the interpretation of the findings correctly.

> *P16: For discussion, I gave a little opinion for the findings then given a theory to support opinions. The difficulty was that only I was bad in arranging words. So I got a lot of revisions. Then my opinion in the discussion was not really good. So I usually asked friends who knew better how to write a discussion.*

In conclusion, in the process of interpreting the findings, students make the interpretation by associating their findings with the results of previous studies or giving critical arguments supported by theories toward the findings. In this process, they usually have challenges about lacking knowledge of making data interpretation, having a less critical argument and finding relevant research articles. Besides, they mostly accomplish the tasks in the process of interpreting the findings by having consultation with advisors, reading a lot and sharing with friends.

Drawing the conclusions

To draw a conclusion, the students only needed to make a simplification. Generally, they made highlights of their research and the highlights answered the research questions.

> *P2: for the conclusion, it is not difficult because I just answered my research questions.*

However, they had some differences in making the highlights of their research. Some students made a conclusion by selecting the important points of the findings. Some others made a conclusion by selecting the important points of the findings and their interpretation. Even, some students also made a

conclusion by selecting the important points of the whole chapters of their research. Then, they wrote them briefly and clearly based on the points they have selected.

> *P13: For the conclusion, I didn't have any difficulty during the process because I had understood the result of my research. So, I made a conclusion based on the findings and discussions.*
>
> *P19: For the conclusion, I just wrote the highlights of chapter 1 to chapter 4 and made them briefly.*

Apparently, only the students who applied the third technique, selecting the important points of the whole chapters of their research, experienced some challenges. They perceived that they wrote too many points in their conclusion, therefore, their advisors always revised their conclusion since it contained a lot of points. However, other students who apply the first and the second technique did not have any challenge in drawing the conclusion. By having more consultation, they finally write their conclusion correctly.

In short, in the process of drawing the conclusions, the students draw a conclusion by selecting the important points of the findings only, or the findings and their interpretation, or even the whole chapters of their research. In this process, they usually have a challenge about having too many points which should be written in the conclusion. Besides, they mostly accomplish the task in the process of drawing the conclusion by having a consultation with advisors.

DISCUSSION

Students' experiences in the research process

In the process of selecting a problem, it is recognized that the most frequent challenges refer to finding a researchable topic, looking for related references, and writing research background. It is in line with the findings of the earlier studies (Akyürek & Afacan, 2018; Bocar, 2013; Çetinkaya & Yýlmaz, 2017; Komba, 2016; Tan, 2007) that finding a researchable topic is challenging. Due to considerable research, they perceived that to find a topic which is different from earlier studies was challenging. The present study also revealed that such a challenge was always encountered by the students due to the lack of literature on their campus or other campuses where they could reach and visit. It is in line with the studies of Mapolisa and Mafa (2012), Matin and Khan (2017), and Akyürek and Afacan (2018), the lack of resources in campus became one of the main problems for the

students undertaking research. Furthermore, the present study discovered that writing research background also became a prevalent challenge for the students. Other studies (Çetinkaya & Yýlmaz, 2017; Komba, 2016; Yalçin & Altun Yalçin, 2017) also agree that students commonly encountered writing and language related problems in the research process. However, the earlier studies only mentioned such problem generally in the whole process of research while the present study describes the issue in specific condition of the students.

If the students face a lot of diverse challenges in the first stage of research, however, they did not get many varied challenges in the process of reviewing literature. The major challenges generally refer to the access to resources and the writing problem. As stated by Mapolisa and Mafa (2012), Matin and Khan (2017), Akyürek and Afacan (2018), and Yalçin and Altun (2017), the lack of resources and fund became part of the main problems for the students undertaking research. In addition, the students also encountered the challenge in writing their literature review. Earlier studies (Çetinkaya & Yýlmaz, 2017; Yalçin & Altun Yalçin, 2017) also discovered that students commonly encountered writing and language related difficulties in the research process. Moreover, Komba (2016) and Evangelista and Arellano-Hernandez (2016) specifically stated that the students perceived difficult write a comprehensive literature review. Like the findings of the present studies, a lot of the students also perceived challenged to write a literature review properly.

In the process of designing their research, most of the students perceived that they lack knowledge of research methodology. Matin and Khan (2017) also discovered that a lot of supervisors perceived their students had a lack of adequate knowledge of research. Evangelista and Arellano-Hernandez (2016) and Akyürek and Afacan (2018) even revealed that students encountered difficulty with their research method. Furthermore, the students claimed that the research methodology class was not effective and they could not learn conveniently from the class due to several problems such as lack of practice. Akyürek and Afacan (2018) also agree that students encountered the problem of having research class which had insufficient content. It caused the students did not understand the research method comprehensively. Besides, the present study also revealed that some students, especially who required instrument validation from expert, had difficulty in making research instrument. Again this finding is similar to Evangelista

and Arellano-Hernandez (2016) which showed that students were challenged to develop a valid and reliable instrument. The last challenge in designing research was writing problem. As usual, the students perceived challenged to write their research design chapter. However, earlier studies (Çetinkaya & Yýlmaz, 2017; Komba, 2016; Yalçin & Altun Yalçin, 2017) only showed the students' difficulty related to writing and language problem.

Yalçin and Yalçin (2017) further discovered that students researchers also had some challenges during data collection. Tan (2007) also stated that data collection become tedious part in the research process and requires moral and financial support for the researcher to enable him/her to collect sufficient data. Besides, Bocar (2013) specifically revealed that cooperation of respondents became one of the most difficulty in collecting data. It is in line with the findings of the present study that showed the students' challenges related to the cooperation of the participants during data collection. Unfortunately, earlier studies did not explain clearly whether such challenge comes from the respondents in institution or individual participants because the present study discovered that such challenge tends to come from individual participants. Furthermore, the students tend to have challenges with institution when they processed the permission of conducting research in some schools. The process was so complicated and took longer time than expected. It is similar to Evangelista and Arellano-Hernandez (2016) which discovered that accessibility of documents, people and/or institution in gathering data became the most difficult part in the process of conducting research.

Another commonly stated problem area is the analysis and interpretation of the findings. The present study revealed that the students had some challenges in data analysis and interpretation since they did not have sufficient knowledge about how to make analysis and interpretation of the findings. It is in line with the studies of Bocar (2013) and Evangelista and Arellano-Hernandez (2016), students encountered difficulties in construction of interpretation and analysis of findings. Another study (Komba, 2016) also indicated that a lot of reviewed research articles and theses did not fulfill the requirement of proper analysis and interpretation of findings. Even though earlier studies did not put such challenges into the most category, these challenges were still considered as the issues students often encountered in research process. However, a few studies (Çetinkaya & Yýlmaz, 2017; Tan, 2007) indicated that students did not find any

challenges in analyzing or interpreting their findings because a lot of references were available for the discussion portion and many of the students were previously trained to summarize what they had read. It was different from what the present study discovered that some of the students even had challenge in looking for sufficient references for discussing the findings. Besides, the students might be not previously trained to summarize research articles. Therefore, it can be inferred that if students were able to access a lot of references easily and previously trained to summarize a lot of articles, they would have been able to write their analysis and interpretation of findings more easily.

Only a few studies indicated that the stage of drawing a conclusion is challenging. Again Bocar (2013) discovered that students had difficulty in the construction of conclusion and recommendation. The difficulty was included in majority category that students often encountered. The present study also revealed that some students were also challenged in drawing the conclusion. They stated that it was challenging to summarize too many points of their research. Furthermore, after reviewing several theses and dissertation, Komba (2016) found that many of the writers were confused between the conclusion of the study and summary of the study. Most of the writers did not present their conclusions by drawing main implications resulting from the presented data and discussion. They just treated the conclusions as similar as summary of the findings. In fact that some of the students in the present study did the same thing that they treated the conclusions as similar as summary of the research. Therefore, it is necessary to make sure that students master writing skills before conducting and writing their research.

Students' tasks accomplishment

Most of the students' tasks were accomplished by having a consultation with advisors. Moreover, most of research stages involved advisors' help to accomplish the students' tasks. It can be inferred that the role of advisors is crucial for the success of research completion. Çetinkaya and Yýlmaz (2017) also found that students' success of research completion was also affected by consulting the advisor regularly and putting more afford than advisor. Besides, students and advisors were suggested to keep in touch regularly for the adequate progress of the research work and feed-back (Matin & Khan, 2017). However, the students apparently relied on their advisors so much.

Most of their tasks were accomplished by having consultation with advisors. It indicates that they did not have many alternative solutions for the accomplishment of their tasks. Furthermore, the students were prone to accomplish their tasks by having consultation when the issues were similar in every stage of research. For instance, when the challenges were about writing research background, writing literature review, writing the findings or anything related to writing problems, they accomplish the tasks by having consultation with advisors. Therefore, similarity of the challenges can determine how students accomplish their tasks. An earlier study (Bal Ýncebacak & Ersoy, 2016) actually had discovered that students tend to take the same solution for the problems which were similar to or same as the problems they had previously solved.

The second most way the students often attempted was reading. Actually reading and learning to friends were included in self-learning or autonomous learning since they occupied such strategy to gain more knowledge of research outside the formal class. On the other hand, one of the usual challenges the students encountered was the lack of research knowledge. Therefore, they realized that it was not enough to count only on what they had got from previous research class. It is in line with the study of Çetinkaya and Yýlmaz (2017) which discovered that one of the students' attempts to accomplish research project was reading a lot of articles. Besides, Matin and Khan (2017) also suggested that students should make personal workshops related to research, SPSS, writing articles, etc. to improve their research skills.

CONCLUSION AND SUGGESTION

Conclusion

In accordance with the result of the present study, it can be concluded that students generally experience different conditions and apply various techniques in every stage of the research process. They also have different challenges based on different conditions and different techniques. Regarding students' attempts to accomplish the research project, it can be concluded that students generally accomplish the tasks in the process of their research by having more consultation with advisors, reading a lot of literature and self-learning. Besides, when they encountered the same or

similar challenges, they tend to accomplish the tasks with the same attempts.

Furthermore, in the process of selecting problem and writing research background, students find the ideas for their research topic from their experience, interest, reading a lot research articles, pre-observation, and friends' suggestions. In this process, they usually have challenges about writing problems, references availability, obstacles in preliminary research, and consultation with advisors. In the process of reviewing the literature on the problem, students look for references based on research keywords, by tracing references list of previous studies, taking their advisors' recomendation and from repositories of universities. In this process, they usually have challenges about the availability of resources, the access to literature and writing problems. In the process of designing the research, students commonly have different conditions where they require instrument validation or they do not need it. In this process, they usually have challenges about lacking knowledge of research methodology, making an instrument and writing research methodology section. In the process of collecting the data, students usually have different conditions where they could access the data resources directly or they must proceed several procedures of permission in order to access the data resources. In this process, they usually have challenges about long administration of permission, limited time given for data collection, uncooperative participants/research subject, and time management. In the process of analyzing the data, students use different analysis techniques based on qualitative or quantitative approach. In this process, they usually have challenges about lacking knowledge of analysis techniques, statistics, and descriptive writing. In the process of interpreting the findings, students make the interpretation by associating their findings with the results of previous studies or giving critical arguments supported by theories toward the findings. In this process, they usually have challenges about lacking knowledge of making data interpretation, having less critical argument and finding relevant research articles. Lastly, in the process of drawing the conclusions, students make a conclusion by selecting the important points of the findings only, or the findings and their interpretation, or even the whole chapters of their research. In this process, they usually have challenges about having too many points which should be written in the conclusion.

Suggestions

Some suggestions are recommended based on the results of the present study to attain more specific and relevant investigation about research experiences or research skills of students. This study suggests ELT teachers in university who teach undergraduate students in the sixth or seventh semester to evaluate research methodology class, thesis proposal class, and writing class since they mostly have problems with research knowledge and writing techniques. Additionally, the present study can be used as a reference to conduct further research. Since the researcher could not cover the gap of the present research to extend the elaboration of students' various techniques in finding research topics, looking for references, interpreting the findings, and drawing the conclusion, the present study suggests conducting further research in these areas. Besides, this study also suggests conducting further research about the effectiveness of students' attempts to accomplishing the tasks in research process. The present study only explores the students' attempts without covering the effectiveness of their attempts to accomplishing the research project.

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