QUALITATIVE RESEARCH IN THE EFL SETTING: PORTRAYING STUDENTS' PROBLEMS AND ACTIONS

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ABSTRACT

This study examines the problems encountered by EFL students in composing qualitative research proposals and explores the tactics employed to address these problems. The study included three individuals who were enrolled as students in the English Education Department and had experienced delays in submitting their qualitative research proposals. The data were obtained via semi-structured interviews, wherein the researcher utilized mobile phones to record the participants' responses. The research employed a descriptive case study methodology and applied thematic analysis for data analysis. The findings of this study revealed a number of challenges encountered by students. These challenges encompassed deficiencies in various writing components, such as content-related problems, syntactic issues, vocabulary limitations, and challenges in sourcing references. Additionally, students faced internal obstacles, specifically a lack of motivation stemming from laziness. Lastly, technical difficulties were encountered when undertaking qualitative research proposals. In order to address these challenges, several potential solutions have been identified. One such solution involves fostering a supportive environment among peers, wherein they provide encouragement and assistance in the process of writing proposals. Additionally, it has been suggested that students may benefit from engaging in activities that restore their motivation and enthusiasm for research, such as watching educational content on platforms like YouTube. Lastly, self-evaluation has been proposed as a means of assessing their progress and identifying areas for improvement.

Keywords: Qualitative Research, EFL, Challenges and Solutions

INTRODUCTION

Qualitative research is undertaken with the purpose of elucidating and examining various phenomena, events, social dynamics, attitudes, beliefs, and perceptions held by individuals or groups towards a particular subject matter. According to Creswell (2013), the primary objective of qualitative research is to investigate and recognise the meaning and importance that individuals or groups attribute to social or human issues. Qualitative researchers engage in the study of phenomena within their authentic settings, with the purpose of clarifying these phenomena through an examination of the personal meanings and importance that individuals assign to them. This study explores a variety of real-world sources, including case studies, individual experiences, meditative analyses, life stories, interviews, observational data, historical records, interactive materials, and visual texts. These varied

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sources provide insight into both typical and challenging occasions and interpretations inside individuals' lives.

Qualitative research has become essential for all students studying English as a Foreign Language (EFL) in the higher education. As stated by Kristiana (2020), qualitative research courses are regarded as one of the three fundamental elements of a university education. These courses provide the students with the essential abilities to participate in research endeavors. However, many students lacked any previous exposure to the course, had not participated in any type of practical application, and possessed only a limited understanding of the subject matter. Undertaking this research is highly important as it allows students to thoroughly equip themselves and acquire understanding of the difficulties linked to qualitative research. During their research, they need to observe a phenomenon to finish their task. In this study, it is found that there were several students who were consistently late to submit their qualitative research proposals for the final test in the Qualitative Research Course. This delay is attributed to the problems encountered by the students during the research process. According to Kue et al. (2015), issues in research are commonly associated with methodological and practical difficulties. Students face numerous challenges when performing qualitative research. As per the students who submitted qualitative research projects, their primary obstacles were predominantly associated with data collecting and processing. The previous study has identified difficulties and challenges faced by students while conducting qualitative research. Bakhshi et al., (2019) investigate the challenges of conducting Qualitative Research in Iranian Higher Education by hearing the voices of ELT Faculty Members. The result shows The ELT faculty members' view that Iranian higher education policies are the primary cause of the underdevelopment of Qualitative Research in academic settings, and some of them claimed that the research trend in the Iranian higher education system was determined by the professional preferences and personal interests of the professors. Li and Searle (2007) investigate PhD student challenges when conducting a qualitative data analysis. The result shows for novice researchers, data analysis in QR was challenging. Several of the issues that the student faces with coding are their inability to know where to begin, ambiguities in the definition of codes, inaccurate reporting and recording of data, inability to distinguish between researcher and actor categories, and an excessive interpretation of the evidence. Khankeh et al., (2015) investigate the challenges in conducting qualitative research in the health field. The research result shows some of the problems that researchers face in the early stages of a qualitative research project are identifying the research problem, formulating the research question, and choosing an appropriate methodology and research design.

This study seeks to examine the obstacles encountered when conducting qualitative research in the English as a Foreign Language (EFL) context. Previous research has not offered any remedies to address the challenges or difficulties faced by students conducting qualitative research. Consequently, this study aims to explore both the challenges and potential solutions encountered by EFL students in conducting qualitative research.

METHODS

The research employed a case study methodology. Yin (2018) defines a case study as an empirical method that extensively examines a contemporary event, referred to as the "case," inside the framework of the real world. This is particularly useful when the boundaries between the phenomenon and its setting are ambiguous. The researcher opted for the case study research approach due to its ability to comprehensively depict phenomena based on factual evidence obtained from the field. Mills et al. (2012) defined a focused and in-depth descriptive case study as a research approach that involves carefully formulating and stating initial hypotheses and inquiries about a phenomenon. The study examined the difficulties encountered by students when conducting Qualitative Research and the strategies they employed to overcome these issues.

The participants consisted of undergraduate students studying English Education at a university in Tasikmalaya, West Java. The study included three students who had previously completed the Qualitative Research course in their sixth semester. The participants' ages ranged from twenty to twenty-three. Three participants were selected based on their extensive experience and proficiency in conducting qualitative studies. The participants were recruited based on multiple factors. The researcher established the following criteria: (a) Students who have completed the "Qualitative Research Course" in their sixth semester. (b) Students with prior experience in conducting qualitative research. (c) Students who were delayed in submitting their final semester exam proposal due to challenges encountered in the Qualitative Research course and received an average score.

The researcher employed interviews as a means of data collection in this investigation. The selected interview format was semi-structured. Ritchie et al. (2013) asserted that employing a semi-structured interview enables researchers to conduct a comprehensive examination and comprehension of individuals' ideas and reactions pertaining to specific events. The researcher employed interviews to acquire comprehensive insights into the difficulties and resolutions encountered by students when doing Qualitative Research in the English as a Foreign Language (EFL) context. The interview questions primarily adhered to the interview guide established by the author. The study included a dual interview approach to validate data and identify shortcomings in the initial interview. The interview sessions were audio-recorded using a researcher's mobile phone. The researcher conducted this study in Indonesian, transcribed the data, and then translated it.

The data of this research is analyzed by using Thematic Analysis (Braun & Clarke, 2006). The analysis consists of six stages: acquainting oneself with the data, creating preliminary codes, identifying themes, evaluating prospective themes, defining, and labelling themes, and preparing the report. During the analysis phase, the data is carefully reviewed and examined multiple times to become acquainted with the data, considering the research objective. Furthermore, the data underwent coding to assign labels and index them according to their thematic relevance. Subsequently, the data were sorted and organised into several topics. Subsequently, the content is evaluated and titled to provide readers with a clear understanding of the theme.

FINDINGS AND DISCUSSION

Challenges in Conducting Qualitative Research Proposals
The Weakness of Writing Aspects
1) **Students' Challenges in Content Issues**

The first step in writing a research proposal is identifying the issue or the research problems. Issues or research problems play an important role when researchers conduct research. A research problem is a claim about a subject of interest, an issue that needs to be resolved, a challenge that needs to be overcome, or a challenging topic that appears in academic literature, in theory, or in practice and requires thoughtful analysis and inquiry (Singh & Dubey, 2021). In Excerpt 1, participant 2 tend to find it difficult in finding the accurate issues for his research. Participant 3 said that because he had to change the title of the research mutually, so the process of the qualitative proposal took a long time.

Excerpt 1

"The hardest part is the background, which is difficult because finding the **issue** phenomena isn't accurate, it makes me dizzy hehe." (Participant 2, minute 04:30)

"Yes, the main factor is that the **issue** needs to be replaced, so the processing time must go back from the beginning. Nah, that takes a long time." (Participant

3, minute 21:50)

Additionally, excerpt 2 shows that the participants 1, 2 and 3 feel difficulty in determining research phenomenon. The hardest part for participant 1 was she felt not creative enough in looking for phenomena, participant 2 felt that finding the phenomenon was the hardest part, while participant 3 felt that he had trouble finding visible phenomena for his research. Participant 1 also felt that she had trouble coming up with ideas for the start of her research. She felt that she had difficulty determining which field of research ideas for her research proposal. Students learning a second language may experience some difficulty in developing their ideas in writing (Puspita, 2019). Difficulties in finding issues and phenomena when conducting qualitative research impact students, one of which is wasting time in conducting research and making students late when submitting qualitative research proposals. The following Excerpt 2 was the data.

Excerpt 2

"Not creative enough to look for **phenomena**, just get stuck there and don't innovate anything new. For example, I found a journal ahh I just did this research, it's not very creative" (Participant 1, minute 09:30)

"The hardest part is the background, which is difficult because finding the issue **phenomena** isn't accurate, it makes me dizzy hehe and sometimes it makes me confused." (Participant 2, minute 04:30)

"There are **phenomena** that are worthy of research and some aren't like that, I mean like during the case study of my research, the learning media used songs. The lecturer said it wasn't visible because it was too difficult for S1 standards. So, for a case study, the choice must be based on the **phenomena**. I also chose a case study, nah at least it made phenomena in accordance with the visible qualitative research requirements." (Participant 3, minute 18:06)

Before carrying out the research process, students should have prior knowledge before doing the research especially qualitative research, they need to identify the research problems that occur in the environment around them. Pardede (2018) stated a research topic is crucial because it establishes the framework for the entire project. A research problem is the problem or issue in a particular environment that drives and directs the necessity for doing a study. Issues or phenomena are the first steps in conducting research. Selecting and searching for issues or phenomena are indeed challenging for the participants. Participants one, two and three complained that finding the existence of phenomena around us is the most challenging thing when doing qualitative research.

2) Challenges in Writing Qualitative Research Due to Syntax, Vocabulary, and Referencing

In the research process, students still have some errors in writing proposals. One of them is grammar. The many grammar rules (grammar) in English are one of the challenges that students experience when doing qualitative research ((Amalia et al., 2021). Erlangga et al., (2019) found foreign language learners often make errors while attempting to apply grammatical rules from their target language to written work. The following Excerpt 3 revealed participants 1, 2, and 3 felt that grammar was one of their problems in conducting qualitative research. Participant 1 said that grammar was a challenge for her when conducting qualitative research apart from ideas. Participant 2

said that in grammar, he had difficulties in terms of tenses, namely future and past tenses, and participant 3 mentioned that when he paraphrased from previous journals, he always encountered grammatical errors.

Excerpt 3

"Nah… in research, maybe the first was idea and grammar too, but if on a laptop, it auto-corrects, but yes in grammar, it also becomes a challenge." (Participant 1, minute 08:37)

"The grammar in the tenses section is always wrong in the future and past parts" (Participants 2, minute 05:34)

"In writing, there are grammar and lack of vocabulary" (Participant 2, minute 15:37)

"From the first, writing…that is grammar" (Participant 3, minute 28:43)

"As for the grammar section, I had difficulty paraphrasing because in a study, I often paraphrased from previous journals, and in paraphrasing, it had to be grammatically correct, not just changing the word, just changing the position of the subject and predicate, right? I have a little difficulty in paraphrasing because not only the grammar must be correct, but also so that it is not included in plagiarism." (Participants 3, minute 02:39)

Furthermore, vocabulary is one of the challenges in conducting qualitative research proposals. Excerpt 4 showed that participants 2 and 3 also felt lacking in terms of vocabulary in conducting qualitative research. EFL students are students who learn English as a second language. Undeniably, vocabulary is why students experience challenges when conducting qualitative research. Participants 2 and 3 mentioned that they lacked vocabulary, which made them experience delays when doing qualitative research. Participant 2 mentioned that he only knows the basic vocabulary, so he often uses that in his proposals, which makes him always stuck in the background. He also said that he had difficulty distinguishing adjectives and had difficulty in scientific terms. Participant 3 said that he usually had difficulty with adjectives and verbs, and he mentioned that he could easily find the nouns. According to Yusuf et al. in Purwanti (2013), their lack of English words makes it challenging for them to do so in writing.

Excerpt 4

"In writing, there are grammar and **lack of vocabulary**" (Participant 2, minute 15:37)

"I often watch movies, so the **vocabulary** that I found is still basic. So what is often used in proposals is basic vocabulary" (Participant 2, minute 6:19)

"Adjectives are difficult to distinguish. Usually **vocabulary** in scientific terms" (Participant 2, minute 06:59)

"**Vocabulary**, yes in **vocab**" (Participant 3, minute 29:01)

"For **vocabulary**, I usually have difficulty with adjectives and verbs, usually it's pretty difficult, while nouns can be found relatively." (Participants 3, minute 03:27)

Excerpt 5 stated that participant 1 had difficulty looking for journal references for her research proposal. Participant 1 said that finding reference journals for her proposal caused her to experience challenges when conducting qualitative research. She said

finding reference journals was difficult enough because there were rules for which reference journals had to be from which year when conducting a qualitative research proposal. L2 writers may probably encounter difficulties when attempting to become competent in a rhetorically specific area, such as academic writing, because they are still developing on their language competence (Adi Badiozaman, 2014).

Excerpt 5

"Nah… in academic writing, the difficulties are also paraphrasing and **looking for references.** In references, there are lot of rules such are what year like that" (Participant 1, minute 16:16)

To produce good writing in research, the intention of researcher is the most important thing to avoid mistakes or obstacles in writing. Students can explore what is needed because technology is now more sophisticated. For example, the researcher can use correct grammar online. To overcome challenges when conducting qualitative research, students must improve their writing skills and also practice writing so that there are no mistakes or errors in writing when conducting research. Students learn to write coherently, with the correct grammar structure, and with proper spelling through the writing process (Durga & Rao, 2018).

Students' Internal Difficulties: Lack of Motivation

In conducting research, laziness is still something that students cannot control. A lack of motivation usually causes laziness to do something. The following Excerpt 6 presented participants 1 and 2 said that laziness was one of the factors that hindered them in the process of working on the proposal. They said that there were many delays when working on the proposal because of laziness. Laziness is one of the reasons they are late in submitting qualitative research proposals.

Excerpt 6

"Actually, it will be finished during the QR course if possible, yes if I do it back then and it's not that difficult. It's just that this is an internal problem from myself, **lazy** and I feel like it's going to be fine if I don't do it at that time." (Participant 1, minute 02:55)

"I'm doing an online learning half to half, there are a lot of **laziness**" (Participant 1, minute 14:50)

"The lecturer said that he just needs to accept the fixed proposal. Nah, from that, there are a lot of problems, **lazy** and lots of delays" (Participant 2, minute 16:30)

The factor that hinders students from doing research is laziness. Several reasons cause participants to be lazy in working on qualitative research proposals. In this instance, the feeling of laziness experienced by the participants is caused by a lack of motivation within themselves to work on qualitative research proposals. As explained by Dautov (2020) academic laziness and procrastination have an impact on students' learning outcomes.

As experienced by participants 1, 2 and 3 one of the reasons for descreased student motivation when working on the qualitative proposal was the students' lack of motivation to complete the proposal. Participant 1 stated that the reason for decreased motivation when doing qualitative research proposals was that she had no enthusiasm for learning and making her lazy to work on qualitative research proposals. And participant 2 mentioned that external problems such as being ordered around by his parents caused his motivation to decrease when he was keen about working the proposals and his parents asking him to go anywhere made his mood go down, even though not every day. Meanwhile, participant 3 said that the two issues of the proposal he submitted to the lecturer were rejected and caused him to be confused about continuing the qualitative research proposal. Students

lose motivation when they have high levels of anxiety and inhibition, low self-esteem, and low self-confidence (DiŞLEN, 2013).

Excerpt 7

"At that time, there was really **less motivation**, there was no enthusiasm for learning, I was really lazy." (Participant 1, minute 17:30)

"Lots of internal disruptions and lots of being ordered to go around by parents, so my **motivation** is reduced. It's not every day, but the mood to do it goes down. When I'm excited about working on a proposal, my parents order me to go." (Participants 2, 02:40)

"for internal, **motivation**" (Participant 3, minute 17:18)

"Because earlier I kept changing the issues, it's already past the submission deadline, so automatically, the **motivation** is a bit lower" (participant 3, minute 31:11)

According to Saripah & Syukri (2017), Low motivation among students makes it difficult to achieve the learning goal. Lack of motivation of the participants in working on qualitative research proposals causes students to have a lazy mood working on proposals and in the end they do not submit the proposal on time. The problems when working on a qualitative research proposal come from the students' oneself. The laziness experienced by the participants caused students to lose their motivation and enthusiasm for conducting qualitative research proposals. Laziness tends to be felt by students which made the participants experience obstacles in working on qualitative research proposals.

Students' Technical Difficulties

While working on qualitative proposals during the pandemic, students complained that there were many challenges they faced when working on research proposals. One of them is a technical problem. The three participants agreed that internet signal problems were why they were late in processing and when submitting proposals as stated in Excerpt 8. According to Mahyoob (2020), not all students have reliable internet access. Some students struggle with network issues and lacked high-quality learning devices.

Excerpt 8

"At home, **internet** access is rather difficult" (Participant 1, minute 14:42)

"There is no **signal**, and the problem is that my area it is a desert, so I have to brought my quotas far away" (Participant 2, minute 05:58)

"The **signal** is slow, so looking for a journal isn't perfect. It's still lacking. Just looking for a journal is difficult because there's no **signal,** and the light goes out too" (Participant 2, minute 11:49)

"**signal, limited internet network** because there is no wifi, it's definitely limited and the **signal** isn't too stable either" (Participant 3, minute 16:56)

In 2021 when the covid pandemic hit, qualitative research courses that the participants took the class were required to study online and face-to-face using google meet. According to several research, the Covid-19 epidemic is having a significant impact on the educational realm (Rahardjo & Pertiwi, 2020). Online learning cannot be divorced from the internet network. An Internet network connection is one of the hurdles faced by students whose houses find it difficult to access the internet, especially since many students reside in remote locations. Even if someone utilises a cellular network, sometimes the network is unreliable since the geographical location is still far from cellular signal coverage. This is

also a problem that occurs a lot for students who take online learning during qualitative research courses, thus the implementation is not appropriate.

Solutions in Conducting Qualitative Research Proposals
Peers Encouragement in Writing a Proposal

Peer support is the support given to individuals in the form of words, attention and help that can encourage individuals who receive it, to achieve specific goals. The first solution when participants 1, 2, and 3 face challenges when conducting qualitative research is the role of the participants' peers. The relationship between peers and the participants in working on a qualified research proposal helps and motivates them to complete it. According to Veiga, et al. (2014), Academic achievement, school adaption, learning motivation, and pro-social behaviors are all affected by peer support.

The following Excerpt 9 presented participant 1 found something challenging in working the proposal, she asked a friend to help explain the part she did not understand. She also said asking friends could be a solution if someone encounters challenges when researching. Participant 1 also mentioned that her friend was the one who encouraged her to work on the proposal to the end and submit it even though she was late. Participant 2 also stated that when working on a proposal, he always asked his friends which part he was still confused, then when he was late collecting the proposal, he asked his friend to check his proposal to see if there was an error in the writing. Participants 1 and 2 also said that to avoid challenges in conducting qualitative research, they asked the students not to hesitate to ask questions.

Excerpt 9

"Of course, **ask questions**." (Participant 1, minute 11:57)
"Ask a **friend** to explain the difficult part."(Participant 1, minute 12:16)
"If we fail, we will think more in the future, and there will be a feeling of regret, so it's better to ask **friends**. I missed it, so I asked a regular **friend** who did not miss it, so there was a reference." (Participant 1, minute 18:42)
"So, at that time, my **friend** said, "it's better to do it"and pushed me to do that, but I was too lazy. I was thinking about that and it's already my final-year as a student, I was afraid it would have an impact, and it turned out that it was going to make me late." (Partiicpant 1, minute 13:38)
"I ask lot of questions to **friend** hehe." (Participant 2, minute 09:06)
"To **friend**, just please explain this part which is still confusing." (Participant 2, minute 19:15)
"Ask questions. There are problems in terms of writing. I'm afraid I will make a typo and then revise it again with my **friend**." (Participant 2, minute 18:59)
"Ask, ask **friends**, and do it."(Participant 2, minute 21:57)

Meanwhile, participant 3 mentioned that in the process of working on a proposal, he always compared his proposal with his friends' proposals to find out how his and his friends' proposals were progressing. According to him, it helped him to be able to process when doing qualitative research so that there was progress in working on his proposal. Comparing Participant 3's proposal with his friends lets him know the deficiencies in his proposal. He also said that comparing proposals with friends helped him in the proposal-writing process.

He also mentioned that if students did not have sufficient knowledge of qualitative research theory, he suggested that students should consult to the lecturers or friends who know more about qualitative research. The following Excerpt 10 showed the data.

Excerpt 10

"**To friends**... it's mostly just a comparison material, how was the proposal process." (Participant 3, minute 22:58)

"I usually compare my research with the results of my **friends**. The benefits are that when I feel something is missing from the research, I try to take it, try to modify it, and try to apply it to me. For example, there is no theoretical use in my research, so my friends already have it. Incidentally, the topic is the same, I adapted it to my friend's. Or I follow how to write it." (Participant 3, minute 00:50)

"just like that, comparing with **my friends**, how about CHAPTER 1" (Participant 3, minute 23:15)

"Consultation, either to lecturers or to **friends** who know better." (Participant 3, minute 41:47)

Peers have an important role when the participants face challenges in conducting qualitative research. Through the help of peers, the participants can ask questions about which parts are still confusing or they don't understand in conducting qualitative research proposal. And research comparison among friends can also share information about the progress of writing qualitative research so that it can motivate the participant on worked qualitative research proposal. Peers can provide social support for students, and this peer support will have an impact on students' academic achievement (Yuri & Yendi, 2020).

Restoring the Students' Mood by Watching Youtube

A mood Booster is needed to improve mood when studying or doing qualitative research. Students use various ways not to feel bored in doing on qualitative research proposals, one of which is watching YouTube. Excerpt 11 showed participant 2 solution when he encountered challenges in doing qualitative research, he usually took a break to watch YouTube because watching YouTube can motivated him to arise the mood in the process of writing qualitative research.

Participant 2 explained that the steps on how YouTube can raise his mood are when his mood is down while he is working on his qualitative research proposal, there is a notification from the YouTube channel that he is subscribed to, namely "1 percent" channel, where on that channel he gets a lot of knowledge because of the content. The content from the channel starts with a question and makes Participant 2 curious, making him often search for answers to those questions. Because of that curiosity, his mood rises again to work on research proposals.

Motivation drives learners in reaching learning goals (Filgona et al., 2020). Trishu & Shruti (2021) stated someone could find anything they want on YouTube, including music, humor, food, news, science, astrology, home furnishings, study materials, and life hacks.

Excerpt 11

"Look for inspiration on the internet, scroll **YouTube**, and then get excited again. On **YouTube**, there is motivation like that." (Participant 2, minute 19:45)

"So right after watching **YouTube**, the mood will go up" (Participant 2, minute 20:20)

"So, work on the proposal first, then after working on it again i'm not in the mood anymore,

and I'm down. After that, I like to have notifications on my **YouTube**. I like to be subscribed to those who are motivated, like the "1 percent" channel and often learn a lot from it, then the content starts with a question, so I'm curious about that question, so I did I often search when I watch it, I know a lot about it, so I'm getting enthusiastic again" (Participant 2, minute 10:10)

Self –Evaluation on the Progress of Writing Proposal

Self-reflection helps us know the strengths and weaknesses of the learning activities that have been carried out. Self-evaluation is helpful in the process of conducting qualitative research, because we know our progress in writing. Participant 3 mentioned that his challenge when conducting qualitative research was that he often changed issues, causing research proposals to take a long time to complete. Therefore participant 3's solution to this challenge was to conduct an evaluation.

The evaluation carried out by Participant 3 that he reviews the results of the lecturer's evaluation and then projects what is lacking in his proposal. From that, he knows what needs to be improved, so there is a process for his proposal. According to him, this is the best way when he encounters challenges in research. Is it line with Caluyua Yambi (2022) however, evaluation can and should be used as a continuous management and learning instrument to improve student learning.

Participant 3 also made projections when working on his proposal, which according to him, were the steps he took when evaluating. An example is when he has been counseling with the lecturer, and then the lecturer tells him to paraphrase the paragraph again, then he takes steps to change the order of the sentences or re-paraphrase using tools such as Quillbot to help his paraphrase. The following Excerpt 12 showed the data.

Excerpt 12

"The way to deal with it is to do **evaluations** and projections. After the lecturer evaluated the guidance, I reviewed the **evaluation again** what was lacking. Now, from these points, there has been progressed in my research." (Participant 3, minute 32:26)

"The **evaluation** helps to find out what is lacking in the research progress. Meanwhile, the projection is the steps I take in conducting an **evaluation**, both during counseling with lecturers and after making comparisons with friends or fair assessments or after discussions, I make **projections**. For example, after consulting, the lecturer said that I had to paraphrase several paragraphs again, meaning that I took for the next step was maybe I could change the order of the sentences or I usually use tools that can paraphrase sentences online, for example, Quillbot." (Participant 3, minute 04:29)

Students can learn about their experiences and learning preferences through self-evaluation, which also helps them think critically about what they have learned (Klimova, 2014). Self-evaluation by way of evaluation in qualitative research helps to develop in conducting qualitative research.   Participant 3's solution to facing challenges when conducting qualitative research proposals is by evaluating. By doing evaluations, participant 3 can find out what is lacking and there will be things that students should improve. Apart from evaluating, he also makes projections. According to him, projections are the steps he takes when evaluating his qualitative research proposal.

CONCLUSION

This research discusses the challenges students face when conducting qualitative research and how the solutions to these challenges. Students who have challenges in qualitative research are some students who are late in submitting qualitative research proposals for the final semester exam requirements. The gap in this research is that the

previous research did not examine solutions to the students' challenges when conducting qualitative research. Therefore, in this study, the researcher wanted to investigate the challenges and solutions when the students conducted qualitative research.

This study found that the challenges when the students are conducting qualitative research included: 1) Weaknesses in the writing aspects, including content issues, students' difficulties in writing qualitative research due to syntax, vocabulary and difficulties in searching for references, 2) Students' internal difficulties included laziness causing a lack of motivation, and 3) Students' technical difficulties such as bad internet and signal when conducting qualitative research proposals. In addition, the students' solutions to overcome those challenges included: 1) Peers encouragement, 2) Restoring the students' mood by watching YouTube, and 3) Self-evaluation on the progress of writing proposal.

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