

Student's Experiences on Their Thesis Proposal Seminar

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Abstract

This study aims to investigate students' experiences based on their thesis proposal seminar for Economic Education Students' Department Study Program at Universitas PGRI Wiranegara. The researcher used the questionnaire to get the data from the students' experiences based on their thesis proposal seminar at three stages, starting from the beginning up to the end. Based on the result shown that for the first table explained before the thesis proposal seminar presentation exposed that most students' good understanding of the learning objective of the seminar course (83,3%) and that they felt confident and supported by many resources. For the second table explained during the seminar session, most students agree (70,9%) that seminar encouraged their ideas to share and learn from others, but (45,8%) disagree that group discussion in a presentation session seminar is better than lecturing. The last table explained after the seminar session, showed the students that (93,8%) believe that post-seminar questions and feedback are informative both from lectures and from their friends, also (70,8%) agree that the seminar success through good preparation, and (81,3%) that classmates' participation supported the seminar's success.

Keywords: *Student's Experiences, Thesis Proposal Seminar*

INTRODUCTION

The curriculum for higher education has an important role in which thesis proposal seminar of the sixth semester at the Economic Department study. Students have completed the material of the thesis writing proposal before joining the seminar, which means that they qualify for the proposal and how to run the seminar in front of the audience.

These three steps are related to knowing students' experiences through thesis proposal seminars, first before the seminar, the way students prepare a thesis writing proposal presentation slide including how they will present it (mastering the material content, context, and general structure of the proposal), language used, and performance. Next during the seminar presentation, students should handle the discussion session and control their emotions, the last is after the seminar, the way how students react toward some comments, revisions, and perhaps some suggestions or notes from the lecturer or audience.

The role of teaching seminars explained that the success of presentation performance represents the students' preparation, group size, group interaction, and content appear, as Annemarie et al (2014) based on their study that investigated the students' perception of teaching performance in a seminar. Teaching seminars for this study in the classroom as the situation Covid 19 was over, in another word that Nani (2022) shared both online and offline students' presentations in thesis proposals more challenges and solutions because students could face some challenges during thesis proposal seminars refer to their seminar preparation and struggling their ideas during the session.

As Paper Written (2020) explained Economics is a subject that most students shy away from attributing a wide array of factors, such as statistics and calculations so they feel bored, unlike other disciplines. A few reasons why the proposal with rejected, 1) it presents an

irrelevant or outdated topic, 2) the stated objectives don't coincide with the methods, and 3) they were not well knowledgeable in the field of study they have chosen.

There are many problems while students write the proposal, the researcher agrees that the nature of the problems is from the perspectives of the students in writing the proposal as Cecilia (2018) exposed such as inadequacy in the use of the English language, time, and money and limited knowledge on how to make thesis proposal, also lack of concept on their ideas/topic. Shalonda & Della (2022) also explained the meaning of seminar as the way the students follow the academic instruction to pass the course before doing the thesis.

Sthitaprajnya (2022) share the importance of seminars and workshops for students to make students more understanding, which is (1) proficiency in verbal communication for gaining students motivation, confidence also speaking fluency. (2) acquirement of knowledge in a particular field, (3) growth in networking, (4) encouragement and motivation, and (5) a different environment than the classroom.

Maryellen (2010). As stated about guiding students' reflection, the goal of reflection is to help students fulfill the skills that will enable them to have higher competency in professional situations. Cecilia (2019) Concluded from her research that most students can write a good research proposal, though they are weak in most aspects of writing their proposals, the majority of the research proposal written by the students were accepted with major revision, and most problem areas in writing a research proposal are writing the research methodology and statistical treatment.

Sharifa (2017) through teaching and assessment methods for the classroom environment to support the student's autonomy. Kumar (2019) explained that students who join seminar courses, understand the concept in a better way as they learned before they presented their proposal seminar.

Grippin (1990) found that the student group of seminars for both undergraduate and graduate students, based on preliminary self-analysis essays written by the student and teacher explained the issues about career choice, the purposes of education including student-teacher relationship, and also both strengths and weaknesses.

Supriya (2016) explained that to improve the student's communication skills through seminars in small group teaching method than deductive teaching and increased the students trained their critical thinking.

Exley et.al (2004) explained the aim of their study is to investigate the student's reflections on their thesis proposal seminar, they explained that the Students Group Teaching (SGT) strategy is suitable for teaching students in a small group of teaching, and we used seminars, tutorials, workshops and Problem-Based Learning (PBL). The aim of this study is to share students' experiences on their thesis proposal seminar at Economic Department Study of Universitas PGRI Wiranegara.

RESEARCH METHODS

The study was a descriptive qualitative design related to students' reflection on the thesis proposal seminar, as Gay (2012:12) stated that qualitative research focuses on the exploration of phenomena that occur within a person, event, program, or life cycle in a case study. This study focuses on the investigation of students' thesis proposal seminar. The researcher instruments used a questionnaire analysis to collect the data. The subject was from 48 students' economic department study. The questionnaire using 5 (five) a point Likert scale was administered to all respondents, which are strongly agreed, agree, neutral, disagree, and

strongly disagree. This questionnaire divides into three categories, before the seminar, during the seminar presentation, and after the session. The researcher identified the students to be selected to ensure their responses to the questionnaire. Then analyze the data in two weeks after sharing the questionnaire online and doing interviews to support the questionnaire result and finally getting the data.

After collecting the data from the questionnaire, the data will be analyzed by the researcher from the calculation of students' answers to the questionnaire. Then, the researcher interpreted the data into percentages. To make the reader easier read the result of this survey, the researcher percentage data from the questionnaire to draw conclusions.

RESULT AND DISCUSSION

There are three stages of the table, those are, before, during, and after joining the seminar

Table 1

Students respond before joining the thesis proposal seminar

QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Before seminar					
The learning objective of the seminar is easy to understand	(10,5)	(83,3)	(6,2)		
need more explanation in terms of the seminar		(20,8)	(10,5)	(68,7)	(68,7)
The seminar is my first experience with a presentation				(89,5)	(10,5)
having much time to prepare for the seminar	(6,2)	(64,6)		(25)	(4,2)
There are many resources for organizing a seminar	(10,5)	(77)	(8,3)	(4,2)	
Through seminars that can improve my research skill	(12,5)	(77,8)	(10,5)		
It clearly clarifies the methodology of the research	(25)	(68,7)	(4,2)		
It encouraged practicing my literary	(18,7)	(72,3)			

Based on the first table presented before the seminar presentation was exposed: most students agree (83,3%) that the learning objective of the seminar is easy to understand, and only 10,5% of students need more explanation in terms of the seminar. Due to experience of presentation, the students disagree (89,5%) that is not seminar their first experience because they have enough to prepare their seminar material (64,6%) with supported many resources, students also agree (77%) that there are many resources for organizing a seminar. More than (77,8%) agree that the seminar can improve the student's research skills, especially the way to master thesis writing proposal, and of the course students agree (68,7%) that the lecture clearly explained the methodology of research before asking the students to formulate the research proposal and (72,3%) of the students agree that through seminar it encouraged the students practicing their literary. As Cecilia (2018) shared other reasons that the students lack knowledge based on their studies, such as using either the MLA or APA (whichever should be prescribed), defining terms or concepts, differentiating literature from studies, appropriate research and statistical tools, citing sources and difference between the theoretical and

conceptual framework. As Nani (2022) said that to reach a successful presentation students should understand their research topic, and master the research methodology by doing a lot of practice.

Table 2
Students respond during the thesis proposal seminar

QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It encouraged the students' ideas and learning from others	(29,1)	(70,9)			
A seminar is better than lecturing		(41,7)	(12,5)	(45,8)	
Through the seminar, the students have more space for critical thinking than in lectures		(20,8)	(4,2)	(75)	
Students are more active in the seminar than in the classroom teaching		(81,2)	(18,8)		
Students try to defend their thesis proposal during seminars		(77,8)		(22,2)	

During the seminar session, most students agree (70,9%) that seminar encouraged their ideas to share and learn from others, but (45,8%) disagree that a seminar is better than lecturing. Next, (75%) believe that critical thinking is very important through seminars than lectures also students (81,2%) are more active in the seminar than in classroom teaching, and (77,8%) of students agree that during seminar sessions they would try to prove to others students defense of their research proposal. Students understand their research topic and methodology to make a good presentation, they also need more practice and good preparation so they will encourage their confidence and motivation to present their ideas effectively (Nani, 2022)

Table 3
Students' responses after joining the thesis proposal seminar

QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Post-seminar questions and feedback are informative		(93,8)	(6,2)		
My classmates were encouraging and supporting	(8,3)	(83,4)	(8,3)		
seminar success through good preparation	(27,1)	(70,8)			
seminar success through teamwork		(79,2)		(20,8)	
seminar success through classmates' participation	(18,7)	(81,3)			
willing to organize another seminar again	(16,6)	(83,4)			
feeling satisfied with the seminar presentation	(12,5)	(87,5)			
Some benefits of seminars	(27,1)	(72,9)			
Increasing speaking ability and responsibility	(14,5)	(85,5)			

Based on the third table showed the students respondent after the seminar session, that (93,8%) believe that post-seminar questions and feedback are informative both from lecture and their friends, also (70,8%) agree that the seminar success through good preparation, and (81,3%) that classmates' participation supported the seminar success. Most of the students (83,4%) desire to organize another seminar again, students are feeling satisfied with the seminar (87,5%) and got some benefit from it ((72,9%) and increasing their speaking ability and responsibility.

Again, Cecilia (2018) gave the suggestion to help students with problems in writing the proposal, 1) intensive training on proposal writing, 2) provision of a library equipped with updated books and other reading material, and 3) adequate computer facilities.

There are 8 (eight) purposes of Small Group Teaching (SGT) as Entwistle et.al (1992) as quoted by Exley (2004), are (a) students develop their understanding of the concept and theories meaning of discussion that connects their acceptance and see interrelationship, (b) the students intellectual and professional abilities developed by thinking and solving the problems, (c) communication skill developed through discussions, (d) individual growth, (e) professional growth, (f) supporting their independence, (g) group working skill developing through practice a variety of group management skills, and (h) students reflection practice.

Shirley & Einat (2016) Conducted research to know the students' self-regulation and found that the most significant component of the seminar, was students' cognitive knowledge and guidance regarding writing, along with peer work learning, and changes in self-efficacy and ability to regulate time and emotion.

Linda K (2008) used teacher-based evaluation and effects on the students' writing assessments, she explored the teachers' role from the student's perspective in the evaluation and suggested by using evaluation offered the students evaluation and consider a fair comment, useful and instructive.

Annette et all. (2021) Their study concluded that the students were well prepared when they are writing a bachelor thesis their ability to arrange the thesis regarding academic writing, referencing, ability to work in a group, maintain the question and the report template also their high motivation.

Khairatunnisa (2019) conducted research to find out the challenge of the thesis proposal seminar proses. How the students' handled the thesis proposal presentation due to various obstacles in front of participants and advisors, the result was many factors being studied to support the student's success, including the benefit and goals.

Cecilia (2019) Suggested covering the students' problems in writing their proposals are, (1) intensive training on proposal writing, (2) provision of a library equipped with updated books and other reading material, (3) adequate computer facilities, (4) mentoring, (5) more time in proposal writing, (6) adequate resources, (7) provision of incentives to outstanding researchers and (8) simplified and realistic writing instruction.

Pham (2018) found that their study revealed the seminar's essential and excellent effects on the students graduating from HCMC OU that they requested to hold seminars not only during the course-work periods but also conducting their thesis.

Dydia (2003) was Interested in teaching seminar courses, that helped them to improve writing seminars with more reading and exercises the way of teaching techniques designed in pair work to learn constructive criticism, and also how to overcome their fear of sharing their work with others.

CONCLUSION

The lecturer of the seminar course should explain the learning objective, and terms of the seminar, then they will guide the way to run the presentation seminar supporting mastering the methodology of research and the audience participation. So, we can conclude that the thesis proposal seminar was run well starting from the beginning to the end. The students pay attention to some notes and feedback from the lecturer and friends. The important thing is that the students need positive feedback both from the lecturer and the audience.

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