



**VARIATION OF FINAL PROJECT TOPICS
OF ENGLISH EDUCATION STUDENTS AT UNNES
IN THE PERIOD OF 2016-2018**

Final Project
submitted in partial fulfillment of the requirements for the degree
of *Sarjana Pendidikan* in English Language Education

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**ENGLISH DEPARTMENT
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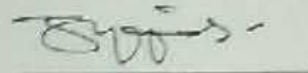
APPROVAL

The final project has been approved by the Board of Examination of the English Department of Faculty of Languages and Arts of Universitas Negeri Semarang (UNNES) on September, 2019

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DECLARATION OF ORIGINALITY

I, Pradipta Adhyamika, as the writer of this final project hereby declare that this final project entitled *Variation of Final Project Topics of English Education Students at UNNES In The Period of 2016-2018* is my own work and has not been submitted in any form for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work for others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2019



Pradipta Adhyamika

MOTTO AND DEDICATION

“Surely, with hardship comes ease.”

Q.S. Al-Insiroh : 6

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Alhamdulillahirabbil'alamiin, first and foremost, I would like to praise to ALLAH SWT, the Almighty and Merciful, for all remarkable blessings and grace without which I would have never finished this final project. Then, I would like to express my gratitude to those who have given many prayers, support, guidance, and assistance to me in writing my final project.

Secondly, my deepest gratitude is delivered to my advisor, Dr. Hendi Pratama, S.Pd., MA for the abundant patience and time in giving comment and recommendation for the content of my final project and also carefully correcting the use of grammar in my writings. Million thanks are also delivered to all my lecturers of English Department of UNNES for all guidance during my study.

Thirdly, I would like to give great appreciation to my beloved parents, Ibu Siti Asiyah and Bapak Muhammad Sabari and also my siblings; Mas Afa, Mbak Ika, Mbak Yeni, dan Mas Jefry. May Allah always bless you all and it is wholeheartedly dedicated for you all. Then, my sincere thanks also goes to my beloved friends Mbak Citta, and Iftita for their support. Then for all people who have supported me in finishing this final project.

Finally, I hope this final project can be useful for readers. I also look forward any suggestions and critics to the betterment of this final project.

Pradipta Adhyatmika

ABSTRACT

Adhyatmika, Pradipta. (2019). *Variation of Final Project Topics of English Education Students at UNNES In The Period of 2016-2018*. Final Project. English Department. Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Dr. Hendi Pratama, S.Pd., MA

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This final project discussed the variation of final project topic of English Education students at UNNES in the period of 2018-2019. The basic problem the writer wanted to discuss in this final project was the diversity of final project topics of English Education students at UNNES. The research was aimed at finding out the most favorite and less favorite topics of English Education Students' final projects at UNNES in the period of 2016-2018.

The population of this final project was the final project of English Education students at UNNES in the period of 2016-2018 and it was 400 final projects. 90 final projects were taken as the samples in this research through random sampling technique. Document analysis was used to find the most favorite and less favorite topic in this research. After conducting the research, it was found that topic about teaching technique was 62.26%, that was become the most favorite topic in the period 2016-2018. There were also some topics that is less favorite in the period of 2016-2018, there are Conversation Analysis Pronunciation, Literary Analysis, and Persuasive Strategy, with only one final project found discussed about those topics.

Based on the research findings, it is suggested that the administer of Education of English Department Administrator should give a final project guidebook for student because in English Education Department there is no guidebook for how to submit topic and some of students do not know that they must fill the topic in sitedi. The head of department can choose supervisor first and then the supervisor determines the topic for students. The last is students should be braver to explore topics that are rarely taken so that topics in the English Department become varies.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Final Project is one of the compulsory subjects for undergraduate students in all university. It can be taken as early as the seventh semester. It is one of the requirements for students in university to obtain Bachelor Degree. Rustono et al (2018, p.22) described final project as students' scientific paper in completing the undergraduate program. Final project is a scientific paper which is used as evidence for students' academic ability in solving problem which is arranged based on certain theoretical and methodological frameworks (based on the scientific fields or study programs) and kept in front of examiners as a requirement to achieve bachelor degree.

Final project is a scientific framework which explained the principle of important thing from branch of science as the result of library research and or a field which student must do based on academic assignment to become one of the graduation requirements as bachelor (Gie, 2002, p. 119).

In Minister of Education and Culture of the Republic of Indonesia number 49 of 2014 concerning the national standards of college article 45 paragraph 4, the final assignment in the form of a final project, thesis, or dissertation is one form of research that can be done by students through certain standards and processes. Although it has been arranged by the government, it turns out that the final project has the potential to become a burden for students so that it tends to be done carelessly as a graduation requirement (Suhardiyanto, 2015). Also, final projects

actually cause unhealthy practices among students, for example, final project making services or final project brokers (Sudarsono, 2013).

Final project is the last requirement before graduating. Although final project is the last requirement to obtain bachelor degree but it has tendency to make students late to graduate. Some of them will finish their final project before eighth semester although mostly they will finish their final project over eighth semester. Every student has different time to finish their final project. It depends on their effort and intention.

The preparation of the final project of each student has a difference between one and the other, because if there is an equation in the preparation of the final project, the student is dubbed as a plagiarist or imitator. The departments which are taken by students will influence them to determine topics, titles, and research methods, because in university, the skills or knowledge that is studied depends on the departments taken. Preparation of student thesis can be a feature of what majors they have taken during college, because in the preparation of the thesis students show their interest and may not differ greatly from the field of science that has been studied.

According to Malika (2015) "Most of students think that composing final project is a scourge". This happened because composing final project needs much time and student must be diligent. To finish a final project at least it will take six months or one semester for students who have serious intention. But for the students who enjoy their time in campus it will take more time to finish a final project. Even unfortunately some of the students can not finish their final project

and they are moved to another university. Basically the time needed by students to finish their final project depend on the individual itself.

Final project is composed and made to give more knowledge beside the knowledge that has been studied during this college because final project is in a form of research. Research conducted to increase knowledge, without research that will not be enhancement, likewise with the writing of the final project.

In composing the final project, research is carried out as a mandatory step for research on matters raised in the topic of final project. Research is done on the field or outside the field, within the institution or outside the institution, and by individual or group. This is based on the topic and title, as well as the data needed in making a final project. Data that is appropriate in the final project can be obtained if students do the research correctly and according to the guidelines.

Faculty of Language and Arts is one of eighth faculties in Universitas Negeri Semarang (UNNES) and English Education is a study program of English Department in Faculty of Language and Arts. English Education study program have held educational program for prospective teacher with a purpose creating professional English teachers. English department is one of the best departments in UNNES but it does not change the fact that most of the students in English department graduate above eighth semester.

There are two main reasons that make students late for graduate, first, they retake the majority that they got bad mark and the second is they got difficulty on composing final project. The obstacles that are usually faced by final project

takers are lack of intention and motivation, understanding of symptoms in the field, and choosing final project topic.

English Education students can decide their final project topic based on curriculum of English Education. In English Education curriculum, it has 83 courses included compulsory courses, general courses/basic courses and elective courses. Students should have taken 144 credits as the requirement of taking final project topic. It means that students should have passed 144 credits before taking final project course.

English Department of UNNES is one of the favorite departments in UNNES. It makes a lot of students from senior high school want to be student in English Department of UNNES. Every year English Department received 10 classes consisting of six classes of English Education and four classes for Literature program. Each class contains of 25 students. it means every year English Department received about 250 students more or less.

They will compose final project and it makes a lot of final project that have done in various topics. Most of English Department students of UNNES chose final project topic based on the course that they had taken, but some of them chose their topic out of the course in English Department. They made a final project based on their passion. It makes the final project topic in English Department is very diverse.

1.2 Reasons for Choosing the Topic

There are several reasons which become the writer's concern in choosing the topics:

- (1) There are some students that have difficulty on determining final project topic.
- (2) The library has not had a guide book that help students to find final project topic.

1.3 Research Questions

In referring to the background of the study above, the study attempts to answer the research problem as follows:

- (1) How is the tendency of final project topics of English Education students at UNNES in the period of 2016-2018?
- (2) What is the less frequently themes in final project topic of English Education student at UNNES as a topic?

1.4 Objectives of the Study

This study is especially, an attempt:

- (1) To identify the tendency of final project topics of English Education students at UNNES in 2016/2018.
- (2) To find the least favorite themes in final project topic of English Education students at UNNES.

1.5 Significance of the Study

After being carry out, this study will be usefull to give some contribute to students and lecutures. Here are the benefits:

- (1) For the students, this research will help them to determine what kind of topic that they will choose as their final project.
- (2) For the lectures, this research will help them to give advice to the students what kind of topic that they should choose.

1.6 The Scope of the Study

In order to avoid the misunderstanding, this research will be concentrate on final project of English educational students of Universitas Negeri Semarang (UNNES) in the period of 2016-2018.

1.7 Definition of Key Terms

There are some terms that appeared in this study. The definitions of key terms are important to give the clear understanding of the study. They highlight the technical and operational definitions that are used to analyze the subject of the study.

(1) Variation

The variation in this final project will be focus on the students' final project topic. It means that the variation here will be define as the repeation of students' final project topic in the period of 2016-2018.

(2) Final Project

Final project is also known as Undergraduate Thesis. In Indonesia we divide thesis into three based on degree, final project for undergraduate program, thesis for post graduate program, and dissertation for PHD program. This research will be focused on final project/undergraduate thesis

(3) Topic

In Oxford dictionary, topic is define as a matter dealt with in a text, discourse, or conversation; a subject. Final project topic means a matter dealt with in final project as the final assignment for students in order to obtain bachelor degree. In this final project will group English Education students' final project topic in the period of 2016-2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the Previous Studies

There are some previous studies which described the result of any researchers related to the language features and communication strategies, here are summaries of some previous studies as the guidelines for the researcher in conducting the new one and explaining the way this study is different from the previous ones.

Final project by Setyowati (2011). The goal of this study is to see and group which topics are often reviewed by undergraduate students who is working on final project in 2009-2011 with Library Science. In to Setyowati's study conclusion, the variety of students' final project topic changed every year. Topic of students' final project in Library Science Department students in university in Indonesia is mostly discuss about information behavior and technology and systems. However, there are also a study which is in great demand to be discussed, that is library service (11,3%), the information societies (11%), and properties, needs, quality and value of information (8,58%).

Final project Rizkapuri (2007) found that students tend to use qualitative research when composing final project, from 71 final projects the percentage is (81,6%). Factors that influence students' tendency are human sources included lecturer of research courses, curriculum in the form of teaching materials which is given in research courses, teaching strategy and teaching media, facilities and infrastructures in the form of handbook and library, student learning process, and

friend's influence. Qualitative research is better understood by students than qualitative research.

Final project entitled by Malika (2016) found that the tendency of topic selection in the preparation of the final project title of Early Childhood Education Program in 2010-2015 with the number of final projects is 240, topic (C) with the acquisition of 158 final projects on learning early childhood education that discusses various things that must be prepared in providing education early childhood is chosen more than the topic (A) with the acquisition of 50 final projects on early childhood growth and development which discusses aspects and factors that influence child development, and topic (A) about early childhood growth and development which discusses the aspects and factors that influence children's growth and development, more are chosen from the topic (B) with the acquisition of 32 final projects discussing the things that must be owned by an early childhood education teacher (PAUD).

Research by Pratama (2017) divided topic into two categories, primary and secondary. Pratama used 75 students' final projects of English Education of UNNES as the subject. The result shows that 45 final projects or 65,33% used 'teaching techniques' as primary topic, 8% materials, 5,33% translation, 5,33% systematic functional grammar, 4% assessment, and 1,33% for second language acquisition. And for the secondary topic, the result shows that 26,67% final projects contained writing as their topic. Further analysis, the final projects with the primary topic can be identified quickly because of the title of the thesis related to teaching techniques almost always use markers '*the use of*', '*to improve*', and

'the effectiveness of '. The similarity of the structure of thesis title writing and similarity the methodology in chapter 3 of the thesis shows that 49 theses are relating to teaching techniques have similar templates.

Final project by Prihayati (2007) found that the tendency of topic selection in final project title of art department in the period of 1995-2005 tended to choose non-education topic with 73,45%, domination of non-educational topic was very high in 1999 with 91,48%, in ten years, educational theme had been popular in 1996 with 64,71%.

The previous studies mentioned earlier have explored tendency and pattern of choosing final project topics. In this research, the researcher tries to investigate about the variation of final project topics of English Education students at UNNES in the period of 2016-2018

2.2 Review of Theoretical Background

In this part of the research, researcher will divide the theoretical approach into several parts included Scientific paper, final project, topic and title, grouping, and variation

2.2.1 Scientific paper

In 2018, Rustono described scientific paper as the result of scientific writing. Scientific in scientific paper can be seen from objectivity in explaining or describing something. Therefore, scientific papers can be categorized in nonfiction writing. That statement in fact in line with the views expressed by Sudjana (2008, p.4), namely works scientific consists of two words, namely work

means work, doing, and scientific means scientific. Meanwhile, science is understood as knowledge that has been verified through scientific methods. Therefore, science is essentially scientific knowledge. Someone who has knowledge or scientific knowledge (scientist) is required to have open minded characters, honest, thorough, critical, not easy to believe without evidence, not fast desperate, and not quickly satisfied with the work or the results of his work.

Scientific knowledge is what a person has accompanied by the scientific attitude that he shows in his way of thinking, should be the basis for doing work or doing so produce scientific papers as well. Thus, scientific paper is results or human products (usually in written form) on the basis of knowledge, attitude, and scientific thinking.

2.2.1.1 Type of scientific paper

Rustono et al (2018) described that scientific paper must be prepared based on scientific principles or approaches (substantially theoretical and methodological) with specific objectives. In accordance with its objectives, several types of scientific paper that must be explained and agreed upon are the final assignment, final projects, thesis, dissertation, and article.

Rustono et al (2018) stated that there are some types of scientific paper based on the academic level.

(1) Article

Article is a scientific paper compiled based on the results of research (thesis, thesis, or dissertation) which contains an idea, idea, thought as an alternative

solution in solving problems or the results of hypothesis testing about a theory. Articles are an integral part of a final project, thesis, or dissertation. Articles are designed and published in a journal or book collection of articles by following agreed procedures or writing guidelines. Articles consist of at least the Title, Author's Name, Affiliation, Abstract, Keywords, Introduction (Background, review of the results of previous studies, objectives, and benefits), Findings and Discussion, Closing (Conclusions and suggestions), and Reference Bibliography.

(2) Paper

Paper is a scientific paper based on discussion of the problem in accordance with empirical-objective data in the field. The paper consists of the Introduction, Discussion, Conclusions, and Reference References.

(3) Final assignment

Final Assignment is a scientific paper that is a proof of the ability of students to formulate ideas in applying science, technology, and / or art that are prepared based on a particular methodology (in accordance with scientific fields or study programs) and maintained in front of examiners as a requirement to achieve title of expert *madia*.

(4) Final project

Final Project is a scientific paper of students in completing Undergraduate program. Final Project is a scientific paper that is a proof of the academic ability of students to solve problems prepared based on certain theoretical and methodological frameworks (according to the scientific field or study program)

and maintained in the front testing session as a requirement to achieve a bachelor's degree. The preparation of the final project must be accompanied by or produce articles that are ready to be uploaded in national or international journals.

(5) Thesis

Thesis is a student's scientific paper, which is more in-depth than an undergraduate thesis in order to complete Master Degree. Thesis is a new knowledge created by the author in his own research. Thesis is proof of the performance of students' academic ability in solving problems and developing science, technology, and / or art that are compiled based on systematic research results and based on certain methodologies and maintained in front of the board of examiners to achieve a master's degree. The preparation of the thesis must be accompanied by or produce articles that are ready to be uploaded in accredited national journals or international journals.

(6) Dissertation

Dissertation is a scientific paper of students in completing their undergraduate level to obtain a doctoral degree. The dissertation contains an author's findings, in the form of original findings. Dissertation is a proof of the academic ability of students to solve problems and develop new science, technology, and / or art based on systematic research results and according to certain methodologies and maintained before the board of examiners as a mandatory requirement to achieve a doctorate degree. Preparation of a dissertation must be accompanied or produce scientific articles that are ready to be uploaded in reputable international journals.

2.2.1.2 Criteria of scientific paper

In Rustono et al (2018), Scientific paper must have at least eight criteria as follows.

- (1) Topics. Scientific paper should have a focus on a particular topic, which is specific in nature.
- (2) Problems. Based on the topic, there should be a formulation of the problem that would be solved through research activities.
- (3) Theory and Literature Review. Scientific paper should be based on theories obtained through studies or literature review in problem solving efforts.
- (4) Methodology. Solving the problem requires an appropriate methodology.
- (5) Data and Facts. Scientific paper should present data and facts obtained through the application of the right methodology.
- (6) Solution Alternatives. Scientific paper should try to associate findings or results obtained through research with the underlying concepts or theories
- (7) Conclusions and recommendations. Based on the discussion, conclusions can be formulated. then, from the conclusions, recommendations can be drawn up
- (8) References. Scientific paper should be equipped with adequate references.

University of Tempere (2016) stated that a thesis is graded excellent when it is written on a demanding topic, the use of source literature is extensive and the theoretical approach is mature.

2.2.1.3 Differences between undergraduate, master, and doctoral thesis

Chandrasekhar (2008) stated that the differences between undergraduate and postgraduate theses are one of degree rather than kind. They share a common structure and need for logical rigor. It is only in the substance and the emphasis placed on it that the differences arise.

The University of Western Australia (UWA) (1999) requires that a PhD thesis shall be a substantial and original contribution to scholarship, for example, through the discovery of knowledge, the formulation of theories or the innovative re-interpretation of known data and established ideas.

An undergraduate thesis is, at present, graded on the quality of research, the significant of the contributions and the style of presentation. Thus, the undergraduate thesis is judged on a similar basis to the postgraduate one. Indeed, the three most commonly cited qualities that earn an undergraduate thesis the first class grade are originality, independence, and mastery.

Candidates writing a higher degree thesis (and the PhD thesis in particular) are required to present their research in the context of existing knowledge. This means a thorough and critical review of the literature, not necessarily limited to the narrow topic of research, but covering the general area. the PhD candidate should also show clearly what original contributions she or he has made. Although neither of these requirements applies strictly to undergraduate work, the candidate should demonstrate familiarity with previous relevant work in his or her thesis.

In short, a thesis (whether undergraduate or postgraduate) is evidence of the candidate's capacity to carry out independent research under the guidance of a supervisor, and to analyze and communicate the significant results of that work. The candidate for higher degrees must demonstrate, in addition, mastery of the literature and indicate clearly which is his or her original work, and why it is significant.

Referring to the opinion of Chancellor's Regulation Number 43 of 2017 concerning the Use of Reference and Citation in Final Assignment, Final Project, Thesis, and Dissertation of Semarang State University, the criteria for thesis writing, thesis and dissertation applied at Semarang State University can be seen in Table 2.1

Table 2.1 Thesis Criteria

No	Aspect	Undergraduate	Master	Doctoral
1	Degree	Undergraduate	Graduate	Postgraduate
2	Problems	Can be chosen from empirical experience, not deep	Chosen from empirical, and theoretical, deep	Chosen from theoretical study which is supported by empirical facts, very deep
3	Independence of Writer	60% writer's role 40% supervisor's role	80% writer's role, 60% supervisor's role	90% writer's role, 10% supervisor's role
4	Scientific Weight	Low-Medium	Medium-High. Deepening/development of existing theories and research	High, the highest in academic. Required to find breakthroughs and new theories in the field of science
5	Exposure	Dominant description	Description and analytical	Dominant analytical
6	Analysis Model	Low-medium	Medium-high	High

7	Number of Research Question	About 1-2	At least 3	More than 3
8	Method/statistic test	Usually use test qualitative / test descriptive, test parametric statistics (test 1 party, 2 parties), or statistics non parametric (test binomial, chi squared, run test), hypothesis testing comparative, test associative hypothesis, correlation, regression, test different, chi square test, etc	Usually using a test qualitative / regression double, or multiple correlation, multivariate, multivariate continued (dummy regression, panel data, equation simultaneous, logistic regression, log linear analysis, econometrics static & dynamic, time series econometrics) Path analysis, SEM	Same with thesis by method more complex, that weight aim to find breakthrough and theory new in the field Science
9	Degree of Supervisor/Examiner	Minimum Doctoral and Masters	Minimum Masters Experienced	Minimal Professor and the Doctor
10	Originality of Research	Can be replica people research	another, place of the case different preferred	Prioritizing originality must be original Must
11	Discovery of New Things	Do not have to		
12	Publication of Research Results	National Journal	Accredited National Journal /international	Reputable international journal
13	Number of References/bibliography	Minimum 45	Minimum 75	Minimum 120
14	Common used statistical methods /programs	Qualitative / Manual, Excel, SPSS etc.	Qualitative advanced / SPSS, Eview, Lisrel, Amos etc.	Qualitative advanced / SPSS, Eview, Lisrel, Amos etc.

2.2.2 Final Project

During the final semester, student in university are expected to write a final project as the requirement for graduation. Final project is a scientific paper to fulfill one of the requirements to achieve bachelor degree (Widyamartaya, 2000:76). According to the Minister of Education and Culture of the Republic of Indonesia number 49 of 2014 concerning the national standards of college article 45 paragraph 4, the final assignment in the form of a final project, thesis, or dissertation is one form of research that can be done by students through certain standards and processes.

According to Rustono (2018, p.9), Final project is students' scientific paper in order to finish undergraduate program. Final project is a scientific paper which is used as evidence for students' academic ability in solving problem who is arranged based on certain theoretical and methodological frameworks (according to scientific fields or study programs) and kept in front of examiners as a requirement to achieve bachelor degree.

According to Gie (2002, p. 119) "Final project is a scientific framework which explained the principle of important thing from branch of science as the result of library research and or a field which student must do based on academic assignment to become one of the graduation requirements as bachelor".

Final project is composed and made to give more knowledge beside the knowledge that has been studied during this college because final project is in a form of research. Research conducted to increase knowledge, without research that will not be enhancement, likewise with the writing of the final project. Final

project should be scientific and systematic. It is not easy to write a proper final project.

According to Pratama (2017, p. 13) there are 10 potential problems contained in the student final project reports:

- (1) Thesis topics are dominated by teaching techniques. College student less willing to execute other fields.
- (2) Skills that are written too much as a thesis are writing.
- (3) Skills that are very difficult to complete in a thesis are listen.
- (4) The discovery of the 'copy template' phenomenon. Thesis student see others' thesis and replace the research object minimally.
- (5) Too many students use the t-test. The use of t-test sometimes is not appropriate. Thesis writers do not dare to use statistical techniques other than t-test.
- (6) Found two research questions but ask same construct.
- (7) Found research questions that are very ambiguous.
- (8) Found research questions that does not have instrument and does not discussed in the thesis.
- (9) Researcher's bias greatly affects most research. The researcher did not try to eliminating the bias.
- (10) Many found action study that have no effort to improve teaching ability.

Further analysis shows the action study contains quasi-experimental research.

Thesis is a proposition to be maintained or proved by a candidate for a degree Chandrasekhar (2000, p. 6). One might infer from the etymology above that a thesis is an (obligatory) offering placed at the desk of the examiner by a candidate who wishes to get a degree. This is the most common, and often only, reason why a thesis is written. But there are other reasons for writing a thesis.

A thesis is a written record of the work that has been undertaken by a candidate. It constitutes objective evidence of the author's knowledge and capabilities in the field of interest and is therefore a fair means to gauge them. Although thesis writing may be viewed as an unpleasant obligation on the road to a degree, the discipline it induces may have lifelong benefits. Most of all, a thesis is an attempt to communicate.

Science begins with curiosity, follows on with experiment and analysis, and leads to findings which are then shared with the larger community of scientists and perhaps even the public. the thesis is therefore not merely a record of technical work, but is also an attempt to communicate it to a larger audience.

2.2.1.1 Parts of Final Project

Final project should be oriented based on students' study program, but students are able to create a study outside the scope of the study program but they must create final project based on the rules. Research has some scientific characteristics: (1) Has a goal; (2) Systematic; (3) controllable; (4) Objective; (5) Test phrase (Rara Sugiarti, 2003. p. 1).

There are some elements of final project guidelines that need to get attention according to Wiratha (2006, p. 2) in the elements of research writing including: (1) Title of research; (2) Affirmation of the Problem; (3) Background of the study/problem; (4) Library objectives; (5) Hypothesis (6) Use of research; (7) Limitation of problems; (8) List of literature.

In order to make good final project, we need to compose it based on the procedures. There are some procedures that we can use from Wiratha (2006, p. 69), (1) Objectives; (2) Based on the data; (3) Conclusions are taken based on clear procedures; (4) The whole study in final project must be based on the ratio or acceptable logically.

There are three series of activities in writing final project: preparation, implementation, and finishing.

First is preparation. When doing preparation, students are required to arrange topic proposal by consulting the topic proposal to supervisor based on the topic that will be taken. The goal is to make sure the tittle, type of the research, and methodology of the research.

Second is implementation. In this stage students will consult with the supervisor. Consultation is needed in order to help student solves problems faced. Consultation will be held in the time that student and supervisor have agreed. Consultation intensity is needed to avoid miscommunication between student and supervisor.

The last stage is finishing. when student have finished the research and composed the final project until the last part and obtain approval from supervisor,

the students will have final presentation for the research and completed the research by handling the letter for completion of composing final project.

Final project is last assignment for student in university to obtain bachelor degree which is done by doing scientific research. The validity and reliability of the research must be accountable by the author. And the most important is that the research must be original.

Final project generally consists of three; (1) Opening which is contained introduction before entering the main issue. (2) Main part which contains important section on research because in this section the author delivers the guidance for writing theoretical depth and facts of the research discussion results through argumentation about the main issue which is going to be observe, also stating the methodology which is going to be applied in this research. (3) Closing, in this section the author writes the references as reference source of writing and attachment whose function is to complete the description which has been presented in opening of final project (Wirartha 2006:54-66)

Final project is a scientific research of students in university who want to finish undergraduate program. scientific papers can be in the form of scientific knowledge that presents facts and written based on correct and good writing methodology. In this case the special feature of scientific paper, scientific paper must be written honestly and accurately based on the truth regardless of the consequences. The truth in scientific writing is objective - positive truth in accordance with data and facts on the ground and not normative truths. In this

context scientific truth is operationalized in the form of truth which is not only based on ratios, but can also be empirically proven.

Rationalism and empiricism are the foundation of human thinking. Rationalism relies on brain abilities or reasoning, while empiricism relies on evidence or real facts. Combining these two ways of thinking is called scientific thinking. Referring to this opinion, every scientific paper in any form produced by anyone and for any purpose must be based on the process and results of scientific thinking through research. Therefore, scientific papers are written and arranged systematically according to certain rules or rules based on the results of scientific thinking. This means that not all papers can be called scientific papers because not all thinking processes are scientific thinking.

Through scientific thinking, one will consciously explain the scientific paper process. According to Aqib (2008:15) that the scientific paper process is always characterized by the use of scientific methods which are characterized by (1) true, valid, and relevant theoretical arguments; (2) empirical factor support; and (3) analysis of studies that link the theoretical argument with empirical factors to the problems studied. In addition, scientific papers can also be called written works that contain science, technology, or art that are presented in scientific languages, and with certain formats. Thus, the characteristics of scientific writing appear from the content, language, and writing format.

Choosing research type and methodology is needed before doing a research. Research type can be divided into two; First, Basic Research is a research on something because there is an attention and curiosity about the result of an

activity. Second, applied research is a careful investigation, systematic and continuously to a problem with the intention to be use in certain needs (Nazir, 2005).

Another type of research that is used in education world is development research. Development research is a research method which is used to produce a product and verify the effectiveness of that product (Sugiyono, 2013, p.297). The data analysis techniques are divided into two, qualitative and quantitative.

Final project writing must be done in appropriate stages. Final project is arranged systematically which consist of review of related literature, field research, and laboratory test. According to Rustono (2018, p.9), The description contained in scientific papers is called to be systematic if follow certain development patterns, for example sequence patterns, classification, causality, and so. In this way, readers will be able to follow the description path easily.

The functions of writing final project research report are:

- (1) Proof students' academic ability. By finishing final project will proof that students are able to do scientific research that is the last requirement for graduation in undergraduate program.
- (2) Increase student ability in individual and scientific problem solving.
- (3) Apply knowledge that students have obtain in class to have a real experience in social life.

2.2.1.2 Final Project as a Course

Final project is one of compulsory courses that must be taken and finished by students in campus. In many universities, final project has six credits as a course and taken in seventh semester. Students should have taken 144 credits as the requirement of taking final project topic. It means that students have passed 144 credits before taking final project course.

Each Department in UNNES has different policy about final project. Some of department will ask students to take certain subject and make proposal seminar. In English Department students will have courses about research in fifth semester and sixth semester, and in seventh semester students will take final project course.

First of all students will decide topic of the final project and submit the topic to the head of the department. If the topic is accepted, the student will get a letter about supervisor information. After completing the administration student can contact supervisor to start guidance

2.2.3 Topic and Tittle

Topic is something that is needed before doing something. Topic is fundamental before writing because topic is research activity's focuses (Azwar 2011, p.12). It need to be focus in writing something. And to be focus in writing on something we need to decide what we want to discuss, that is called topic. According to oxford dictionary topic is explained as a matter dealt with in a text, discourse, or conversation.

According to Azwar (2011) a good topic characteristics are (1) urgent to be studied; (2) produce something new for science; (3) contribution of science development and useful for society; (4) actual.

Gie (2002, p. 122), making final project title should consider some following guidelines:

- (1) Title is brief explanation of the framework content therefore the title must reflect main content about the final project.
- (2) For reader, title is used as writer's appointment which must be kept, while for the writer, title is reflection to maintain is the writer's plan fully realized. Therefore, title selection cannot be too long or too short.
- (3) Title should be form as sentence which is not a question and standing without more explanation by script.
- (4) Title should use appropriate words and neutral.
- (5) Title should be arranged logically
- (6) Title should not begin with irrelevant utterance and blurred generalizations.

Deciding writing objectives can be done by limiting the topic. When the limitation of the topic is clear, writing will be easier and scope of discussion can be determined. When the topic has been ready, we can make the title.

Title is the reflection from whole research. By reading the title we will know the topic of the research, the method that is used in the research, and the subject of the research.

2.2.4 English Education Final Project Topic Grouping

Final Project Topic grouping is incorporation of final project topic based on some criteria of the final project topic, such as course, previous final project, type of the research, etc. In this study the topic grouping will be focused on the final project of English education student at UNNES in 2016/2018.

According to Pratama (2017, p. 6) to identify topic of English education students of UNNES, he divided topic into primary topic and secondary topic. The primary topic included Teaching technique, teaching materials, translation, systemic functional grammar, language assessment, error analysis, teachers' talk, second language acquisition, reading, persuasive strategy, interpreting, grammar, curriculum. The secondary topic included Writing, reading, vocabulary, speaking, grammar, translation accuracy, interpersonal meaning, motivation, pronunciation, translation strategy, character education, debate, interaction, listening, multimedia, personal pronouns, students with special needs, teachers' ability, textbook, thematic progression, compound words

Grouping can also be done by grouping the research method, instrument, research question, and type of research but in this research, it will focus on the topic only because there is a lot of topic that is able to be taken by students.

2.2.5 Variation

Final project is a task that must be done by students from year to year. Students must find the topic that they are interested in so that they can do the thesis smoothly. They usually look some references before they submit topics to the head of department. The most suitable place to visit is the library. There are many final projects from previous years that can be used as references.

Many students are looking for references in the library. Unfortunately, most of them end up by choosing same topic as the previous final project. Most of them copy the template and use the same variable. Although the final project writer change from time to time but the topic taken from year to year is almost similar.

In English Education Department, there are several topics that can be taken by students such as teaching technique, material teaching, translation, grammar, language assessment, error analysis, second language acquisition, etc. students can also choose research topics based on courses that have been taken by students. English language education majors have 83 courses covering elective courses and compulsory subjects. Besides, that students can also search for topics from outside the English department such as their hobbies or passion.

2.3 Theoretical Framework

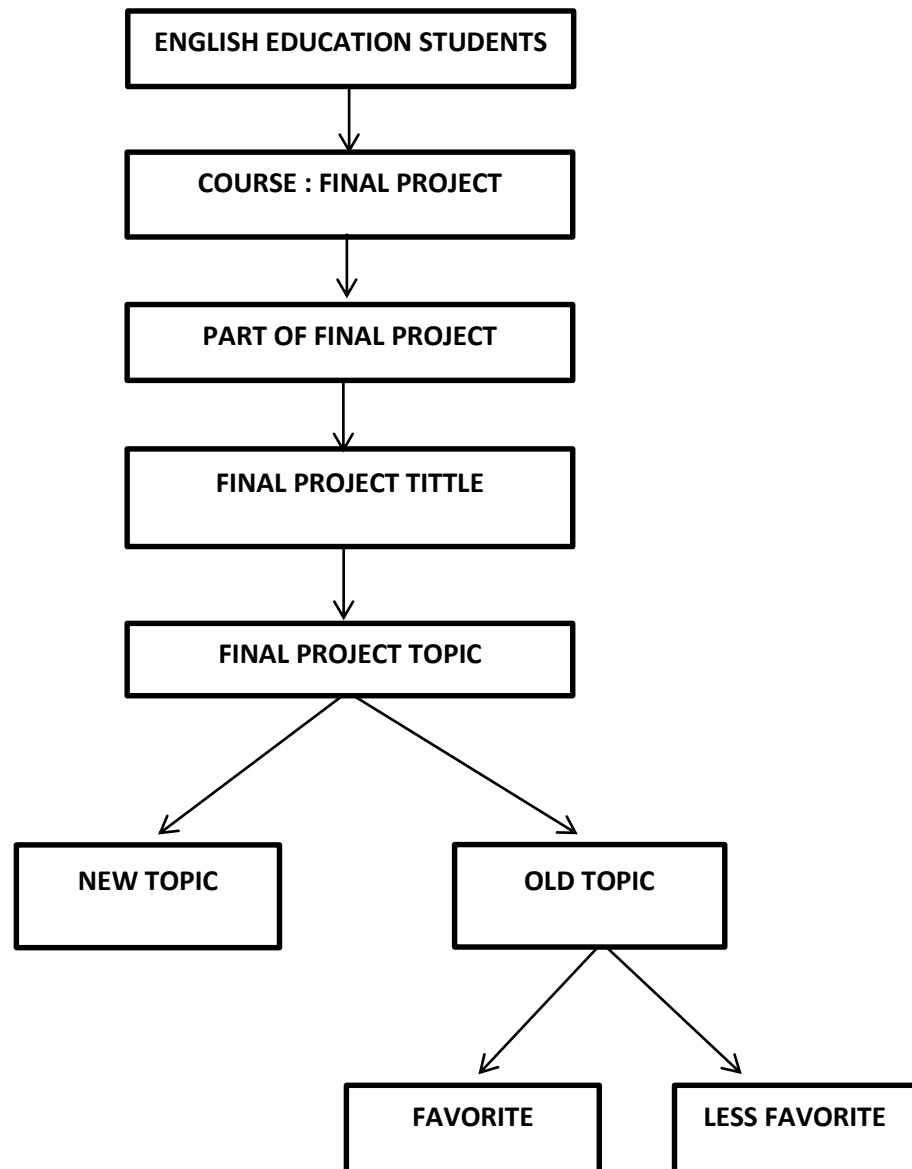


Figure 2.1 Theoretical Framework

Students of Education of English Department at UNNES have a lot of courses that have to be done and one of them is final project. This course has a lot of credits so it must be done seriously and must follow the rules of writing final project from each departments. In writing final project there must be a certain part of final project that should be write by researcher.

Parts of final project include cover, opening, core, and closing. Title is the part of the cover part. To determine the final project tittle, first students must choose the final project topic. The topic of student's final project is very diverse, it can be discussed about four skills, teaching, assessment or about student's passion.

Final project topic can be choose from old final project topic or new final project topic. English education has so many topic that have been discussed such as speaking, listening, writing, reading, grammar, and prenunciation. And from the old topic it can be seen that there is a favorite topic and less favorite topic in English Education of UNNES.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusion and the suggestion based on the analysis.

5.1 Conclusions

This research is aimed at finding out the variation of final project topic of English Education students at UNNES in the period of 2016-2018. The result show there are 12 primary topics that were be chosen as final project by students of English Education at UNNES in the period of 2016-2018. The result show that the most favorite topic in the period of 2016-2018 is teaching technique with 56 samples (62,26%). The second place is translation with 9 samples (10%). The third place is functional grammar with 8 samples (8.88%). Further analysis found that each year the topics changed. Topic about Teaching Technique decreased significantly from 70% to 50%. Then topic about translation increased slightly from 6,67% in 2016 to 13,33% in 2017, but this topic decreased in 2018 to 10%. Topic about systematic functional grammar increased from 6,67% in 2016 and 2017 to 13,33 in 2018.

Then the sequence in a row is the less favorite topics of English Education of UNNES, error analysis (4.44%), speaking (3.33%), Assessment (2.22%), Conversation Analysis (2.22%), Book Analysis (2.22%), Language Anxiety (2.22%), Pronunciation (1.11%), Literary Analysis (1.11%), Persuasive Strategy (1.11%).

5.2 Suggestions

Considering the result and significance of the study, here are some suggestions for both Education of English Department and English Education students.

First, Education of English Department Administrator should give a final project guidebook for student because in English Education Department there is no guidebook for how to submit topic and some of students don't know that they must fill the topic in sitedi. The only source that can be asked by students is their friends. The department have to give direction to determine what topic should be chosen by them, so that the distribution of topics is more evenly distributed.

Second, The head of department can choose supervisor first and then the supervisor determine the topic for students. This method has been applied in some department of UNNES and this method can make students determine the topic by looking the supervisor expert. If this method is applied the number of the topic will be balance.

Third, Students should be braver to explore topics that are rarely taken so that topics in the English Department become varies. There are a lot of English course that have not been chosen as topic such as Drama, English for Business, Cultural Introduction, and Poetry.

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