CHAPTER 1

Introduction

1.1   Background

Thesis Defence Examination (TDE) is a vital step for students in many countries for completing their degree. TDE is a formal academic examination that the students have to pass in order to graduate. Although TDE is not commonly practised in some countries, such as Australia, it is widely used in countries such as the USA, some countries in Europe, including the UK, and other countries, including Indonesia.

In Indonesia, the TDE is commonly held in universities at both undergraduate and postgraduate levels. The TDE is one of the requirements to graduate from a university. In the TDE, students are required to defend their thesis in front of three to four examiners. The thesis that a student writes is an exploration of a particular field of interest with some originality of thought. Through the TDE, students are asked to provide a strong justification for the content and the result of their thesis, which is submitted to obtain a certain degree or professional qualification.

The purpose of conducting a TDE has been stated by many researchers in the literature. For example, Kiley (2009) reports that the purpose of a TDE is for students (as examinees) to present the arguments of their thesis and respond to the questions asked by the examiners. Being able to respond to the questions is evidence that the students are capable of undertaking research in a certain field. Another researcher, Maingueneau (2002), mentions that the TDE is an opportunity for students to show their verbal competence and knowledge in front of the committee members. Based on the view of Kiley (2009) and Maingueneau (2002), this research assumes that there are two s helping students to perform competently in the TDE: knowledge about a particular field and oral skill in a thesis presentation. It is important to conduct the TDE in order to ensure that the students are competent in mastering in their field of research, and that they have the verbal competence to defend the thesis in front of the examiners. Any unclear information can also be explained by the students at the time of the examination. With an adequate performance in the TDE, students could pass the examination and are eligible to

enter a new academic world, where they can interact with a new academic community.

The main purpose of this study is to research an essential issue, namely students' poor performance in the TDE in two universities in Aceh Province, Indonesia (shown on the map below, Figure 1.1): Nanggroe University and Syiar University (pseudonym). It is interesting to compare the conduct of the TDE at these two universities for two reasons. First, they are under two different ministries: the TDE at Nanggroe University is under the Ministry of Religious Affairs, and that at Syiar University is under the Ministry of Education and Cultural Affairs. Secondly, these two universities conduct the TDE in different ways: Nanggroe University conducts theirs in open mode and Syiar University conducts theirs in closed mode. The field research for this study focused on the English Education Departments (EEDs) of the two universities. The departments are under the Faculty of Teacher Training and Education.

Figure 1.1: Map of Nanggroe Aceh Darussalam
(http://www.indonesia-tourism.com/aceh/map.html)

Aceh is located at the northernmost tip of Sumatra, Indonesia, which was known as the gate through which religion, culture and education spread into Southeast Asia. The Acehnese speak both their local and national languages for daily communication. English is rarely spoken by the Acehnese because English is considered to be a foreign language. The Acehnese who speak English are those who usually work with English speakers, or who learn in an EED at a university. These groups of people are able to communicate using general English for daily

conversation. In the EED of universities in Aceh, English is also used as a medium of communication among the members of the TDE members.

Published discussions on the TDE have been widely focused on the postgraduate level (e.g. Burke, 1994; Grimshaw, Feld, & Jennes, 1994; Hasan, 1994; Swales, 2004); however, there have been fewer discussions by researchers about the TDE at the undergraduate level. In other words, there are still few discussions about the TDE at the undergraduate level. So far, at the undergraduate level, there is discussion in a study by Thaib (2000), which focuses on an oral presentation. He conducted a group of seminar presentations by Indonesian and Australian undergraduate students. His study is rather similar to this current study; however, this study focuses on the TDE at the undergraduate level of the English Education Departments (EEDs) at the two selected universities in Aceh by investigating the possible causes of poor performance of a large number of students in the TDE and proposing a possible solution for improving students' performance in the TDE. This problem of students' inability to perform competently in TDEs is widely known in the EEDs of the two selected universities **--**this is further discussed in Chapter 4 (pp. 124-125) and Chapter 5 (pp. 134-136). Four pieces of anecdotal evidence were used as a rationale for conducting this research and as a starting point in approaching the central problem.

Firstly, students at the two selected universities face some difficulties in performing competently in the TDE, even though they are able to speak good general English. The issue of some undergraduate students' poor performance in the TDE is not a secret among examiners. The academic communities (particularly examiners and lecturers) have raised the issue that many students appear to be good in English conversation, but most of them perform poorly in their TDE. The lecturers discover their students' ability in English conversation in speaking units through tasks that talk about a specific situation, for example, a conversation happening in a bank or in a restaurant. Students understand the steps in a certain situated conversation. For example, when students visit a bank, they know where to go and who to meet, and what to say to withdraw money. Students also know the types of vocabulary used in this context. They are able to undertake this task because they have been informed of the steps in the interaction and the sorts of vocabulary they could use in a bank. This example shows that one type of communicative event happening in a bank has steps

that need to be understood by customers. This is similar to the TDE, which is also a communicative event; however, in the TDE, the students are not able to perform competently. This may be due to a lack of understanding of the steps (or 'generic structures' in the TDE, as they are referred to in this research as) that they are supposed to know. This research assumes that it is important for the speakers to understand the steps in a communicative event. Specifically, in the TDE, which this research focuses on, students would be able to perform competently if they could understand the TDE genre, which includes generic structures, norms and values.

Generic structure is an overall form or organisation of something (Kamus Online, 2015). So, the generic stucture of the TDE means the common structure found in the TDE at one university. The generic structure is determined after many observations of the conduct of the TDE. The generic structure consists of several segments and activities. Values are a collection of guiding principles; what one deems to be correct and desirable in life, especially regarding personal conduct (Kamus Online, 2015). Thus, values in the TDE are criteria used by the examiners to assess students' performance. The examiners mark the students based on their ability to present their research and to defend their research argument. Generic structure and values are considered to be TDE genre.

As mentioned previously, Kiley (2009) and Maingueneau (2002) report that knowledge about a specific field of research and verbal presentation skills are important in the TDE. This study assumes that these two skills are taught without sufficient information of the TDE genre. These factors affecting students to perform competently in the TDE. Nevertheless, the important TDE genre seems not to be clearly introduced in two Thesis Defence Preparation Units (TDPUs) that have been provided by the two universities in Aceh to prepare the students to be competent in the TDE. In fact, an inadequate understanding of the TDE genre may affect students' confidence in delivering and defending their arguments. In addition, students may feel threatened by the examiners, who may attempt to overawe them with their authority and expertise. Students' fear when facing the examiners may affect them negatively in their TDE performance. This negative interaction during the TDE event may be decreased by students' adequate knowledge of field research, oral presentation competence and understanding of the TDE genre. The insufficient information of the TDE genre in teaching knowledge of research and presentation

skills to the students is regarded by this study as mismatch between the teaching materials and the knowledge and skills expected in the TDE.

Secondly, lecturers do not have a standardised syllabus in the TDPUs that includes information about the TDE genre that prepares students to be successful in their TDE. In fact, students need to learn how to prepare themselves for the TDE by undertaking these units. Based on my observation and working experiences as a teaching staff member in an EED in Aceh, each lecturer has his/her own syllabus to teach the TDPUs. Therefore, students enrolling in different TDPUs receive different sets of material. For example, in class A, the students are asked to find an alumni's proposal and present the proposal by discussing the topic or area of research, the methodology and the result, while in class B, students are asked to present their own research proposals. The students are expected to discuss and argue an issue concerning the research topic in the form of an English presentation. Basically, the activities in the units are limited to presenting papers and asking and answering questions without any clear explanation about the generic structures and values (TDE genre) in the TDE. After completing the units, even though the lecturers give pass marks to students, they may fail to give a good presentation performance in their TDE. Therefore, this research hypothesises that a familiarity with the TDE genre is crucial to the success of the students in a TDE.

Thirdly, the *ad hoc* syllabus is not evaluated with respect to the students' needs for delivering and defending their thesis. The lecturers in the TDPUs do not seem to follow up whether the students are able to perform competently in the TDE after taking the unit. The lecturers never fit their syllabus with the ideal nature of the TDE in the classroom. In addition, there are several perceptions in the Indonesian English language educator community that many lecturers do not update their knowledge and skills in relation to improving students' competence in TDEs.

Fourthly, grades are often given on a subjective basis. In the EEDs of the two selected universities, there is no established guideline for the TDE assessment criteria. Each department within the Teacher Training and Education Faculty creates its own assessment criteria. Each criterion will be given a score ranging from 1 to 100; however, the examiners do not have an adequate understanding of the requirements for each criterion, so the marks they give are subjectively based. For

example, an examiner gives a score of 70 for a presentation without knowing what the candidate should achieve for that score. Also, subjective assessment occurs in which the supervisor of a student, who is also an examiner in the TDE, tends to give a higher score than the other examiners, because the student has been supervised by him/her.

These four pieces of anecdotal evidence have never been investigated properly. Therefore, this study attempts to explore these and other relevant problems that may negatively affect students' performance in the TDE. The next section discusses some contexts of the study which may contribute to students' poor performance in the TDE in Aceh Province.

1.2   Contexts of the study

There are at least three contexts in which the outcomes of this study should be understood. These are internal conflict in Aceh, the earthquake and tsunami disasters and psychology. Having an environment conducive to learning is needed by both lecturers and students to achieve maximum results. In Aceh, this learning environment has been very hard to achieve during the past thirty years, due to both the internal conflict between the Indonesian military and the free Aceh movement (*GAM*), and the earthquake and tsunami disasters. These conflict and disasters are likely to impact on the teaching and learning process in Aceh Province because they negatively affect the whole population both physically and psychologically. Moreover, the English as a Foreign Language (EFL) learners, students also face psychological factors when doing oral presentations. These issues are considered in this study as the contexts of the study contributing to students' poor performance in the TDE.

1.2.1   The internal conflict (1977 - 2004)

The internal conflict has impacted negatively on various sectors in Aceh, especially the education sector. At university level, lecturers and students could not concentrate on teaching and learning activities because they often heard the sound of bombs and gun fire. Lecturers and students were afraid to go to university because they were afraid of the Indonesian military (*TNI*), especially when the military were

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searching for members of the *GAM*. The *TNI* suspected that all people in Aceh were potential members of the *GAM* (McCulloch, 2005, p. 20); therefore, the *TNI* often tortured civilians who were actually not involved in the conflict. The *GAM* which has been fighting for independence from Indonesia finally signed a peace memorandum on 15 August 2005. In theory, this memorandum could stop the conflict, but in reality the conflict is still going on, with the recent death of two military intelligence officers in North Aceh (Serambi Indonesia, 2015). This situation disturbed the process of teaching and learning in the classrooms, from primary to undergraduate levels of education. Some students decided to stop going to schools or universities because of the conflict. Meanwhile, even for students who decided to remain at schools and universities, they could not benefit fully from the lessons they were undertaking during the conflict period because many of the meeting sessions were incomplete.

1.2.2   The earthquake and tsunami disasters (2004)

The earthquake and tsunami disasters also disturbed the processes of teaching and learning in the classroom. These disasters killed approximately 200,000 people, made 550,000 homeless and destroyed 22% of the structure and infrastructure (Schulze, 2005, p.1). During these natural disasters, many schools and universities were destroyed. As a result, students studied under temporary tents donated by local, national and international donors. The process of teaching and learning could not run as expected because the infrastructure was not appropriately built for the teaching process. At the same time, most lecturers and students were in mourning. The situation had a negative effect on the teaching and learning process at schools and universities.

The internal conflict and natural disasters that happened in Aceh in the past impacted negatively on the students' academic competences because they affected the teaching and learning process. This is a portrait of an area affected by conflict and disasters. Teachers or lecturers could not give complete knowledge to the students, and at the same time, students could not receive the knowledge. All subjects or units in schools and universities are affected by the conflict and disasters. Nevertheless, schools and universities kept giving pass marks to students and allow them to graduate from the educational institutions, even though students were not

competent. Similar conditions also occurred in the EEDs of the two selected universities. The students in these departments are prepared to become English teachers at schools. Because of the conflict and disasters, they did not receive complete knowledge that is important for them to become English teachers. However, the universities had to allow students to graduate from the universities to avoid them feeling stressed. Consequently, when these students become teachers or lecturers, they do not have sufficient knowledge to teach their students. This also happens in the TDPUs. Students were supposed to prepare themselves to perform competently in a TDE by studying this unit. The inadequate knowledge possessed by lecturers to teach these units impacts on students' preparation to perform competently in a TDE event. This study assumes that if the lecturers in the TDPUs understand the factors impacting on students' performance in the TDE, such as understanding knowledge in their field research and presentation skills, lecturers will be more informed about the things they need to prepare to teach students in TDPUs, and students will be more informed about the things they need to prepare to face the TDE. Therefore, the quality of lecturers as well as the quality of students as the graduates could be improved.

1.2.3   The psychological factor

Students who learn English as a foreign language commonly face some psychological issues in performing adequately in oral presentations in a classroom. One of the psychological issues is fear of negative evaluation. Researchers such as Reena and Kok (2012) have argued that students commonly fear negative evaluation. This type of fear is also called anxiety, and it is the highest type of anxiety of three types that are common with students. The other two types are communication apprehension and classroom and test anxiety. The 203 students who were involved in Reena and Kok's (2012) study mentioned that they feel anxious during classroom communication. They were afraid of receiving a negative evaluation or being judged as poor communicators either by teachers or peers. Students are commonly not ready to receive negative feedback regarding their performance in the classroom.

Negative evaluation experienced by students impacts on their performance. Perrin, O'Neil, Grimes and Bryson (2014) find in their research that students' fear of negative evaluation from classmates impacts on their learning experiences. The students find that they are not engaged well, which makes them hold back from

participating in classroom discussions. This is because the students are not ready to take the risk of being rejected by their colleagues for any opinions they deliver in class. This fear may be one of the main fears that discourages participants during learning experiences, because they are worried and hesitate to get involved in any group or classroom discussion. These researchers further say that the students are afraid of being judged as unintelligent by their classmates, which is seen as disapproval of their opinions or responses.

Similar anxiety is also found in Wei's (2012) research that involved Bouyei students who are anxious in a foreign language classroom, where fear of evaluation and fear of failing the English class are the most common factors of seven negative factors. The other six factors are negative attitudes towards the English class, lack of confidence, low foreign language (FL) ability, sense of inferiority, teachers' problems in teaching, and societal interferences. Wei believes that by reducing students' anxiety in the FL classroom in non-English speaking countries, they can improve their English proficiency in terms of linguistics and culture.

Anxiety impacts negatively on students' oral performance. Woodrow (2006) reports a negative relationship between the feeling of anxiety when communicating in a second language and students' confidence in their oral performance. Her research shows that this negative feeling affects the students' oral performance, which also decreases their competence. Students with high anxiety when performing in a foreign language often receive lower exam grades compared to students with less anxiety (Philips, 1992). Students' lack of confidence, which is due to their anxiety, impacts on their oral competence and hence their grade. Philips (1992) further reports that the participants often get 'blank'. This frustrating feeling makes them unable to say what they 'know'. As a consequence, students with high anxiety would have a negative attitude toward their performance.

Anxiety of receiving a negative evaluation and less confidence in talking to higher status person has an effect on students' performance. Higher status persons, as considered by this study, are those who are regarded by students as knowledgeable persons because they have a higher educational background and better English skills (Tanveer, 2007). Students, especially those with an EFL background, are also afraid of receiving negative response from the higher status person in a conversation or oral

presentation due to their limitations in English vocabulary, grammar, and speaking skills in different accents (Halic, Greenberg, & Paulus, 2009). Students' lack of confidence because of knowledge limitation makes them nervous when presenting their arguments.

Based on the above discussions, fear or anxiety of receiving a negative evaluation is one of the psychological issues that is often experienced by students, especially those with EFL backgrounds when they do an oral presentation. In relation to this study, students as examinees in the EEDs of the two selected universities perform oral presentation sand answer some questions from examiners using English to defend their thesis. Fear of negative evaluation is commonly experienced by each examinee. This feeling makes the examinees nervous and less confident in performing the presentation. The examinees are not ready to be judged as unintelligent persons by the examiners, who are regarded as higher status persons because of their higher background of education. This study assumes that the feeling of fear about receiving a negative evaluation from the examiners is caused by students' unpreparedness to perform in a TDE event. As far as this study is concerned, there are two factors impacting on students' performance in the TDE: knowledge of field of research and presentation skill. Eventhough, these two factors are usually informed to students, but, the knowledge of TDE genre is missing from the units. In fact, by having this knowledge, students learn about the generic structures of TDE events and the assessment criteria (values) that they need to fulfil. With knowledge of the TDE genre, students understand the segments and activities they need to go through in the TDE event and the criteria being assessed by the examiners, so students would be more prepared to perform in a TDE event. Thus, the fear of receiving a negative evaluation that is experienced by examinees could be decreased.

1.3 The history of English language teaching in Indonesian educational institutions

The Indonesian national curriculum is developed by the Ministry of Education and Culture. Since Indonesian independence on 17 August 1945, the national curriculum has changed several times: these included the national curricula of 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, 2006 (*Dirjen Pendidikan*

Tinggi, 2006) and 2013. The language curriculum is a part of the national curriculum. The language curriculum has also been changed several times: these include the language curricula of 1975, 1986, 1994, 2004 and 2006 (Sundayana, 2013). The teaching of English at schools is based on the language curriculum set by the Ministry of Education and Culture. After the new President of Indonesia was elected in October, 2014, the Ministry of Education and Culture announced that the national curriculum of 2006 was to be reinstated, but some schools still use the 2013 curriculum.

The subject of English in Indonesia is taught from junior high school up to university level. In junior and senior high schools, the teaching of English is aimed at developing students' ability in oral and written communication through the four macro skills: listening, speaking, reading and writing. In higher education institutions in Indonesia, English is one of the core units that all students must take in all faculties. As a required subject, all students have to pass it with at least a C score, which is equivalent to a credit score in the Australian education system. Furthermore, the English proficiency of the students who are allowed to attend a TDE must be adequate, that is a minimum of 475 in a TOEFL test (*Panduan administrasi akademik program sarjana dan diploma Universitas Syiah Kuala,* 2010, p. 15). This score is a requirement of all undergraduate students who are approved for presenting in a TDE as well as graduating from these universities. Consequently, it is necessary that students learn English even when their major of study is not English.

1.3.1   The importance of English

English plays an important role in developing all fields of life in Indonesia, for example education, economics and politics. In education, English provides opportunities for Indonesians to learn, for example, about cultures outside Indonesia, through reading imported books in English. They can also undertake higher education overseas if they are literate in English. English, in general, provides an opportunity to increase the education level of the Indonesian population. In economics, English can help Indonesia to strengthen its economic position by engaging in bilateral cooperation with foreign countries for trading purposes. In politics, English is important for Indonesians to build international cooperation and establishing agreements with other countries.

Understanding the importance of English, the Indonesian Government provides a large amount of funding through the Directorate General of Indonesian Higher Education (*DIKTI*) to support those who want to pursue further studies overseas, one of which is in English speaking countries. These scholars are encouraged to improve their knowledge and skills. With good English, they would find it easier to take advantage of the opportunities, such as writing and publishing their research in English. The government has also provided a large amount of funding to scholars who are interested in publishing their research internationally (Adnan, 2009). By being able to write and publish their research in English, it is expected that they are able to perform English communication in politics, trading, etc. Besides government-sponsored students, other Indonesians also pursue study overseas with a variety of private funding. The Australian Government's Department of Immigration and Citizenship (2009) reported that the number of students from Indonesia studying English in Australia increased from 8,407 in 2008 to 13,213 in 2009. The increase suggests the importance of English for pursuing any field of study.

1.3.2 The importance of English in the Thesis Defence Examination (TDE) specific genre

The TDE has been considered as a genre in itself. Thus, the TDE has interrelated elements that form the genre. According to Swales (1990, p. 26), genre acquires some specific lexis where the members of the community share the technical terminology, as in the English language educators' community. The TDE is conducted in formal way and it is very important for students. This event is generally conducted in front of a panel of examiners. In the English Education Departments (EEDs) of the two selected universities in this study, three to four examiners attend/participate in this event to test the students about their arguments in the thesis. The TDE meeting contains several segments: preliminary, opening, defence proper, in-camera and closing. The segments of the TDE may differ from one university to another and from one country to another (Maingueneau, 2002). As discussed previously, this study assumes that there are some factors impacting on students' performance in TDE: knowledge of the field of research and presentation skills. In the TDE conducted by the EEDs, students' presentation skills need to have sufficient verbal English proficiency, as the students as examinees have to be able to

interact orally with the examiners using their knowledge and skills of English. The students, who have studied for four years at the universities, are expected to have sufficient ability in speaking general English to be able to understand the correct grammatical structure of English sentences, and to have gained sufficient vocabulary, skills and strategies to competently communicate their experience and knowledge. A TOEFL score of at least 475, which is a requirement to perform in a TDE, is the evidence that their communicative competence in using general English is sufficient. Moreover, the departments prepare students to become English teachers at high schools, or to have a chance to seek a job in a foreign company. In the EEDs, the teaching focuses on English knowledge and skills. Students are expected to be capable of speaking, listening, reading and writing in English. At the end of students' undergraduate study program, they have to conduct a research project and write a thesis in English. The project should be related to a problem that exists in language teaching. After the completion of their projects, the students have to defend their theses in a TDE. In this TDE, the students must give a presentation and answer the examiners' questions in English. Therefore, English is especially important for the EEDs' students to perform competently in a TDE. The ability to present in English increases students' presentation skills or oral competence.

Many researchers have discussed the definition of oral competence. Competence in communication means that speakers and listeners are able to communicate with each other. Dooley (2009) states that speakers' knowledge, experience and skills in oral communication play a very important role in speaking competency. The speakers will be competent in speaking if their prior knowledge fits within the subject under discussion. According to Nunan (1995), the success of communication depends on the speakers' understanding of the context and their ability to conduct a conversation. In relation to competence in the TDE, the examiners and examinees as the members of intercommunication need to understand the field of research being discussed. In other words, both the examiners and examinees must have adequate knowledge about the topic. As the 'stars' in the event, the examinees need to have the oral presentation ability to appeal to the examiners. Thus, the knowledge of the field of research and presentation skills, accompanied by English competency, is needed for the event. In addition, with an understanding of the TDE genre, students would perform more competently because they are familiar

with the segments of the TDE they have to go through and the assessment criteria they have to fulfil.

1.3.3   Absenteeism in teaching TDPUs

Teacher absenteeism contributes to poor student performance. Some researchers have discussed the correlation between teacher absenteeism and student academic achievement in the classroom (e.g. Clotfelter, Ladd, & Vigdor, 2007; Duffo & Hanna, 2006; Miller, Murnane, & Willett, 2008; Norton, 1998). The following paragraph discusses some studies that have found a negative relationship between teacher absenteeism and student achievements.

Researchers have found that schools that have students with poor academic performance are often schools with high teacher absenteeism rates (Norton, 1998). Similarly, a high rate of student under-achievement is found in schools with a high rate of teacher absenteeism (Miller, Murnane, & Willett, 2008). Miller et al. (2008) found in their research that the impact of teacher absenteeism on the student score in mathematics is consistently negative. Ormondale School District in the USA, which Miller et al. (2008) selected for their research, had adopted a new elementary school mathematics curriculum that placed great emphasis on developing student mathematical problem-solving skills and their ability to explain their reasoning processes in writing.   In this school, it was found that the substitute teacher did not have the same qualifications as the class teacher; therefore, the absenteeism of the regular teacher impacted on the students' maths skills.

Similar research has been done by Duffo and Hanna (2006), which provides strong evidence of a causal relationship between teacher absenteeism and student achievement in rural elementary schools in India. The scores of the students whose teachers are never absent are higher than those of the students whose teachers are commonly absent. The researchers obtained this result after conducting a one-year intervention process. The negative effect of teacher absenteeism on student achievement was also found in a study conducted by Clotfelter, Ladd, and Vigdor (2007), who found that teacher absenteeism negatively affects student achievement. These researchers spent several years observing the impact of teacher absenteeism on student achievement. This discussion clearly shows the negative impact of teacher absenteeism on student academic achievement.

The issue of poor student performance due to teacher absenteeism at school is also applicable at the university level. At the university, the teacher is called the lecturer. The high rate of absenteeism of lecturers at the two selected universities in Aceh occurs for various reasons, for example, the internal conflict and earthquake and tsunami disasters, as well as additional responsibilities within the universities. Consequently, students do not receive sufficient knowledge. For example, the students in the Thesis Defence Preparation Units (TDPUs) experienced lecturer absenteeism for some meetings for a range of reasons. Students are supposed to have sufficient information to prepare them to perform competently in a TDE event, and need to be given enough opportunities to practise oral presentations. However, due to lecturer absenteeism, students lose the knowledge and the opportunities. Moreover, as no tasks are given, the students do not gain a sufficient understanding of the TDE genre. As a result, the knowledge of the TDE genre is missing, and it is very difficult for students to prepare for a TDE. This study regards absenteeism as an inadequacy of teaching and learning process in the classroom.

1.3.4 The class size of TDPUs

The relationship of students class size to students' academic achievement is still debatable. Some researchers have found that class size (small and large) does not have a strong effect on students' achievement. Ehrenberg, Brewer, Gamoran and Willms (2001) found that a classroom that consists of 20 students, and another classroom with 33 students, both result in similar achievements, which means that the different class size does not affect the content coverage in either mathematics or in language arts classes. A similar argument is also proposed by Asadullah (2005), who found that class size does not really have a big effect on students' competence at school. According to him, the competition among students helps them achieve high results. A reduction in class size for the purpose of obtaining high achievement from the students is not recommended. According to these researchers, there is no significant relationship between class size and student achievement.

Despite the above findings from the literature, other studies argue that class size affects students in achieving and understanding the learning materials. The lecturer in small classes is able to provide more assistance than the large classes. This point of view is offered by Bosworth (2011), and is based on his observations.

Bosworth (2011) argues that the small class size would be more beneficial for poor students than for clever students. Based on his research data on fourth and fifth grade students in North Carolina public schools, the average of the smallest achievement gaps are found in the smaller classes. This means that the score achieved by students in a small class size does not show a big difference between one student and another. Moreover, Borland, Howsen, and Trawick (2005) indicate that an increased number of students in a classroom lead to a decrease in students' achievement. In other words, increasing class size impacts negatively on students' performance.

The discussion above shows that the issue of small and large classes on students' achievement is still debatable. Some researchers argue that large classes do not have an effect on students' achievement, but others argue that large classes would disadvantage the poor students. At university level, the class size usually depends on the number of students enrolling for a certain subject or unit, and the availability of teaching staff for teaching the unit. As TDPUs are core units, all students preparing for writing a thesis and for presentation practice. Commonly, the number of students enrolling in a TDPU is around twenty to thirty students. Based on the literature, this number of students is considered high, especially in TDPU 2, where students do more presentation practice in the classroom. The big class may impact on the opportunity for each student to practise performing a presentation. In one meeting for example, only a maximum of two students could practise the individual presentation. If there are thirty students, and there are fourteen meetings in one semester, only twenty eight students could practise in the one semester. The other two students would miss the opportunity. Moreover, if teacher or lecturer absenteeism is high, more students would miss the opportunity to practise doing a presentation. Absenteeism and class size are common problems in the teaching and learning process in Indonesia, especially in the EEDs of the two selected universities.

In sum, this chapter has discussed some problems that impact on students' performance in the TDE, including students' difficulties in performing competently in a TDE, the absence of a standardised syllabus, the non-evaluated *ad hoc* syllabus and the subjective-based assessment. These are considered as to be pieces of anecdotal evidence investigated in this study. This study also noticed some contexts in which this outcome of this study should be understood, such as the conflict and disasters occurring in Aceh province, and psychological factor in performing an oral

presentation. In the teaching and learning process in Indonesia, especially in Aceh, teachers or lecturers' absenteeism and the class size could probably impact on students' poor performance in TDE. To perform competently in a TDE, this study assumes two factors that need to be owned by an examinee. They are knowledge of the field of research and presentation skills.

TDE is a genre, and genre is a group of communicative events (Swales, 1990). The TDE genre in the two selected universities is slightly different, in terms of the generic structures, which include the number of segments and activities, the roles of the examiners and the assessment criteria. However, the goal of their TDEs is the same: that is, to assess the students' competence in conducting a research project, writing an appropriate thesis, and presenting and defending it. As the TDE is a genre of its own, this study employs the concepts of genre and the genre approach (GA) to investigate the central research problem, which is the poor performance of undergraduate students in the TDE. This study adopts the concept of genre in the ESP tradition proposed by Swales (1990, p. 58), which states "a genre comprises a class of communicative events, the members of which share some sets of communicative purpose". The TDE is considered to be a class of communicative events because it has some genre elements: generic structures and values. These elements have to be understood by the members of the TDE, such as the examinees and examiners, in order to achieve the purposes of conducting the TDE. For examinees, their purpose is to pass the TDE with a high score and obtain a bachelor's degree, while for examiners, their purpose is to ensure that the examinees have the knowledge and skills expected in the TDE and to determine whether they deserve to be awarded a degree. The theoretical assumption of this thesis, is that to perform competently in a TDE, students are expected to be adequately familiar with the genre elements. The concept of genre and the GA are used in this study for several purposes: to identify the TDE genre, which includes generic structures and values, to analyse the teaching and learning process in the Thesis Defence Preparation Units (TDPUs), which include the teaching methods and materials used to improve students' understanding of and skills in the TDE, and to discuss the entire data and findings.

1.4   The research questions

This study aimed to investigate the factors contributing to poor performance of undergraduate students in the TDE. The investigation was conducted through the lens of the concepts of genre and the genre approach (GA). The investigation focused on the preparation, conduct and process of the TDE. GA was also implemented to discover whether it can help students to perform better in a TDE.

To achieve the aim, this study proposes the following research questions.

1. What are the generic features of the Thesis Defence Examination (TDE) at the two selected universities in Aceh, Indonesia?
    This question has two purposes: a. to provide basic information for the second question (below); b. to expand research in the area of the TDE, as the current literature concentrates mainly on postgraduate TDEs.

2. Is poor performance in the TDE due to a mismatch between the information and skills provided for the students and the examiners' expectations?
    To answer this question, two subsidiary questions are necessary:
    2.1 What is the nature of the Thesis Defence Preparation Units (TDPUs) designed to prepare undergraduate students for performing competently in the TDE? Is it adequate to meet the expectations of the examiners of the TDE?

    2.2 What is the students' understanding of the TDE from the TDPUs? How closely is the students' understanding meeting the examiners' expectations?

3. Can the GA improve undergraduate students' performance in the TDE in Aceh? If so, how?

1.5   The significance of the study

This study seeks two significant outcomes: practical significance and knowledge significance. In terms of practical significance, the findings of this research will identify several factors impacting on students' lack of competence in the TDE, even though they have sufficient skills in using English in general communication. Knowing these factors will help the lecturers, the educational

authorities and the students to improve their knowledge and skills for the TDE. For the lecturers, they can use the GA to teach students the genre elements of TDE in the TDPUs. This approach has been implemented successfully in many schools in modern countries such as Australia and the USA. The lecturers at universities in Aceh could apply the GA in their standardised EFL curriculum and use it to prepare students to perform competently in the TDE. This research result can potentially contribute to improving the students' performance in the TDE, particularly in the two selected universities in Indonesia that are mentioned previously in this chapter.

In terms of knowledge significance, this study seeks to expand the knowledge and fill a gap in the existing literature. The findings of this research expand the generic structures of the TDE at undergraduate level, particularly in universities under two different departments in Indonesia. Then, it fills the gap in the effectiveness of using the GA to improve undergraduate students' competence in the TDE. This study involves a large number of university communities from Nanggroe University and Syiar University, Aceh Province, Indonesia. The total number of participants is fifty-four. Since there is no previous study in Indonesia that has involved a large number of participants, this study contributes reliable results about the effectiveness of GA to prepare students to perform competently and successfully in the TDE of universities in Aceh, Indonesia.

1.6   Thesis outline

This thesis consists of seven chapters, starting from the introduction in Chapter 1 and ending with the general discussion and significance in Chapter 7. The detailed information about each chapter is explained below.

Chapter 1 discusses the introductory points of this thesis: the background of the research, the history of English in Indonesian educational institutions, the importance of the Thesis Defence Examination and how this is implemented in Aceh Province. The possible causes of some students' poor performance are also discussed. The research questions and the significance of the study are also described in this chapter.

Chapter 2 is the review of the literature. This chapter discusses studies with three traditions of genre and how these studies fit into language teaching. It also discusses studies on the Thesis Defence Examination. Furthermore, it explains about the Thesis Defence Examination Preparation Units, including information about current teaching methodologies implemented in the unit, the importance of an appropriate syllabus and the students' English competence. There are six generic structures: four are derived from doctoral Thesis Defence Examinations and two are taken from undergraduate seminar presentations. The theoretical framework is described in the last part of this chapter.

Chapter 3 describes the research methodology. The descriptions include the research design, the methods of data collection and the procedure of data analysis. This chapter shows clearly how mixed methods, qualitative and quantitative, are used to collect and analyse the data. Two approaches (the ethnographic and experimental approaches) and several techniques (observation, semi-structured interview, pre- and post-tests) are used to investigate the central research problem of this study. Two selected universities in Aceh, Indonesia, Nanggroe University and Syiar University were involved in this research.

Chapter 4 reports three findings obtained from Nanggroe University. The first is the TDE genre, including generic structures of the Thesis Defence Examination and values. The second is the nature of the Thesis Defence Preparation Units - the materials and teaching methodology used to teach thesis writing and presentation skills- and current problems in this preparation unit are also mentioned. The third is the discussion of students' understanding of the TDE genre from their preparation units, and whether the students' understanding and skills are matched with the examiners' expectations.

Chapter 5 has a similar structure to Chapter 4, with three findings obtained from Syiar University. The first is the TDE genre. This includes information on generic structures and values of the TDE. Second, it discusses the Thesis Defence Preparation Units. It focuses on the materials and teaching methods used in the units to prepare students to be competent in thesis writing and presentation skills. Current problems are also discussed in this chapter. The third is the discussion of students' understanding of the TDE genre from their preparation units, and whether the

students' understanding and skills for the TDE are matched with the examiners' expectations.

Chapter 6 explains the findings in the experimental phase. This chapter starts by discussing general information about the Thesis Defence Examination, the definition of genre and the success of the GA in classroom teaching. This chapter continues with information on the research procedures for the control and experimental groups. It discusses in detail how the data were collected and analysed for these two groups. The discussion and conclusion are provided at the end of this chapter.

Chapter 7 is a general discussion of the research findings from Chapters 4, 5 and 6. These findings are situated in the literature. The findings of this research have both practical and knowledge significances. In terms of the practical significance, it helps the lecturers to improve their teaching materials and methods, the educational authorities to improve the systems to address teaching and assessment quality, and the students to improve their knowledge and skills for the TDE. In terms of knowledge significance, it helps to fill the gap in the literature about the TDE genre at undergraduate level, particularly at universities in Indonesia under two different ministries. The conclusions and recommendations are mentioned at the end of this chapter.

CHAPTER 2

Literature Review

2.1   Studies on genre

2.1.1 Definition of genre

Genre has been defined in different ways by many researchers over the years. The traditional definitions of genre have focused on textual regularities (Freedman & Medway, 2003) to differentiate the genres of heroic poems, tragedy and comedy from one another (Devitt, 1993). The definition of genre has developed from sequences of actions that writers encounter repeatedly in a particular situation, which are then defined as generic conventions because of similarities between appropriate responses that fit with the situations (Devitt, 1993; Freedman & Medway, 2003). Genre studies in that traditional era focused on literary text and saw genres as types or kinds of discourse. More recently, there have been many genre studies that have concentrated on non-literary texts, but they still use the earlier concept of genre, that is, as 'types' or 'kinds' of discourse in relation to regularities with social and cultural activities that use language (Freedman & Medway, 2003).

These definitions seem to be influenced by three traditions of studies of genre: first, the tradition of the new rhetoric genre (Miller, 1984); second, the tradition of systemic functional linguistics (e.g. Martin, 1984); and third, the tradition of English for specific purposes (ESP) proposed by Swales (1990). Flowerdew (2002) discusses the focus of some researchers in the new rhetoric genre and systemic functional linguistics genre traditions. According to him, the new rhetoric genre focuses on the situational context, which includes the purposes and functions of genre and attitudes, beliefs, values and behaviours of members of discourse communities. Systemic functional linguistics researchers focus on the functional grammar and discourse, which include concentration on the lexico-grammatical and rhetorical realisation of communication purposes. ESP researchers focus on detailing formal characteristics of genres and focus less on functions of text and social context (Hyon, 1996). These three traditions of genre are explained in the following sections.

2.1.1.1 Genre in the new rhetoric tradition

A scholar in the new rhetoric genre (NRG), Freedman (1994), defines genre as a game. In her article entitled "Anyone for Tennis?", she uses tennis as an example to describe the interaction of genre. At the beginning of her discussion, she states that tennis players actually do not exchange tennis balls, instead, they exchange shots. Freedman (1994) refers to genres as games and verbal communication as shots. Genre and verbal communication exist within an event.

Another influential researcher in NRG, Miller (1984, p. 159), sees genre as "rhetorical actions based on recurrent situations". This means that a genre is formed based on frequent practices within a given community that agrees to use these common practices as a convention in the community, for example, delivering a sermon. The sermon commonly occurs frequently in one community. According to Miller (1984), genre studies in this tradition focus more on the relationship between text and context and focus less on text features. Miller (1984), through her essay entitled "Genre as Social Action", introduces some features of this type of genre: a conventional category of discourse, a meaningful action and a rhetorical means. As a conventional category of discourse, genre refers to a large number of examples of rhetorical actions that have meaning from social activities. This means that an individual or a group of social actors can understand a genre from the repeated social actions they are involved in to achieve a rhetorical purpose. As a meaningful action, genre can be interpreted by understanding the rules used in social interaction. This feature indicates that the genre has rules that are governed by to the interaction. As a rhetorical means, genre is a medium used to connect private intentions and social urgency. This implies that a genre provides links between an individual and a society. These features clearly show the focus of NRG on the relationship between text and context.

2.1.1.2 Genre in the systemic functional linguistics tradition

Researchers in the systemic functional linguistics (SFL) tradition, for example, Martin (1985, p. 25), define genre as "a staged, goal-oriented, and purposeful social activity that people engage in as members of their culture". A genre is staged because it has several phases to reach the goal, it is goal-oriented because it aims to achieve something, and it is social because it is interactive (Martin, 2009; Martin & Rose, 2012). These SFL researchers tend to focus on analysing micro-level

genres, which are, small text types, for instance, recounts, narratives, reports, descriptions, arguments, procedures and explanations, some of which could form a text (Paltridge, 2014). They believe that language is used within a specific culture because language is seen as a resource for making meaning, rather than simply as a set of rules.

Other researchers see genre in various ways but they are complementary to each other. Paltridge (2002) sees genre as text types such as documented essays, summaries, annotated bibliographies, cases studies, reports and research projects. Each of these genres may focus on one or more micro level genre including argument, problem-solution, description, discussion, cause and effect, comparison and contrast. Macken-Horarik (2002) sees genre as text types with a sequence of stages and clear sets of social purpose, social location, schematic structure and description of stages. Similarly, Pang (2002) defines genre as a text type that links with grammatical rules and textual features for ESL classroom instruction.

The definition of genre in this tradition is also supported by Ren (2010), who argues that genre is a linguistic activity in a social activity, although language and social activities are displayed strongly through their association. Ren (2010) gives two examples of social activities: a telephone conversation and buying goods at a supermarket. For a telephone conversation, a person can predict, to some extent, the linguistic behaviour of the other speaker during their conversation, for example, buying a car. The conversation on the telephone is related to price, model, colour and condition of the a car. However, according to this researcher, not all social activities include specific linguistic behaviour; they may be pure actions, for example, a buyer purchasing some goods from a supermarket. During the buyer's time at that supermarket, he/she chooses goods that he needs based on their quality and price, and ends the activity by paying for the goods at the cashier. There may be no verbal communication during the time at the supermarket. Such action cannot be seen as a genre of service because there is no linguistic behaviour, and no verbal communication occurs during the activity. However, in other contexts, such a s in a country like Australia, communication between the buyers and cashiers always occurs in a supermarket. The cashiers always greet the buyers when they begin scanning groceries, and say goodbye after the buyers pay the groceries. In some other occassions, there is a conversation happening between the cashiers and the buyers

during the scanning process. This means that the linguistics feature also exists in the interaction between buyers and cashiers at the supermarket. Thus, specific linguistic behaviour in social activities may depend on the context where the activities are happening. The next section reviews the English for specific purposes genre tradition.

2.1.1.3 Genre in the English for specific purposes tradition

One of the prominent researchers in English for specific purposes (ESP), John Swales, defines "genre as a class of communicative events, the members of which share some set of communicative purposes" (Swales, 1990, p. 58). The members use language as a mediim to achieve their target purposes. This current study assumes that the definition of genre provided by Swales is more suitable for the TDE genre. The reason can be explained by describing the five criteria of genre outlined by Swales. First, genre is considered to be a class of communicative event. It is considered so because it uses language to achieve purpose. In a TDE, there is an interaction between examiners and examinees where both these members use language to achieve their purpose. For example, the examiners use language to ask questions to test the examinees' understanding about their research. At the same time, the examinees also use language to respond to the examiners' questions. The language used by the examiners and examinees must be understood by both members. The interaction using a particular language that is happening between the examiners and the examinees in the TDE could form a communicative event because each member could understand what is discussed in the event, and the purpose of the event could be achieved. Thus, the TDE fulfils the first criteria of genre provided by Swales.

Secondly, genre is a set of communicative purposes that is used as a tool of communication to achieve goals. A communicative purpose is considered to be an intention that someone wants to achieve using language. Some communicative purposes can be easily understood, for example, the instruction for making cakes in written recipes. On the other hand, the purpose of a political speech is barely understood, because the purpose of the speech may not be stated explicitly to the audience. In the TDE, there is a set of communicative purposes. The communicative purpose of the examiners is to ensure that the examinees do understand their research by asking various questions. This is to ensure that the examinees' performance is

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sufficient to pass the examination and make them eligible to join a communication of graduates' community. Similarly, for the examinees, the communicative purpose is to convince the examiners that their research is interesting, that they understand their topics, and that their thesis has both practical and knowledge significance in their research field. The communicative purposes in the TDE aim at achieving the goals of the event.

Thirdly, the genres' examplar varies in their prototypicality. The main priviledge of a genre is communicative purpose. The differences of prototypicality between one genre and another can be seen from its forms, structures and expectations of audience. For example, a seminar presentation and the TDE are considered to be academic examinations. Both examinations have their own communicative purposes. The communicative purpose of a seminar presentation is for students to present a research proposal, and for examiners to examine whether the proposal can be accepted or agreed upon to conduct research. In the TDE, however, the communicative purpose is for students to show the research findings and their significance through selected research methodology and supported literature review, and for the examiners to test the students about their research knowledge and find out whether the knowledge contributes new infomation. These two examinations have different generic structures that have been agreed by the institutions where the events are conducted. The audience for these two examinations also gains different information. The similarity between these two events is that they have a communicative purpose that needs to be achieved, while the forms, structures and expectations of the audience are different.

Fourth, a genre is employed by members of a community to achieve the goals of the community communicatively. The purpose of a genre in the community is recognised by the members. However, the level of recognition among the members is different. The established members can fully recognise the purposes of the genre. Apprentice members may partly understand them, while non-members may or may not recognise the purpose. In the case of the TDE genre, the established members are the graduate students, examiners and English language educators. These members are involved in the TDE, so they understand the TDE genre and its purpose. The apprentice members in the TDE are examinees. They may partly understand the TDE genre because they have undertaken two Thesis Defence Preparation Units (TDPUs)

and may have observed some TDE events; however, they have never previously experienced a real TDE event. The non-members in the TDE are students who become the audience in the TDE or those who are still writing a thesis. The level of members who should fully understand the TDE genre and achieve the goals communicatively are the established and apprentice members. However, as the author of this study understands, the examinees, who are the apprentice members, only partly understand. Partial understanding of the TDE genre is not enough for the examinees to achieve the goals of the TDE. They need a thorough understanding of the TDE genre, as well as knowledge of the field of research and presentation skills, to communicatively convince the examiners and thus pass the examination and graduate.

Fifth, genre has a discourse community's terminology. The terminology of a certain genre is mostly understood by those who frequently get involved. For example, in a TDE genre, the terminology used is well understood by the established committee members, such as the examiners and a secretary who is frequently involve in this event. The terms include, for example, research methodology, literature review, research finding, defence segment and closing segment. They recognise and realise that the terminology used in the TDE is an important aspect of this genre.

In sum, the assumption that the TDE is a genre by its own is based on the five criteria of genre in the ESP tradition proposed by Swales (1990). These five criteria: the use of appropriate language, having a communicative purpose, having different prototypicality, having levels of goal recognition by members and having a discourse community. As discussed above, each of the criteria fits with the TDE genre.

Criterion five, having a discourse community (DC), is crucial, so it deserves more explanation. Swales (1990) proposed six characteristics of DC to identify a group of individuals that form a discourse community. First, "a discourse community has a broadly agreed set of common public goals" (p. 24). In a discourse community, a group of communicators share and understand common public goals of communication. The goals have been understood by its members and are written clearly for the public so that people who are interested in joining this community could find out if the goal of the community matches their goals. For example, if some people want to join a community for business or pleasure, they need to find out if the goal matches their purpose for joining the community. Similarly, the TDE has its

own goals   that are publicly understood, that is, to test students about their understanding of their research and to defend it in front of examiners in order to graduate from their universities. The students who want to graduate from the university have to be part of this discourse community, understand its generic structures and values (criteria of assessment) and perform accordingly. In other words, they have to be examinees in the TDE and, as examinees, they are expected to follow all the rules that apply in this event and meet the assessment criteria to achieve their goal. Once they are able to demonstrate sufficient knowledge of the research report contents (thesis), presentation skills and the genre of the TDE, the examinees could be accepted by the community of graduates.

Second, a discourse community "has mechanisms of intercommunication among its members" (Swales, 1990, p. 25). The mechanism of intercommunication of one community may be different from others. This study assumes that even in one discourse community, the mechanism of intercommunication may also be different when it is conducted by a different institution. Thus, the structure of intercommunication of community members may be distinct, depending on the mechanism. The TDE is considered to be a discourse community. It is conducted by different universities. As a discourse community, the TDE has its own mechanism of intercommunication. In different universities, the mechanism of intercommunication may also be different. Take, for example, a defence segment of the TDE. In some universities, the mechanism of intercommunication between examiners and examinees depends on the examiners allocated section of questions. If there are three examiners, examiner A asks questions about the introduction of the thesis, examiner B asks about the literature review, and examiner C asks about the findings and conclusions of the research. Examinees are obliged to answer and defend their research argument based on the examiners' allocated section of questions. However, in some other universities, the examiners are only given approximately fifteen minutes to ask any necessary questions about the thesis without being obliged to ask topic-based questions. For such universities, the examiners are not given an allocated section of questions. Hence, the mechanism of intercommunication between examiners and examinees is based on the allocated time. The difference between these two examples of the mechanism of intercommunication in the defence segment of the TDE is on the allocated section of questions and the allocated time given to the

examiners to test the examinees. The examiners and examinees as members of the discourse community of the TDE are required to understand this mechanism of intercommunication.

Third, the discourse community "uses its participatory mechanisms primarily to provide information and feedback" (Swales, 1990, p. 26). Members of a discourse community participate in the mechanisms of intercommunication to interact with other members in order to give information and get feedback. To provide information and feedback, the members are expected to update their knowledge and information. If a member of a discourse community never updates his/her knowledge and information that is discussed in the community, she/he might not be able to share the updated information, which may result in the failure of his/her membership. Similarly, in the TDE, students as the examinees are required to be able to provide appropriate information regarding their research project and respond to any comments or feedback provided by the examiners. The students might be required to revise their thesis based on the feedback. If the examinees are not able to do so, they cannot be part of the discourse community of this genre because they fail to understand the participatory mechanism of the TDE.

Fourth, the "discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims" (Swales, 1990, p. 26). A discourse community always put an effort in to developing the genre expectation to achieve its goal. The development could be on appropriacy of topics, forms and genre elements. If there is a genre borrowed from other communities, that genre needs to be adapted to the existing genre. Similarly to the TDE, the discourse community always thinks of increasing the expectation of the TDE goal. For example, in the genre element (the defence segment, as mentioned previously in the second criteria of the discourse community), one university may oblige the examiners to ask questions based on allocated time as an existing sub-genre. If the members of the TDE of this university consider that the allocated section of questions is more worthy for both examiners and examinees than asking questions based on allocated time, then, this community could adapt genre of the TDE from another university. Therefore, this university then possesses its own TDE genre plus the TDE genre from another university. It indicates that the discourse community always increases its expectations.

Fifth, the "discourse community has acquired some specific lexis" (Swales, 1990, p. 26). Different discourse communities usually have specific technical terms that are used among the members. For example, in the medical field, the members use specific technical terms that may not be understood by other people outside of this community. Similarly, in the TDE, there are some technical terms, including abbreviations, used in this community, for example, the term ESL, which stands for English as a Second Language, TDE, which stands for Thesis Defence Examination, and IELTS, which stands for International English Language Testing System. To become members of a discourse community, it is necessary to understand the technical terms used in the community.

Sixth, the "discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise" (Swales, 1990, p. 27). Members of the community have their level of membership that could be changed anytime based on their level of expertise. For example, in a university, there is a ratio between junior lecturers and professors. The junior lecturers are required to fulfil all requirement to become professors, including having sufficient work experience and adequate knowledge. Similarly, in the TDE, the members of this discourse community are examiners and examinees. The examinees could change their membership to become examiners when they have passed the examination and become lecturers. To become lecturers, they are required to have adequate knowledge and experience. In the above examples, the position of junior lecturers at the university and the examinees in the TDE is called the threshold level.

2.1.2 Definition of genre used in this study

From the three definitions of genre above (NRG, SFL and ESP), it is apparent that a genre includes a goal that needs to be achieved through sequential stages that need to be followed. Of the three definitions of genre, the definition proposed by Swales (1990) is used because it is relevant to this study based on its characteristics. The TDE is a communicative events that has its own genre. The TDE genre includes generic structure and values to reach purposes through communication. Thus, in this study, the TDE has sequential moves called segments, and steps called activities, to reach the purpose, which is relevant to the concept of genre. The examinees in a TDE are expected to understand the elements of the TDE genre and achieve the goal of the TDE by using their communication skills to convince the examiners that they really

understand their research and its findings. With the knowledge and skills, the examiners are sure that these examinees are eligible to be given a licence to join the graduate community.

2.2   Studies on the Thesis Defence Examination

The term used for the TDE is different from one country to another. According to Hasan (1994), different names are given to the TDE in different countries. For example, in the USA, it is called institutionalised pedagogical activity. In the UK, it is called viva voce. Meanwhile, in most other European countries, it is called public defence. In Indonesia, where this study was conducted, the TDE for undergraduate level (after 4 years of study) is called *ujian skripsi* (equivalent to 'the Australian BA Honours thesis examination'). In the TDE, the students present and defend their thesis, which is a scientific writing that reports and dicusses a research project and its results. The purpose of *ujian skripsi* is to ensure students have a better understanding in a certain field of research by employing their knowledge and skills in analysing, describing and explaining, for example, the problems associated with their area of research. In Indonesia, different levels of degree employ different terms for this event. For example, *skripsi (*script*)* is used for a four-year bachelor level (undergraduate), *tesis* is used for a master's level, and *disertasi* is used for a doctoral level. In most Indonesian universities all students, who wish to complete their four-year bachelor, master and doctoral degree programs, are required to present and defend their respective theses in a TDE.

In the literature, some studies on the purposes of the doctoral level TDE have been reported. Kiley (2009), Maingueneau (2002) and Jack (2002), for example, discuss the purpose of the TDE. Kiley (2009) reports that the purpose of the TDE is to present arguments and answer questions based on one's area of expertise in order to show that a candidate is capable of undertaking research. The doctorate studies develop students' research skills through an original contribution to knowledge and prepare future researchers for carrying out a substantial, supervised, research project that makes such a contribution. During the TDE, a candidate presents his/her work in front of an audience and he/she has greater opportunities to defend their argument and to clarify any confusing issues in the research (Jack, 2002). Similar to these two

researchers' views, Maingueneau (2002) points out that the students who sit a TDE could show the committee members, especially the examiners, that they have enough knowledge and skills to enter their new academic world, which will allow them to be members of a new academic community. In an interesting survey conducted by Kelly (2010), where various questions were raised by her PhD student participants, finds that students are questioning the purpose of verbal examinations, whether it is to test knowledge, an opportunity for examiners to give feedback to the candidates, or just to produce a thesis. While there are some studies of the TDE at doctorate level, there are still little studies investigating TDE at the undergraduate level.

The TDE plays a very important role in increasing the grade point average (GPA). For the undergraduate level in Indonesian universities, particularly at the two selected universities investigated in this research, Nanggroe University and Syiar University, the TDE is worth at six credit points (cps), which is equivalent to three two-credit point units (some units are worth three cps) (Interview with lecturer of Syiar University, 2015). These cps are for both a thesis and its TDE. Looking at the high number of points allocated for the thesis and its TDE, the students are required to work hard to deeply understand about their research project, write the thesis, present and defend the thesis orally in front of a panel of TDE committee members (examiners) using English. To perform competently in a TDE, this study assumes that the TDE genre is crucial to be understood by students. Below is a review of the TDE genre. The discussion starts from the generic structures of the TDEs and seminar presentations as found in the literature.

2.2.1 Generic structures of the Thesis Defence Examination

The literature suggests a number of generic structure models of the TDE. For the purpose of this study, four well-known generic structure models identified by Grimshaw, Feld, and Jenness (1994), Burke (1994), Hasan (1994), and Swales (2004) are used as analytical tools. All of these researchers, except Swales, analysed the same data collected from one female doctorate student, named Lee, at a TDE held at Mid Western State University. In this TDE, there were five people were in the room: four committee members and one examinee. The majority of the committee members were sociologists. This data consists of a one-hour observation, a two-hour

audio recording, and one copy of the student's thesis examined at the TDE. Each of the analyses found a generic model of the TDE as described below.

2.2.1.1 The Grimshaw model

Grimshaw, et al. (1994, pp. 52-53) found four segments in the TDE, and each segment consists of several activities. The details of the segments and activities can be seen in Figure 1 below. For efficiency reason, this model is called the Grimshaw model in this thesis.

1. Opening segment
   The members settle in
   The chair outlines the procedure of examination
   The candidate gives a brief statement
         Her personal and intellectual background
         Introducing her project and major findings
   The candidate summarises the dissertation
2. Defence proper
   The members take turns in asking questions:
   Theoretical conceptualization, research design, data, analysis, findings, interpretations, implications, and so on.
   The questions about for future plans and prospects are asked
3. In-camera segment
   The committee sends the candidate out of the room for ten minutes
   The members evaluate the verbal performance and written dissertation
   Most commonly, the candidate passes with some minor revisions
4. Closing
   The candidate returns to the room
   Congratulations are given to the candidate
   Documentation completed (signing forms, etc)
   Leave-takings

Figure 2.1: The Grimshaw model

Under each segment, the writers (Grimshaw et al.) also explained the activities, for example, the activities occurring in the opening segment, when the members were taking their seat in the room. Then, it was followed by the outlining of the procedure of the TDE, which was presented by the chair of the committee. This study assumes that the examinee has understood about the procedure of the exam prior to the commencement of the examination because according to Grimshaw, the examinee and the committee have met before coming to the room to talk about the procedure. In other words, the examinee and panel members have understood the generic structure of the TDE.

In the *opening segment*, the candidate was given an opportunity to inform the examiners about her personal background, which includes some details of her education. The examinee used this opportunity to present her personal details to the examiners. These details may help the examiners to know about the examinee's identity and professional background. Then, it was followed by a summary of the examinee's thesis, including the design of the research project and the major findings. The examinee spent more time on this part to convince the examiners that she is highly competent in conducting research. The examinee being observed by Grimshaw et al. clearly informed the examiners of the procedures she followed during the process of data collection and analysis. Through this information, the examiners judged whether the result was valid and reliable or otherwise.

In the *defence proper segment*, the examiners were free to interrupt the examinee by asking questions. The questions were related to the theoretical conceptualisation, research design, data, analysis, findings, interpretations and implications. There were also questions related to the examinee's future plans upon the completion of the study. The examiners asked questions freely about any unclear information in the topic. In other words, each of the examiners was not restricted by a specific section(s) allocated to him/her by the department or the panel.

In the *in-camera segment*, the examinee was asked to leave the room for approximately ten minutes. During this time the examiners were evaluated both the written and oral performances of the examinee. In this segment, the examiners decided the final outcome**.**

The last step is the *closing segment*. In this segment, the examinee, who was declared successful in the examination, was congratulated by the committee members. The examinee also completed the necessary documentation such as signing the forms, and left the room.

2.2.1.2 The Burke model

Unlike Grimshaw et.al., Burke (1994, p. 100) identified five segments of the TDE generic structures as shown in Figure 2. The numbers 1-2-3-4-5 shown in the figure, next to the name of the committee members (Pat, Sherm, James, and Pat), indicate the number of questions asked by these examiners to the examinee. Similarly, for Lee, who was the examinee in the TDE, the numbers indicate the

number of the questions she asked to the examiners. The number of questions are recorded based on questions raised to the examinee or to the examiners. So, it is not based on allocated section of questions. Interestingly, the number for Pat starts from 4-5. This may mean that Pat asked five questions to Lee.

1. Introductory background
        Personal background of Lee
        Review of dissertation
2. Questions
        Pat : 1 – 2 – 3
        Sherm : 1 – 2 – 3 – 4 - 5
        James : 1 – 2 – 3
        Pat : 4 – 5
        Lee : 1 – 2
3. Assessments
        James
        Sherm
        Pat : 1 – 2
4. Interlude
5. Wrap-up
        Signing
        Pat's questions

Figure 2.2: The Burke model

The generic structure proposed in this model has some similarities to and differences when compared with the Grimshaw model. The similarities are found in some activities, for example, in the *introductory background* (*the opening segment*), the examinee presented her personal information and conducted the thesis presentation. Then, in the wrap-up (closing segment), the examinee signed the necessary documents. These activities can be found in both models (See Figures 1 and 2). The differences are also found in relation to the number of and the terms used for the segments and the detail of activities. The Burke model (in Figure 2) consists of five segments, while the Grimshaw model has four segments (see Figure 1). The terms used for an individual segment are different. In the Burke model, for example, the first segment is called *introductory background*, while in the Grimshaw model, it is called *the opening segment*. The question and answer segment in the Burke model is called *defence proper* in the Grimshaw model. The *assessment and interlude* in the Burke model is called *in-camera segment* in the Grimshaw model. The *wrap-up* segment in the Burke model is the same as *closing segment* in The Grimshaw model. In terms of activities in each segment, the Grimshaw model provides the details of the activities of the examiners and the examinee, while the Burke model focused on

the number of questions asked by the examiners and the examinee, as can be seen in the questions and answers segments. The possible reason for these differences is that the researchers use their own interpretation based on their knowledge and experience when involved in TDE research.

2.2.1.3 The Hasan model

Like Grimshaw et.al., Hasan (1994, p. 142), who is a systemic linguist, also found four segments, but with more activities in them, namely fourteen activities. Her model, referred to here as the Hasan model, has two kinds of activities, optional and obligatory. The model is presented in Figure 3 below.

Figure 2.3: The Hasan model

1. Opening

    G: Greeting.
    > In this stage, the student greets the examiners and audience.

    PI: Personal Introduction (opt).
    > In this stage, the student introduces him/herself to the examiners and audience.

    PO: Procedural Orientation.
    > In this stage, the student presents an overall plan of the proceedings in their thesis defense.

2. Defence Proper

    CP: Candidate's Preface.
    > In this stage, the student presents his/her study, background of thesis and family background in front of examiners.

    CQ: Committee's Queries.
    > Committee asks questions with regard to the findings.

    CE: Candidate's Enquiries.
    > The student tries to answer any questions raised by the examiners.

    CD: Candidate's Dismissal.
    > The student is asked to leave the room while the committee discusses the student's performance.

3. In-Camera segment

    CO: Committee's Opinion.
    > The committee members combine their opinions of the student's presentation to obtain a consensus decision.

    CR: Candidate Recall.
    > The student is asked to come back in the room to hear the committee's decision on his/her performance.

4. Closing

    VA: Verdict Affect (opt).
    > The student is congratulated for his/her presentation.

    VR: Verdict Ratification.
    > The student listens to the committee's decision

    AC: Advice to Candidate (opt).
    > The examiners give advice for the student for future improvement.

    TC: Task Closure.
    > In this stage, the successful student is congratulated whereas an unsuccessful student is sympathised with.

    LT: Leave Taking.
    > Signing papers.

This model shows some similarities and differences when compared to the other two models previously discussed. The similarities concern the number of segments and activities, between the Grimshaw and this model. As stated earlier, the Hasan model uses the same number and name of segments as the Grimshaw model, shown in Figure 1. The activities in the segment are also similar to the activities in the Grimshaw model. However, the terms used for the activities are different. Hasan model provides more detail information about the activities in each segment. She involves information of obligatory and optional activities.

In terms of activities, there are similarities amongst the three models. In the 'opening segment', for example, the three models have the examinee introduces herself before the examiners. However, some differences among the models are also found, for example in the Hasan model, the presentation occurs in the *defence segment,* while in the Grimshaw and Burke, this activity occurs in the *opening segment* and the *introductory background segment,* respectively. Then, 'asking the examinee to return to the room' occurs *in-camera segment* in the Hasan model, but it occurs in the *closing segment* in the Grimshaw model and in the *interlude segment* of the Burke model.

The Hasan model in Figure 3 gives a label of obligatory and optional to the activities. These labels are not found in the other two models in Figures 1 and 2, making this model different from the other two models. 'Obligatory' is given when the activity must occur in every event belonging to a particular genre. Meanwhile, the label 'optional' is given when an element may occur even though they do not have to present in every event, for example, the personal introduction (PI). According to this analyst, the PI is optional because this activity need not necessary to occur if the examinee is known to the examiners. The PI is only used when interaction between the examinee and the committee members has been minimal. The second optional activity is advice to the candidate (AC), this activity is also optional because this activity only happens to an examinee who is less competent in presenting and defending their thesis, so, there is room to give a further advice. In contrast, this activity does not occur with an examinee who performs excellently, and who needs no further advice. The third optional activity is the verdict affect (VA). The VA is optional because this activity does not inherently belong to the TDE,

which means that the TDE can still reach the end whether or not the examinee receives congratulation from his colleagues or committee members.

Despite the differences discusseed above, the above researchers (Grimshaw, Feld & Jenness, 1994; Burke, 1994; and Hasan, 1994) include very similar elements in their models. The Grimshaw and Hasan models have four segments in a TDE. Burke (1994) added one more segment called 'interlude' to create the fifth segment. The 'interlude segment' in Burke's model is included in closing segment of the Grimshaw model, and in 'the in-camera segment' of the Hasan model. Only the terms used for the segments and activities are different. Each researcher used their own terms for the segments and activities even though the meanings are basically the same.

This study believes that the differences in the generic forms of the models occurred because these researchers developed their generic structures of the TDE based on differences in their expertise and interpretation, and all these differences are useful for other researchers, lecturers and, even universities to consider and develop their own models to suite their own contexts.

2.2.1.4   The Swales model

The last well-known generic structure of the TDE was found by Swales (2004), who is a key expert on research genre studies. In this thesis, it is called the 'Swales model' and the generic structure is summarised in Figure 4. This model was developed based on several observations of doctorate degree TDEs in four different fields of study at the University of Michigan, USA: social psychology, musicology, electrical engineering and computer science, and biology.

Being different from the other three models, Swales (2004) uses *the preliminaries segment* for the *opening segments* of the Grimshaw and Hasan TDE models or the *introductory background segment* of the Burke model. He proposed four segments in his TDE model. In each of these four segments, some activities suggested. As in the Hasan model, some of these activities are considered optional (marked with parentheses), because the activities were uncommon in these four TDE sets of data.

1. Preliminaries
       Greetings
       [Personal introductions]
       Chair asks candidate and any audience to leave;
       Committee reviews evaluation and agrees on procedures;
       A member recalls candidate and any audience
2. The defence proper
       [Chair summarises agreed procedure]
       Candidate attempts a presentation
       [Round of questions by the members]
       "Free" questioning by the members
       [Questions or comments invited from candidate and/or audience]
3. In- camera session
4. Closing segment
       Results indicated with congratulations to the candidate
       [Discussion of what more needs to be done]
       Necessary documentation (signing forms, etc)
       Leave-takings (party arrangements, photo, etc)

Figure 2.4: The Swales model

The first segment is the *preliminaries*. Within this segment, five activities are included. First, the candidate was asked to introduce him/herself. The candidate might state his/her name and student number. In the second activity, the chair asked the candidate and the audience to leave the room. In the third activity, the committee reviewed the evaluation criteria and agreed on the TDE procedures. In the fourth activity, a member (one of committee members) recalled the candidate and the audience. This means that all the parties are ready for the examination. Under this segment, a personal introduction is considered optional. This activity is not necessary in this segment because it may not to happen if the examiners or panel members know the examinee well.

The second segment is the *defence proper*. In this segment, there are several activities. First, the chair summarised the agreed procedures. This optional activity was to ensure that the candidate knows what she/he had to do during the examination. Second, the candidate was invited to conduct his/her presentation. In the presentation, the candidate could provide a summary of the research project. The third activity was asking questions to the examinee in round. This activity was conducted to provide an opportunity for the examiners to ask questions about aspects the thesis, such as the introduction, literature reviews, methodology, and findings.

The candidate was expected to answer the questions appropriately to obtain a good result in order to graduate. Lastly, the candidate and the audience were given an opportunity to ask questions of the examiners. This is optional, because this activity was not commonly found in the TDEs of the four fields of study Swales observed. After this segment was completed, the examinee was asked to leave the room.

The third segment is the *in-camera session*. During this segment, the panel members discussed the result of the presentation and decided whether the candidate was to be given a pass or fail mark or pass mark with minor revision. So, there were three result options for examinees' performance. During this in-camera segment, the candidate remained outside until a committee member recalled the candidate for the next segment.

The last segment is the *closing segment*. In this segment, four activities were found. First, the members announced their agreed result in front of the candidate and audience. The candidate with a good result was congratulated by the committee and audience. Second, for those who passed with minor revision, there was a discussion of what more needed to be done by the candidate. This activity is optional because most of candidates passed. The third one was the documentation, where the candidate signed the required forms. Then, the final activity was the leave-taking, including photos and other social activities.

2.2.2   Generic structures of seminar presentation

In the academic world of university students, there are at least three types of important and well known presentations: a seminar presentation, conference presentation and a Thesis Defence Examination presentation. Each of these presentations has its own goal. Because the goal of each presentation is different, the demands of the presentation that need to be fulfilled by students are also different. For example, in a seminar presentation, students needs to be ready with a research proposal, present it in front of examiners and defend it to be able to conduct a research project for their degree. For a TDE, students are ready with a thesis, present it in front of examiners and defend it to be able to graduate from their university. To prepare well for the presentation as well as to reach the goal, this study assumes that students need an understanding of the genre of each presentation, including understanding the generic structures. In previous sections, this chapter has discussed

the generic structures of the TDE. It is also important in this chapter to discuss the generic structures of seminar presentations. Two generic structures of two seminar presentations are discussed below. The first model is presented by Weissberg (1993) and the second is offered by Thaib (1999). These generic structures are included in this discussion because they are derived from the undergraduate level, which is related to this study (TDE at undergraduate level).

2.2.2.1 The Weissberg model

Weissberg (1993) sees the seminar presentation as an examination with its own generic structure. Based on his observation, the generic structure of a seminar presentation at undergraduate level consists of four activities. Firstly, the chair of the committee introduced the academic advisor of the student who was presenting the seminar presentation. The academic advisor is one of the faculty members. Secondly, the academic advisor introduced the student as the speaker or the presenter. Thirdly, the student presented the seminar (using slides). Lastly, questions were asked by the examiner and answered by the student.
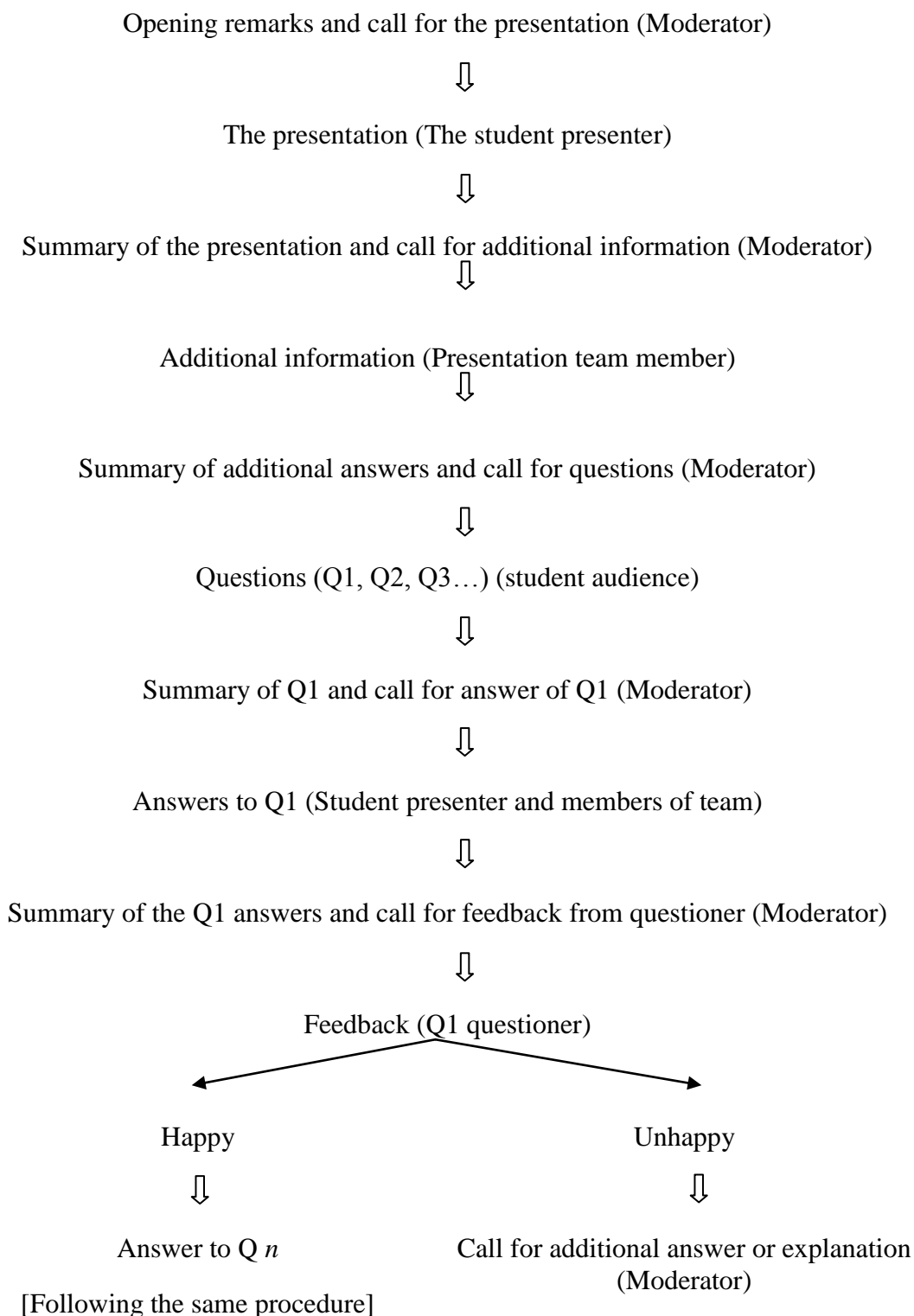
Often, the academic advisor provided a brief biography of the student, which included the professional achievements and background information of and comments on the research project. Similar to the TDE, seminar presentation is also one of the communicative events that include speaking skills. Moreover, a seminar presentation and a TDE need to include some common activities that should be followed by the presenter and the participants of the event. The presenter's understanding and familiarity with the activities included in the TDE and seminar presentation would help him or her to present sequentially and competently in the events.

The generic structure of this seminar presentation is similar to that of the TDE where some segments such as the opening and defence proper are presented. As in the TDE, the students' performances in the *defence proper* of the presentation are also assessed. Their ability in presenting their research proposal determines if they can continue conducting research with their research topic.

2.2.2.2 The Thaib model

Thaib (1999) shows two generic structures for group seminar presentations conducted by Indonesian and Australian students. These two generic structures are

dissimilar. Four major differences between these two groups are found in terms of the way the tasks are divided, the presentation stages, the management of the activities and the way of question and answer session is conducted. However, these generic structures are related to the TDE presentation. Figure 2.5 and 2.6 below is an explanation of these two generic structures, which start from the discussion of generic structures of the Indonesian students' group seminar presentations.
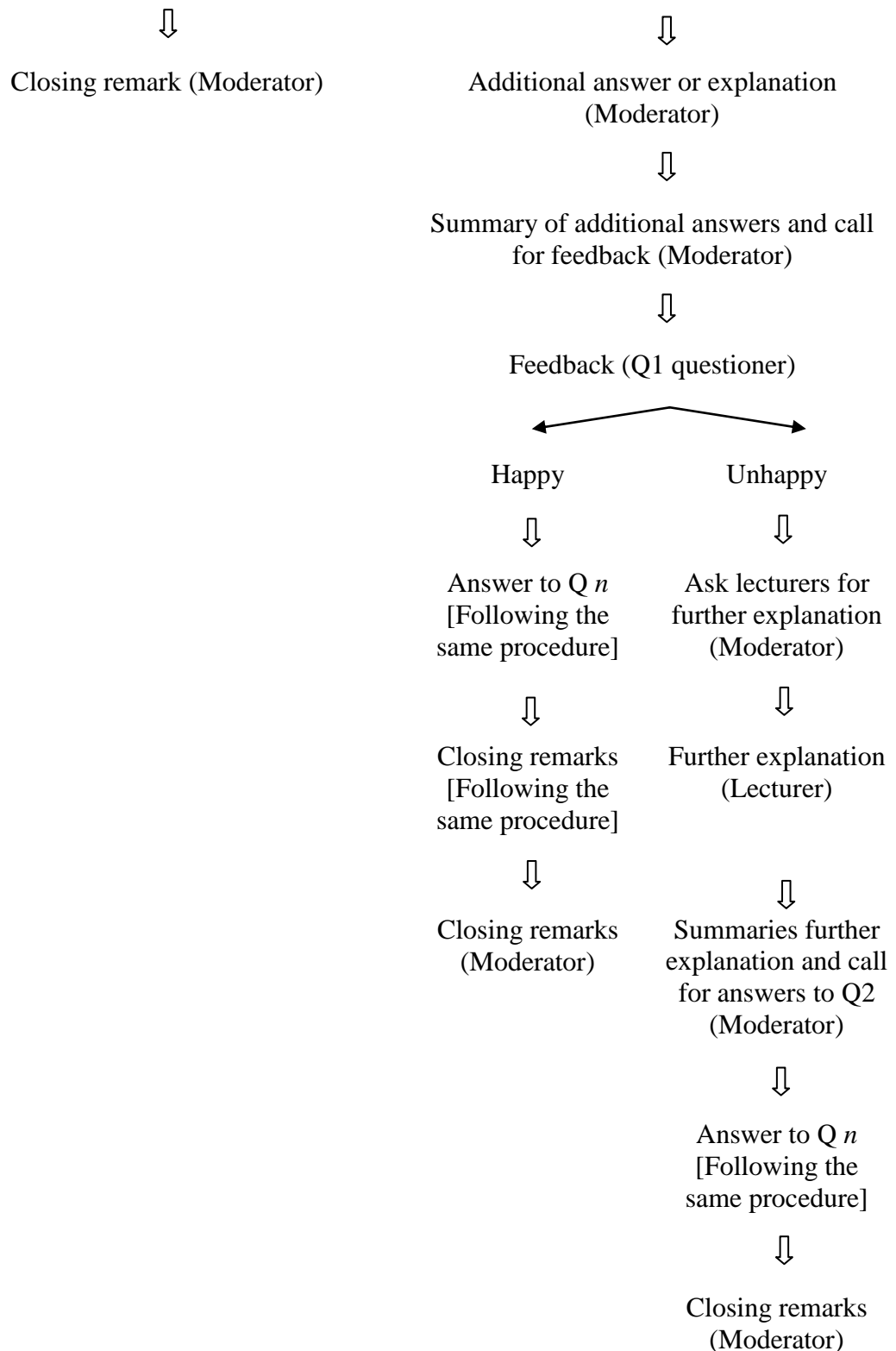
<div align="center">

Opening remarks and call for the presentation (Moderator)

⇩

The presentation (The student presenter)

⇩

Summary of the presentation and call for additional information (Moderator)
⇩

Additional information (Presentation team member)
⇩

Summary of additional answers and call for questions (Moderator)

⇩

Questions (Q1, Q2, Q3…) (student audience)

⇩

Summary of Q1 and call for answer of Q1 (Moderator)

⇩

Answers to Q1 (Student presenter and members of team)

⇩

Summary of the Q1 answers and call for feedback from questioner (Moderator)

⇩

Feedback (Q1 questioner)

</div>

Happy	Unhappy
⇩	⇩
Answer to Q *n*	Call for additional answer or explanation (Moderator)
[Following the same procedure]	

⇩   ⇩

Closing remark (Moderator)   Additional answer or explanation
                                     (Moderator)

                                             ⇩

                            Summary of additional answers and call
                                  for feedback (Moderator)

                                             ⇩

                               Feedback (Q1 questioner)

                            Happy   Unhappy

                              ⇩   ⇩

                       Answer to Q *n*   Ask lecturers for
                       [Following the   further explanation
                       same procedure]   (Moderator)

                              ⇩   ⇩

                       Closing remarks   Further explanation
                       [Following the   (Lecturer)
                       same procedure]

                              ⇩   ⇩

                       Closing remarks   Summaries further
                       (Moderator)   explanation and call
                                                for answers to Q2
                                                (Moderator)

                                                        ⇩

                                                Answer to Q *n*
                                                [Following the
                                                same procedure]

                                                        ⇩

                                                Closing remarks
                                                (Moderator)

Figure 2.5:   **The generic structures of group seminar presentation of**
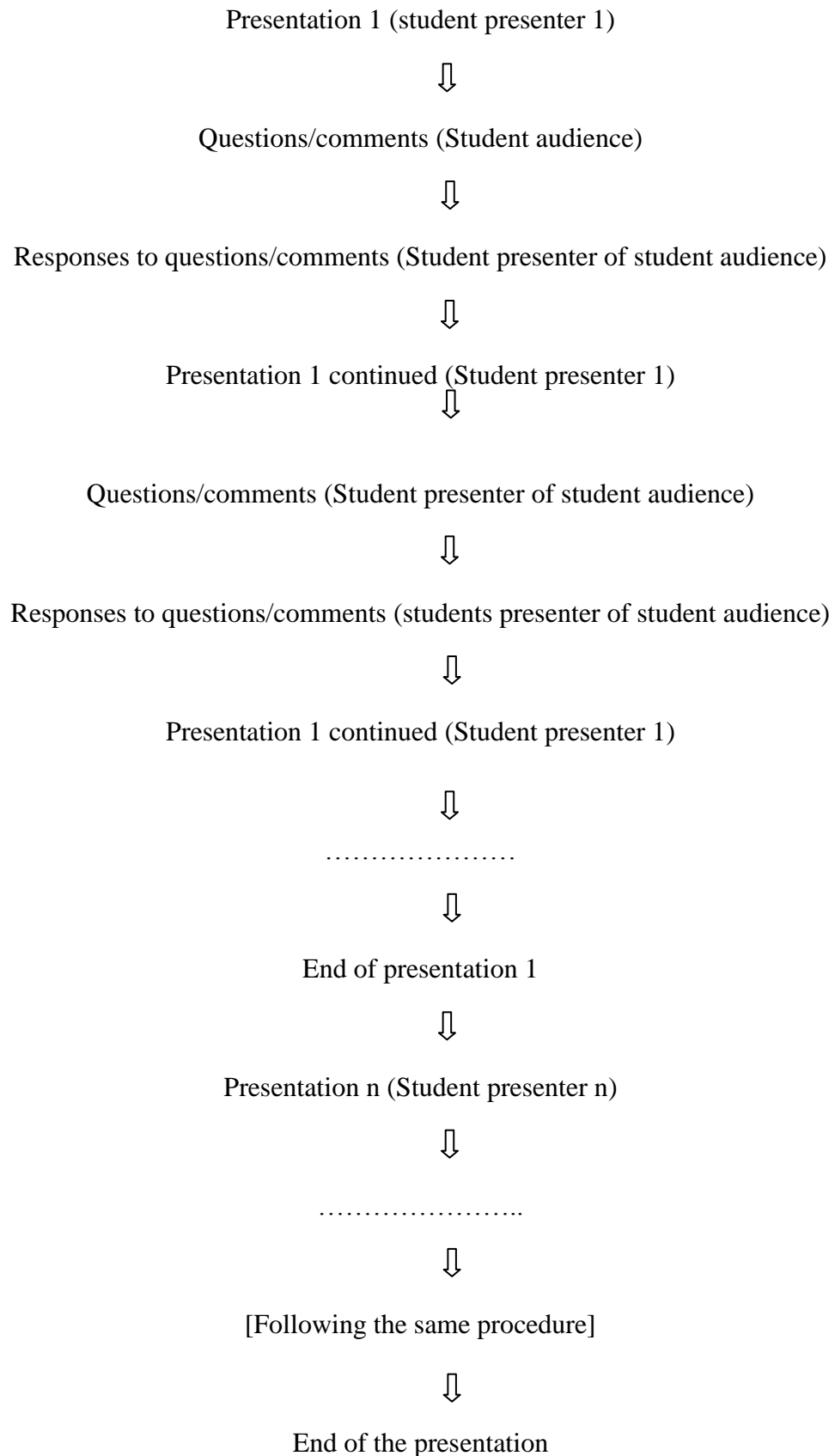   **Indonesian students in Bahasa Indonesia (Thaib, 1999, pp. 72-73)**

Presentation 1 (student presenter 1)

⇩

Questions/comments (Student audience)

⇩

Responses to questions/comments (Student presenter of student audience)

⇩

Presentation 1 continued (Student presenter 1)
⇩

Questions/comments (Student presenter of student audience)

⇩

Responses to questions/comments (students presenter of student audience)

⇩

Presentation 1 continued (Student presenter 1)

⇩

…………………

⇩

End of presentation 1

⇩

Presentation n (Student presenter n)

⇩

…………………..

⇩

[Following the same procedure]

⇩

End of the presentation

Figure 2.6: The generic structure of group seminar presentation of Australian students (Thaib, 1999, p. 79)

Thaib (1999) further elaborates the differences between these two generic structures of group seminar presentations. One group seminar presentation usually consists of more than three members. In terms of the division of the tasks, the Indonesian students or the presenters in the seminar presentation are assigned three roles: moderator, presenter and group members. The moderator is responsible for introducing the presenter and the group; the presenter is responsible for presenting the discussion topic and answering questions from other groups in the class and the group members are responsible for helping the presenter to answer the questions from other groups when appropriate.

The Australian students assign a sub topic to each member. For example, when they give a presentation about *studying overseas*, each member of the group is given a sub topic and all of them talk based on this sub topic. Each presenter receives questions from the other groups and gives a response to each of the questions. The members of the groups can also help the presenter to add necessary information. Next, the moderator takes an important role in the Indonesian students' presentations but it is vice versa for the Australian students. They do not have a moderator.

The seminar presentation generic structures can be summarised as follows: the Indonesian students' structure is the opening>>presentation>>question and answer>>closing; the Australian students'structure is presentation>> question/comments>>responses to questions/comments>>presentation. The Indonesian students end the response when the students who are asking the questions feel happy with the response. In contrast, it is not necessary for Australian students to satisfy the questioner to end the session.

The previous sections above have discussed the generic structures of the TDE in the USA and the generic structures of seminar presentations in Indonesian by Indonesian students and in English by Australian students. From these various generic structures, as a conceptual framework for this study, the four models mentioned by Grimshaw, Feld, and Jennes (1994), Burke (1994), Hasan (1994), and Swales (2004) are used to analyse the TDE in the two universities in Aceh selected for this study. These models are taken as a starting point for the analysis because they are considered more detailed in terms of the segments and activities, and they capture the generic structures of the TDE in these two selected universities. My study

is different from these studies (Grimshaw, Feld, & Jennes, 1994; Burke, 1994; Hasan, 1994; Swales, 2004) in three ways. The first difference is that my study uses undergraduate students' performances while these studies used PhD-level students. Secondly, my data include students from two distinctively different universities with different systems, one general and one Islamic. Thirdly, my study involved much larger sources of data to generate the generic structures of the TDE than each of these studies. The Grimshaw, the Burke, the Hasan models used only the performance of one student, and the Swales model only used four performances by four students, while my study used ten students. The second and third differences may suggest that my generic structure models are more robust than those models because my study is backed by stronger and more varied data. Moreover, the sources of data include ten TDE observations where each observation lasted for approximately two hours, twenty seven individual interviews where each interview lasted for approximately one hour and fifteen questionnaires, so the total of the participants is fifty two research participants. These data were backed up by examination of the video-recorded performances. Finally, my data were further backed up with interviews with the examiners and the examinees. Overall, my data used in this study are much more comprehensive compared to each of those studies.

2.2.3   Values

According to the *Macmillan English dictionary* (2015), the term value means the degree to which someone or something is important. In this thesis, what is meant by values is all the criteria used to determine whether a performance is 'good or bad'. These assessment criteria are one of the important elements of the TDE genre. Committee members and examinees should have already understood the assessment criteria prior to the TDE. Unclear basic ground rules for examiners and candidates of research degree examination may produce a lack of agreement of the expectations. Powell and McCauley (2003) explore four issues relating to the research degree examination: the examiners' preliminary reports of candidates and supervisors, the desirability/undesirability of formal training for examiners, the scope of the criteria used by examiners to make judgments and the remit of the examination process in terms of comment on research provision and criteria used to appoint examiners. Interestingly, respondents in their research gave different views on assessment

criteria. They differed fundamentally in what students should have done during their candidature, as well as what the roles of the examiners should be in the process of judging. This lack of understanding about assessment shows clearly that either the institution does not have a clear guideline, that informs students, supervisors and examiners about their rights and responsibilities, or the assessment criteria are not equally understood by the students, lecturers and examiners.

Clear criteria are needed to determine thesis quality. With clear information of assessment criteria, the examiners find it easier to examine and report the students' analysis by investigating the content of the thesis (Holbrook & Bourke, 2004). In addition, the examiners can provide appropriate comments and recommendation for their students' future improvement. At least three criteria are found by Holbrook, Bourke, Lovat and Dally (2004) to be important in determining if the thesis is of high quality or low quality. The criteria for high a quality thesis involve a suitable thesis topic and approach, relevant literature reviews, and acceptance for publications. The criteria for a low quality thesis involve the topic and approach, literature reviews, and communicative competence. In terms of thesis topic and approach, there should be a clearly significant contribution of knowledge to the field in a high quality thesis, while in a low quality thesis, the significance is still questionable. In terms of literature reviews, a high quality thesis provides clear and relevant literature reporting, study design, findings and discussion, while the low quality thesis presents an inadequate focus on the literature and inaccuracies in referencing. In terms of publication, a high quality thesis is accepted for early publication.

The assessment of the TDE focuses on examinees' knowledge and presentation skills. Therefore, the students have to show their understanding of their research and have the ability to present it in an appropriate way to the panel members consists of examiners and faculty members (Kiley, 2009). In the TDE, the examinees have to show that the results of their research investigation are genuine and up to date, and contribute to fill the gaps of knowledge in their area of expertise (Tinker & Jackson, 2000). The examinees can convince the examiners and themselves through their ability in answering all questions asked by the examiners. From the questions, the examinees can assure themselves that they have put their argument academically

and correctly. The TDE event also confirms that the examinees are fulfilling all the requirements necessary to complete their study at a certain level (Maingueneau, 2002). The examinees show their deep understanding of the research topic by their ability to defend it in front of a panel of examiners who are regarded as "gate keepers" (Jack, 2002). When the gate keepers are satisfied with the examinees' performance, then the examinees are eligible to have a certificate of approval, which means that they are fulfilling the requirements for their study level. To do this, and to support examinees in presenting their knowledge and using their presentation skills, it is important for the examinees to understand the TDE genre, including generic structures and the assessment criteria. Examinees could be well prepared for the event and understand how they will be assessed.

2.3   Strategies to build confidence in using English

There are some strategies to keep up self-confidence in using English, for example, students may create English groups, where they can invite experts, such as their seniors, teachers and native speakers to share knowledge and practise their presentation skills in English. All the participants in this group should have an equal role in a discussion. They listen to information being delivered by their peers, or they are being listened to by their friends. In other words, their voices are heard within the group. This practice may increase students' confidence with their ability and knowledge in English. As a result, their confidence when speaking in front of an audience increases. Students may also change their learning strategy to deal with this language competently. Most Asian students, including Indonesian students, do not often express their critical knowledge in their formal and informal communication. In classroom activities, the students do not commonly give their opinion, make suggestion or correct their teachers' explanation. Yan-Hua (2007) suggests that to increase students' competency in speaking English, the students have to use their creative thinking toward the lecturer in the classroom. They may agree or disagree with the information delivered by the lecturer in the class. By expressing their knowledge orally, communication is happening. This situation may help students when they do a seminar or the TDE, where they have to defend their arguments that they have been written down. This defending skill is better than just relying on the note-taking. Yan-Hua (2007) further mentions that institutions which conduct

English training have to employ native speakers to help the ESL students. Having native speakers helps to increase the confidence of students in using English orally. Students can learn how to pronounce English correctly with appropriate word choice.

The feeling of anxiety is commonly experienced by students in an EFL class. To help students reduce this anxiety, lecturers may implement various strategies, such as working in pairs (Matsuda & Gobel, 2004), and they also need to give sincere support and encouragement to the students (Horwitz, 2001). The support is important to make the student feel confident about what they are saying in the presentation. The lecturers can gradually conduct more challenging exercises such as group work and class work, to help students perform competently in English communication. Through working together in the classroom, the students are used to using the target language, which helps them to speak fluently.

Giving clear instruction in the language classroom and a greater opportunity for the students to practise English both in and outside the classroom is also important. This is to ensure that students have obtained sufficient skills to use in everyday communication (Woodrow, 2006). The lecturer helps students to be competent in the TDE by having regular communicative practice and through role-plays and discussing the topics of interest that are found in the exam, and providing an opportunity to the students to have informal discussion prior to commencing the verbal exam with the lecturer (Philips, 1992). Physical exercises help students to reduce the feeling of nervousness. Teachers can teach students to perform deep-breathing and relaxation techniques as well as use humour to help them when feeling anxious (Reena & Kok, 2012). This stress-free environment enhances teaching and learning. In addition, teachers could treat the students' errors as a starting point for them to learn. This is important for decreasing the students' anxiety (Reena & Kok, 2012). Therefore, foreign language lecturers are able to develop a harmonious relationship with the learners by providing more opportunities to speak in class, and more importantly, to conduct further self-education for the necessary accomplishments in foreign language teaching (Wei, 2012). Applying several strategies to encourage students to use the target language helps students to be fluent in English.

Crichton, Templeton and Valdera (2014) focus on three strategies employed

by three teachers in a modern language class. These strategies were used to correct errors committed in verbal interaction that may result in potential face issues for the learners. These strategies are recasts, metalinguistic clues, and elicitation. In the recast strategy, the teacher tries to correct the students' response without explicitly paying attention to the error. In the metalinguistic strategy, the teacher does not explicitly say the mistakes of the pronunciation; however, the teacher involves other students in the correcting process. In the elicitation strategy, the teacher gives clues to the students verbally and the students are expected to complete the sentence. This strategy could encourage students to correct their peers' mistakes using the target language.

The research by Crichton, Templeton and Valdera (2014) finds that it is difficult to identify whether the strategy for correcting students' errors is effective in developing a communicative environment. The students are comfortable with the errors and they seem able to interact with others in the classroom without showing any fear. Their eagerness to use the target language in front of their colleagues indicates that these students seem not to be affected by the face matter. This may be because the teachers respond to the students' answers with face-saving strategies. The teachers understand the sensitivity of correcting errors in front of other students. Therefore, with the face-saving strategy, the negative perceptions of peers can be avoided. Therefore, communicative confidence among students can be achieved.

To assist students in developing communication presentation skills, it is important for a lecturer to create a new environment and an activity that encourages students to practice their English. Creating new study environment in and out of classroom may make students comfortable and less stressed. In addition, designing various kinds of activities, such as presentation skills and mini drama, can have a positive influence. This new environment makes students enjoy the lesson which may increase their confidence to use English, and consequently, their English competency will improve. During the sessions, the lecturer may provide a framework of stages of the specific genre of the event. Each of the students is given approximately one minute to prepare a response to the questions and they have to speak about the particular topic for between one and two minutes, depending on the time available to the person next to them. This activity gives an opportunity for each participant to express their knowledge in a very limited time. This situation may

increase their competency in using English, especially in the TDE. With these activities, students would be able to practice their target language.

A number of features are also identified in the literature that leads to English competence in communication. These features could be regarded as a starting point to help students to present competently in the TDE. The strategies involve making projects, writing conference approaches, ready-made and self-reliance, understanding learners, and appreciating the knowledge of the students. Sung (2010) has reported that blogging and story book making assist students to become competent in presentations. With blog projects, students are able to comment on each other's blog. From story book making, students are able to write a book report or book summary and make their own story. From video making, participants can evaluate their own linguistic gain and their ability to apply the learned linguistic knowledge. The project introduced by Sung (2010) resulted in effective and appropriate presentations on a given context. Another researcher from Japan, Yamada (2003), identified two strategies to help Japanese students participate actively in a group discussion and listening-to-peers activity. These strategies are ready-made, which is following training programs offered by the university; self-reliance, which considers mistakes as a learning process; and reading materials before enterring into to the discussion. Similar to other Asian countries, the Japanese regard the teacher as a knowledgeable figure who retains the power in the classroom. Students need to accept what the teacher says without question, and trust the books used by the teacher. Meanwhile, the culture of Australian universities is the opposite, where the students are encouraged to have critical thinking. Students are allowed to give different arguments to the teacher. Expressing different perspectives would improve verbal communication. The strategies applied by these two researchers encourage students to use their target language through written and orally.

Widiati (2010) has pointed out that writing conferences increases the ability of the students to conduct a presentation. In this approach the students are discussing the idea of their writing. Therefore, students increase their presentation competence in the writing unit. Writing conferences can help meaning making and focused talk. The process of this approach is pre-writing, drafting, evaluating, and revising ideas to express their thoughts. These stages create the skill to reorganise paragraphs by

adding or omitting sentences, editing sentences and using correct format, grammar and punctuation before publishing it for the readers. Widiati (2010) calls this writing conference as talking about writing. Through these activities, students practices their writing and presentation in English, which help them to be fluent in using the language.

To sum up, to build confidence in using English, several strategies discussed above can be attempted. The strategies may also help students to establish their confidence in using English when presenting their research presentation in the TDE, because these strategies provide a sufficient opportunity to practise and to interact either with teachers or with peers. In a TDE, students' English competence is important for building their confidence to speak in front of examiners and colleagues. In a TDPU, to prepare students for a TDE, with any appropriate strategies, the teaching of TDE genre needs to be included along with the teaching of research knowledge and presentation skills. Once the students are introduced to the TDE genre, some problems may be decreased. For example, students may feel less anxious about delivering their research presentation in the TDE because of their familiarity with the TDE genre. This study has involved the use of the Genre Approach for teaching students to be competent in a TDE.

2.4   Genre approach in language teaching

Researchers have given attention to the genre concept and its application in language teaching. Rose (2003) states that effective genre pedagogy should stress on students' habitual aptitude for selecting and adjusting genres. When students know the topic closely, they only need to adapt it to an appropriate genre. The researcher further argues that students are already proficient at conceptualising genre in practical terms because they have clear genre instruction. Because of this clear understanding, students are able to examine real cases of a genre context. In other words, clear genre instruction helps students remain proficient at conceptualising the genre, for example the genre of writing a personal essay. Personal essays are also considered to be a communicative event. Similarly, the TDE has some elements that the students should know to achieve the purpose, so that they can be proficient in

performing their thesis. Students' understanding of these elements and the relevant skills help them to perform satisfactory in the TDE.

There are several steps involved in developing a genre-based program. Firstly, an analysis of the teaching and learning context prior to developing a genre-based program is required. Such an analysis includes understanding the culture, history and traditions of the educational setting, the teachers' confidence and their English proficiency, the learners' expectations, and the assessment requirements (Derewianka, 2003). Secondly, the genre pedagogy principles are adapted to the local context and trialled, evaluated and modified by the teachers. Thirdly, the contextual analysis might involve the identification of the specific language demands encountered by the students in a particular educational context (e.g. writing explanations in science, reading narratives in English) or in a target situation (e.g. tertiary studies, a business meeting).

There are three keys, according to Artemeya, Logic and St. Martin (1999) that need to be achieved to make genre-based programs easy to apply in a communication. First, the students should have enough information in the classroom about the given assignment. Intensive communication between the lecturers and the students in choosing the topic of discussion, which is later used as the assignment, is important. Having this intensive communication between these two classroom parties, the lecturer and the students, makes the expectations of the lecturer possible because students clearly understand the genre of their field. The second key is to provide various opportunities for the students to communicate either with their peers or their lecturer. This kind of situation allows students to have greater access to explore their learning through negotiation. The third key is that the lecturer should be familiar with the teaching materials and the assignments given to students. This helps students to be successful in communication in their community. These researchers identified these three keys from their research in an engineering communication course where the tasks were about the description of a new Carleton University. During the course, they applied the genre approach (GA) to teach students.

The GA is believed by researchers to help students to understand a particular genre to achieve its purposes. Paltridge (2004) says that the GA has focused on teaching students certain genre. This might include a focus on language and

discourse features or the context of the text. He further argues that the GA views language as functional for achieving certain goals through the use of language. The lecturer who implements the GA is required to understand the goals and objectives of this approach. Paltridge (2004) suggests that the GA enables learners to use certain genres to participate in the community. Having a genre-based syllabus helps lecturers to look at lists of genres learners need to understand, which includes discourse and language level features and also contextual information. Thus, students can become competent in any particular genre.

The GA helps students to enter a particular community through understanding elements of the genre. Kay and Dudley-Evans (1998) say that the GA helps students understand the structure and purpose of texts of different genres. Texts have their own structure and purpose, so by understanding the stucture and the purpose, students could prepare themselves with strategies to achieve all elements in that particular genre. The implementation of the GA has positive points to enable and allow students to be more aware of writing, and the knowledge of genres can be implemented in the teaching of speaking as well (Kay & Dudley-Evans, 1998). Students are also able to enter a particular discourse community since students have learned and understood the rules of the genre.

The GA is believed to be an appropriate teaching methodology to enable students to communicate in academic settings. Derewianka (2003), for example, states that the GA is goal-oriented and provides frameworks for students to be able to communicate. This approach is also concerned with teaching students about how language varies systematically (Feez, 1999). In addition, Christie (1999) states that genres are useful in teaching ESL students for several reasons: first, they offer a principled way to identify and focus upon different types of English text by providing a clear framework to learn features of grammar and discourse. Second, they offer students a sense of the generic models that are used in an English-speaking culture. Third, they offer the capacity for initiating students into ways of meaning-making that are valued in English-speaking communities. Fourth, they form a potential basis for reflecting on and critiquing the ways in which knowledge and information are organised and constructed in the English language. So, the GA could help students to achieve their purposes in academic communication.

The GA helps students to increase their understanding of organisation and linguistic features of a particular genre. Henry and Roseberry (1998) conducted an experimental research of two groups, where one group was taught by the GA (genre) and the other one was taught usinf a traditional approach (non-genre). The topic of discussion during the experiment was short tourism information texts in an EAP context. The students in the genre group were introduced to the organisation of the information, while the students in the non-genre group were taught cloze procedure and grammatical correction. These researchers argue that a genre serves a particular purpose in a society and is composed of a series of segments. Each segment has its own purpose and contributes to the realisation of the overall communicative purpose of the genre. During their experiment, they employed genre analysis to identify how these segments were organised in a given genre (rhetorical organisation), to identify the linguistic features chosen by experts to realize their communicative purpose and to explain these choices to be used in the social and psychological contexts. From this experiment, they found that students taught using the GA were more successful than those taught using the traditional approach in achieving their communicative goals. This is evidence that the GA in language teaching is able to raise learners' awareness of both the rhetorical organisation and the linguistic features (Henry & Roseberry, 1998).

The GA is effective for learning because it gives a clear language context for language use. Firkin, Forey and Sengupta (2007), for example, argue that the GA can be the most effective way to teach writing to students because it provides clearly sequenced and well-designed teaching material containing a motivating theme of activities. This view was based on a study on the use of the GA to teach students with writing difficulties. The approach uses teaching-learning cycle where strategies such as modelling texts are promoted. Modelling involved students in role-plays and physical activities together with the language used. These activities are effective for teaching procedural genre and for reporting information. The instructions for doing a sequence of activities helped learners to learn the language (such as introducing the topic, genre and key vocabulary and brainstorming about the topic), act (activity modelling of genre such as making mask), discuss (verbal activity), write (writing is one of the activities), and generalise (comparing and transferring from one procedural text to another). These researchers suggest that the topic selected should

be familiar to the students, so that they are motivated to produce other texts of the same genre and to develop, as well as practice vocabulary.

In relation to teaching using the GA, Devitt (1993) finds that the students' understanding of the steps of writing for a recurring situation helps them to respond to the genre of writing fast and accurately. A good understanding of the genre could help students in structuring the details and setting the layout. Understanding the genre also means understanding generic conventions, so that the students know how to respond appropriately to a given situation. Hence, it is understood that the GA can help develop a coherent inter-textuality of discourse. The GA can be used by lecturers to improve classroom teaching, particularly when they need to minimise students' tasks problems. Students will be able to respond appropriately to the assigned situations if they have sound knowledge of the appropriate genre.

Students who are skilful in developing well-structured writing may be able to perform a well-structured speaking performance. Khatibi (2014), for example, provides some evidence of this correction based on his research. He investigated the effect of the genre-based tasks on EFL learners' speaking performance. He employed a wide range of participants from different age groups. The students in the genre group performed better in structuring the written texts that they used to practise their oral presentations than those in the control group. The students in the genre group were more skilful than the control group because they were taught using a genre approach, employing materials that focused on the use of specific textual and contextual features of the oral genre. This researcher concludes that age does not influence the result.

Other evidence of the advantage of the GA comes from a study by Morton and O'Brien (2005). They conducted research to discover an appropriate approach for the success of oral presentations. They employed twenty-four first-year students studying in a major Australian architecture school. These students were asked to create a tourist centre to inform visitors to the site of Yarra Valley and present it to the architecture audience. For the purpose of their research, they compared the advantage of the GA and the (traditional) public speaking approach in giving oral presentations. A feature of the (traditional) public speaking approach focuses on providing motivational advice and suggestions regarding oral presentations. This

approach tends to suggest using appropriate organisation and language forms for a good presentation. However, the students are not taught a certain discourse structure before their presentation. On the other hand, in the GA proposed by Swales (1990), the students are taught the discourse structure together with details of linguistic features prior to their presentation. The study finds the students who were taught using the GA performed a better structured presentation. These students were successfully presenting the information using a narrative persuasive strategy, which focused on rhetorical strategy, generic structure and language forms. With this strategy, the architectural audience understood more easily about the design process and the product compared to the students taught using the (traditional) speaking approach. Mixing strategies between the traditional approach, which focuses on a public speaking approach to conduct an oral presentation, and the GA (proposed by Swales) as was implemented by Morton and O'Brien (2005), seems appropriate for helping students perform better in making oral presentations.

The advantage of the GA can also be seen in a study by Yamada (2010). She conducted a research on students' experience writing their thesis. She compared ten students from psychology and non-psychology (Japanese History, German Literature, English Applied Linguistics, Cultural Studies and English Literature) disciplines of two universities in Japan. Her finding showed that the psychology students performed well in writing theses because they were introduced to the detailed rules of the thesis genre through extensive writing of experimental reports. Meanwhile, the non-psychology students appeared to have ahigh anxiety and nervousness when they wrote their theses because they lacked experience and familiarity with the genre of thesis writing.

Despite the advantages of the GA over the other approaches discussed above, there are also contradictory findings from other researchers, for example, Derewianka (2003). She reports that the GA is not without its critics, even within the genre community. Concerns are expressed about whether it is feasible or desirable to teach languages. Most researchers have come with their arguments about the success of GA implementation in classroom. The GA also seems to be difficult for some lecturers to understand and to implement. Slamet (2012), for example, reports that the GA does not increase students' ability to speak English, but it is not because of the GA itself. The lack of improvement is caused by poor lecturer's understanding

about concepts of the GA. Nevertheless, there are still conflicting pieces of evidence about the advantages of the GA.

This study contributes to this controversy by investigating whether the GA would help students to perform competently in the Thesis Defence Examination (TDE) compared to the traditional non-genre approach (Communicative Language Teaching). As the TDE is a genre of its own, this thesis adapts a theory of genre developed in the English for Specific Purpose (ESP) tradition to identify the TDE genre. The GA is employed to identify of teaching and learning process used in the Thesis Defence Examination Units (TDPUs) designed to prepare students for a TDE. The theoretical assumption of this research is that to perform well in a genre specific language event, such as TDE, one should know the generic structures and values of the TDE. This study also attempts to discover whether the GA is effective in helping to improve students' competence in the TDE.

2.5   Thesis Defence Preparation Units

The Thesis Defence Preparation Units (TDPUs) aim to help students perform competently in the TDE. There are two units provided by the universities to help students understand the knowledge of research and presentation skills required for the Thesis Defence Examination (TDE). TDPU1 is available in semester five and focuses on thesis writing. Meanwhile, TDPU2 is available in semester six and focuses on presentation skills. To prepare students to be competent in the TDE, an appropriately designed syllabus is required.

2.5.1 The importance of syllabus

It is evident that teaching familiar topics to students using a particular teaching methodology is essential. The methodology selection is commonly written in a syllabus because it provides clear developmental sequences. ESL teachers sooner or later reach the point where they have to choose 'what' they are going to teach, in what 'sequence' they are going to teach it, and 'how' they are going to teach it. Feez (1999) explains that the syllabus is the 'what' of the course and outlines an example plan of content that should lead to the desired learning outcomes. Methodology is the 'how' of the course and determines the process of learning in terms of activities taken by the learners. 'Sequences' are phases of

teaching and learning that start with the teacher's responsibility as an expert, then their collaboration with learners to scaffold their learning so that they are finally able to be independent. A syllabus provides many purposes for students and lecturers/teachers. A syllabus helps to ensure a fair understanding between the students and the teachers; for example, to set clear expectations of the course, and to provide course organisation/direction. An attractive syllabus is consistent with the tone of the lesson course. A syllabus also helps to maximise the efficiency of learning by presenting it clearly and in an organised way.

The purposes of a syllabus are varied, depending on its contents; however, it can be grouped into several categories. Parkes and Harris (2010) propose syllabi that serve three major roles: as a contract, as a permanent record, and as a learning tool. The syllabus as a contract consists of a number of meanings about what is to be included in the content. These include a clear and accurate course calendar and policies that relate to markings. According to Parkes and Harris (2010), the clear and accurate calendar helps students to know what they must prepare in the classroom sessions and the due dates of each assignment, as well as the weight or grade for each assignment. Students need to have clear information about the policies for the grades, such as lack of attendance, late assignments submissions, missing the examinations, grades of second submissions that might affect their ability to meet the course requirements (Slattery & Carlson, 2010).

The syllabus as a permanent record consists of **a** document that contains a complete record of important information. This important information, according to Parkes and Harris (2010), is the title and date(s) of the course, the name of the department, the credit hours offered, the title and rank of the instructors who convene the course, any required and optional textbooks and other materials and experiences that the course might involve. The first design of the syllabus is rarely perfect: therefore, it needs to be updated at the end of the semester based on the class experiences and a review of common problems encountered during teaching (Slattery & Carlson, 2010). With an understanding of the shortcomings of the current syllabus, the lecturer should be able to find solutions to fix the problem that a productive classroom with complete materials can be presented to the class.

The syllabus as a learning tool provides information about how to plan for the

tasks, how to evaluate and monitor students' performance, and how to allocate time and resources (Parkes & Harris, 2010). This information helps students to develop self-management skills that are valuable beyond the demands of a particular course. According to Parkes and Harris (2010), the syllabus also provides guidance to students about their learning, which include time spent and strategies for doing tasks. This can also serve as a model for students to think and speak professionally.

Introducing the syllabus to the students is commonly done through document presentation. However, lecturers can also introduce it through presentation. According to Thompson (2007), several advantages can be achieved by doing it in particular ways. First, the lecturers can impress the students about the importance of the topics in the syllabus. Second, this presentation can decrease the seriousness of information in the syllabus, which may make the students feel relaxed and comfortable. Moreover, to create the syllabus, Nunan (1995) has argued that English teachers have to be familiar with students' needs and knowledge at the beginning of education, so that they can select an appropriate teaching methodology to teach students. Zhang (2007) adds that it is important to conduct a deep analysis of the need of the students and the teaching methodology in teaching, for example in teaching business English. This subject is preparing students to be professional in the field, where they need to learn and practice the genres and activities during their learning process. With a clear syllabus created based on students' needs, the lecturer can help students to increase their competence. Therefore, lecturers are required to prepare the syllabus with an understanding of their students' needs. This understanding is also required for lecturers who teach in TDPUs. In these units, to prepare students to be competent in the TDE, designing a clear sequenced syllabus involving knowledge of the TDE genre is important.

2.5.2 Grammar Translation Method

In the TDPUs of the two universities selected for this study, the Grammar Translation Method (GTM) is usually implemented by lecturers. The GTM is commonly called the classical method. The aim of this method is to help students to understand grammatical structure of the target language. This understanding is expected to help the students to use the language in the form of speaking and writing (Larsen-Freeman, 2008). This method emphasises vocabulary and grammar. The

grammar is taught deductively through presentation and study of grammar rules, which are then practised through translation exercises. Students work on reading and writing. Consequently, verbal communication is not occuring very frequently in this method. This method also focuses on accuracy of the language. Therefore, lecturers who apply this method use the students' native language as a medium of instruction.

The assumption of GTM implementation is that students who acquire sufficient knowledge of grammatical structure and vocabulary will be able to perform competently in general communication (Larsen-Freeman, 2008). The GTM focuses on the sentence level while the TDE, which this research focuses on, looks at the discourse level. Therefore, the GTM is not appropriate to help students perform satisfactory in TDE event. Also, the GTM does not give the students an opportunity to do speaking practice, and does not teach students clearly about the TDE genre. This study assumes that the implementation of the GTM in teaching TDPUs is not appropriate.

2.5.3 Communicative language teaching

Communicative Language Teaching (CLT) is another method used in the EFL classrooms that is also implemented by lecturers in teaching TDPUs. CLT is applied to help students improve their competence in general English communication. CLT may help students improve their competency in speaking English. According to Bygate (2001), CLT has an emphasis on pronunciation. This method assumes that the ability to pronounce correctly is essential for students prior to verbal communication. The earlier approaches to second language teaching and learning emphasised the sub skills. However, nowadays, CLT integrates both macro skills, such as speaking and sub-skills such as pronunciation, vocabulary, grammar, and function, and teaches the language that learners will use in their daily interaction. Furthermore Bygate (2001) mentions that the CLT is developed in two categories. The first category is the notional functional, which is teaching grammar to be used in interactional communication, such as making requests and invitations. The second category is learner-centred, which focuses on the importance of preparing teaching materials based on students' needs in learning the language. Therefore, CLT is believed to help students express their ideas and perspectives (Gupta, 2004; Chang & Goswami, 2011). The lecturers of TDPUs believe that students' competence in

general English is a good starting point to prepare them to be competent in TDE performance but this methodology does not help students to perform competently in the TDE. The TDE has its own genre, so it is essential that students understand the genre.

2.5.4 English competence

To be successful in the TDE, students are required to have a wide range of competence in using a target language. According to Alptekin (2002), speakers will perform competently in speaking by mastering four competency areas: 1. grammatical competence, 2. sociolinguistic competence, 3. discourse competence, and 4. strategic competence. According to Alptekin (2002), by having grammatical competence, speakers will have knowledge of how to utter sentences in an appropriate grammatical structure. Chomsky (2006) points out that a speaker who is competent in using a language has mastered the rules of the system, which includes sound and meaning in sentences; the system of rules in a particular language is called the grammar. Shumin (2002) argues that students who learn English as a foreign language must have an understanding of how the words are used in the sentence and how they are used in certain ways. A minimum understanding of the grammar and vocabulary may influence their ability to perform well in communication, which later impacts on their ability to deliver the message in a communication. According to Shumin (2002), students need to have the ability to maintain and terminate the communication. In the TDE, being responsive and attentive during the interaction with the examiners are important for avoiding boredom in communicating with examiners. Having grammatical competence will help speakers to reduce or to control hesitation in communication (Boonkit, 2010). Understanding grammatical structure will also reduce misunderstanding of the information exchanged in the presentation.

It tends to be the case that in the TDE, students need to know what is expected by examiners. Therefore, they are required to understand the rules that govern appropriate timing and speech acts. Alptekin (2002) argues that speakers require an understanding of how the language is used in a particular culture. In this study, the students are expected to understand the culture of the TDE, so the students have to know the academic culture. In the TDE, the students have to use the language

in an appropriate academic way. Therefore, a TDE preparation unit should assist students to be competent in academic language and in the TDE genre. In other words, the students are required to have an understanding of the genre elements of the TDE to achieve an effective interaction between students and examiners.

Speakers' understanding of the context of discussion in the TDE is crucial; therefore, speakers need to be competent in its discourse. Alptekin (2002) emphasises that students can understand the ideas in a conversation when they are familiar with the context of the even, which will help them be competent in the discourse. For example, in the context of the TDE, the students are expected to develop their understanding of the rules of cohesion and coherence that create meaningful communication. Turn-taking in communication between students and examiners happens if both these parties have understood the communication rules (Shumin, 2002). In addition to the three competencies that have been mentioned, strategic competence is also needed by students in order to keep the TDE running smoothly.

Alptekin (2002) reports that students who have adequate strategic competence are able to maintain an interesting interaction. The students may have the ability to manipulate the language to meet their communication goal. By having this strategic competence, the students understand how to increase the examiners' willingness to listen to their presentations, and to convince the examiners of the message being delivered. In the TDE, this competence is required (Dornyei & Thurrell, 1991), particularly when the students need to use English as their foreign language in a TDE event. It is important for non-speakers of English to master this competence because it relates to the strategy of using the language. As far as communication is concerned, this strategy refers to the ability to understand appropriate timing, which includes when and how to lead the conversation and to terminate the discussion (Shumin, 2002).

In the TDE, students have to show their competence in English with sufficient knowledge and experience (Dooley, 2009), speaking skills (Savignon, 1983), rules of the language and structure of the communication (Chomsky, 2006), delivering and expressing ideas and argument (Harvey, 2006, & Burns & Joyce, 1997) and understanding the TDE genre. Understanding these aspects help students

to perform competently in the TDE.

2.6   Theoretical framework

This section discusses the theoretical framework of this study. This theoretical framework is based on the concept of genre and the genre approach (GA) proposed by Swales (1990).

As has been mentioned previously in point 2.1.2, the concept of genre used in this thesis is the one proposed by Swales (1990), in which a genre is defined as a class of communicative events, using his assumption that language plays a very important role in achieving a purpose. The TDE is considered to be one of the communicative events that has its own genre. The TDE genre consists of generic structure and values. The examinees are expected to have adequate knowledge of research and presentation skills with clear TDE genre to explain their research and its findings using words to achieve the purpose, that is, to convince the examiners about the research. Consequently, it is assumed that the combination of students' knowledge of field research and presentation skills with clear knowledge of the TDE genre will afford them a higher likelihood of a competent and successful TDE performance.

The genre approach (GA) is an approach that is used in the classroom to teach students based on a particular genre. In this thesis, the GA is used to teach the students the elements in the TDE genre. The effectiveness of the GA has been agreed by many researchers for teaching written and oral communication (Christie, 1999; Derewianka, 2003; Devitt, 1993; Feez, 1999; Firkin, Forey & Sengupta, 2007; Kay & Dudley-Evant, 1998; Henry & Roseberry, 1998; Khatibi, 2014).

The reason this study uses the concept of genre and the GA is because the concept of genre helps to identify the TDE genre; and the GA directs this study that proposes teaching students in the classroom based on the GA principles. The principles of genre have been explained in point 2.1.1.3. The GA is an approach used in teaching students based on a particular genre, in this case is the TDE genre. With the combination of the concept of genre and the GA, this study is expected to suggest a way to improve students' competence in the TDE.

To analyse the generic structure of the TDE at the two selected universities in Aceh, four US generic structures are used, while information about values are

collected from interviews with research participants at these two selected universities. Later, the information will be triangulated to analyse the Thesis Defence Preparation Units (TDPUs) at these universities. Detailed information about this theoretical framework is presented below.

2.6.1 ESP genre

For the purpose of this study, the ESP motivated genre analysis is used to analyse the TDE genre, which focuses on generic structures and values, and the TDPUs, which focus on teaching materials and methodologies. The assumption of this theory is that students will be able to perform competently as expected by examiners if they are taught all elements of the TDE genre (Paltridge, 2004; Rose, 2003; Derewianka, 2003; Kay & Dudley-Evants, 1998; Swales, 1990) in their TDE preparation units.

This study employs some important elements of the three definitions of genre presented earlier in this chapter. The emphasis is particularly on the ESP tradition. This tradition defines "a genre as comprising of a class of communicative events, the members of which share some sets of communicative purposes" (Swales, 1990, p. 58). A communicative event is subject to the habits of the communities who use them; and these communities develop appropriate convention such as generic structures and values. The definition of these elements has been mentioned in Chapter 1. A particular community commonly uses one genre as their format to give comments, for example an English language educator community in Indonesia uses the agreed TDE genre elements to direct the actions of examiners and examinees. Through the lens of ESP genre theory, this study assumes that the TDE has its own specific genre, where one finds generic structures and values that the students should utilise in order to achieve the best results. This means that these values, which include the assessment criteria, raise expectations that must be met by the examinees in order to successfully perform in the TDE. To successfully perform in the TDE, the students need to know them so that they can adequately and appropriately prepare themselves. Similarly, the TDPUs should teach adequate and appropriate materials and adequately develop the appropriate skills to meet the expectations.

In analysing the TDE genre at the two selected universities in Aceh, Indonesia, the US generic structures (Grimshaw, et. al, 1994; Burke, 1994; Hasan,

1994; Swales, 2004) are used as the basis of analysis. This is important to relate the practice of the TDE in Aceh to the literature. These four generic structures have been presented and discussed earlier (See Section 2.5). The focus of the analysis in this thesis is on the obligatory features of the TDE, but the optional features are also taken into consideration as they also occur in practice/data. The optional features can be used to discover variations of the TDE genre.

2.6.2 Genre Approach

Genre approach (GA) is a teaching approach which adopts and implements generic principles and structure of a certain genre, e.g. TDE genre. The generic principles are largely drawn from the English For Specific Purposes (EFL) developed by Swales (1990, 2004) and his colleagues. Various research findings have found that the GA is useful in the classroom (e.g. Christie, 1999; Derewianka, 2003; Devitt, 1998; Feez, 1999; Firkin, Forey & Sengupta, 2007; Kay & Dudley-Evant, 1998; Henry & Roseberry, 1998; Khatibi, 2014). The GA is believed by many researchers to be successful in helping students to achieve competency in speaking (Kay & Dudley-Evant, 1998; Khatibi, 2014), although in some studies it not necessarily the case.

Since the GA has clear structures to teach speaking, such as providing clear generic structures and purposes (Kay & Dudley-Evant, 1998; Devitt, 1998; Khatibi, 2014), it is hypothesised that the GA may be applicable to help students develop their competence in the TDE. Understanding the TDE genre is advantageous to students because it helps them to conduct effective presentations and defend their research in accordance with the examiners' assessment criteria. Students' competence in general English communication alone cannot guarantee that they will perform successfully in their TDE. But, having said that, being competent in general English may help students to use English appropriately and their familiarity with the TDE genre will help students to perform even better in the TDE.

The findings regarding the TDE genre from the two selected universities were used as a lens to look through the process of teaching and learning in their Thesis Defence Preparation Units (TDPUs). The TDE genre is presented at the beginning of the Chapters 4 and 5. Included in the TDE genre: the generic structures and values,

which were discovered during the ethnographic phase of the research for this thesis. From this analysis, the adequacy of material (to develop knowledge) and tasks to develop skills, and the matches and mismatches between of the teaching and learning material and the skills developed in the TDPUs and the (knowledge and skill) expectations in the TDE at the two selected universities will be analysed and assessed. Schema 2.1 summarises the framework.

The following schema is a description of the theoretical framework. The shema starts from the assumption that students would be able to perform competently in the TDE if they understand the TDE genre. The TDE genre consists of generic structure and values. The generic structure: the sequence of segments and activities in the TDE found at the two universities. The values: reseach knowledge: research principles and procedures and presentation skills: research presentation, answering questions and the ability to use research genre English, such as using the terms used in the TDE and vocabulary as well as pronouncing appropriate English.
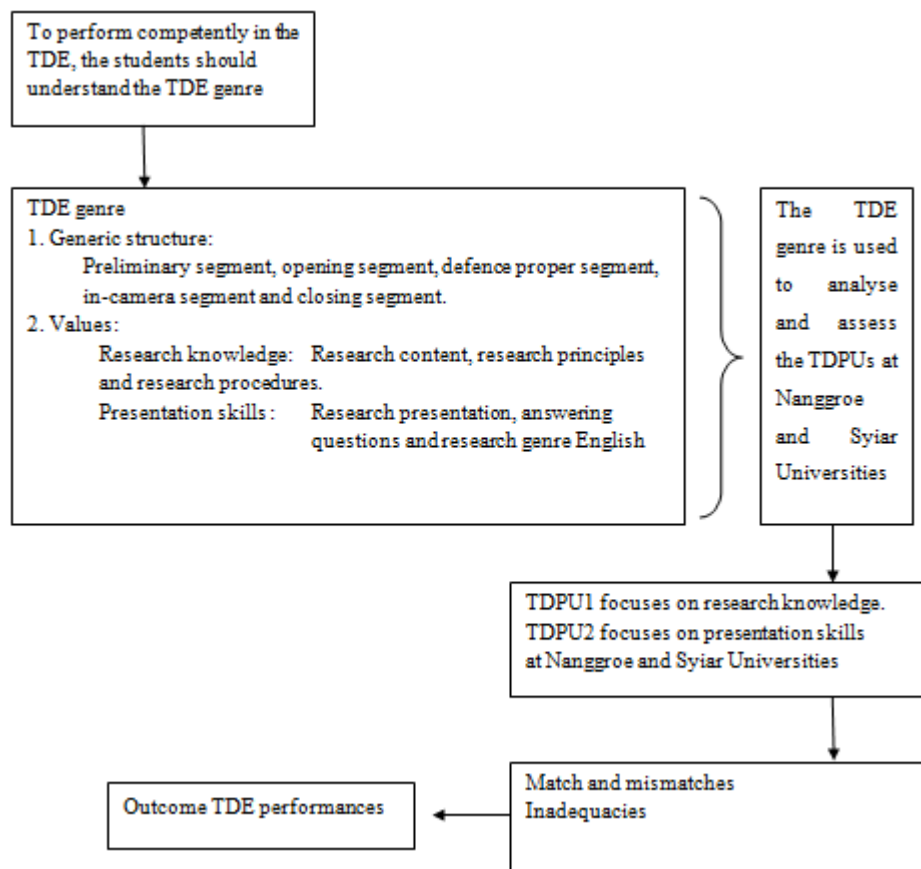
Scheme 2.1: Theoretical framework

Schema 2.1 above is the theoretical framework of this study. This study has a theoretical assumption that, to perform well in a genre-specific language event such as a TDE, the students should understand the TDE genre. This assumption is based on the concept of genre proposed by Swales (1990) and the success of the genre approach in teaching students in the classroom (Paltridge, 2004; Rose, 2003; Derewianka, 2003; Kay & Dudley-Evans, 1998) that has been discussed earlier in this chapter.

The TDE genre consists of two elements: generic structure and values. Each element has some sub-elements. For example, the generic structure. The generic structure consists of some segments and each segment consists of some activities. The details of this information are presented at the beginning of Chapters 4 and 5.

The TDE genre is assessed using four US generic structures, and then this genre is used to find out how far this genre is informed in two Thesis Defence Preparation Units (TDPUs). In TDPU1, the students have to obtain the knowledge of research. In TDPU2, the students have to have adequate presentation skills. These two components are important for the students understand to achieve the goal of the TDE.

Some factors influence the outcome of the TDE: these are summarised as 'adequacy' or inadequacy' of the teaching materials and skills provided in the TDPUs, and 'matches and mismatches' between the teaching materials and tasks used to develop knowledge and skills of students and the knowledge and skills expected in the TDE. Evidence is drawn from an analysis of the teaching materials and teaching and learning processes of the TDPUs offered at the two selected universities, students' perceptions of the knowledge and skills they learned from the units, and a teaching experiment in the use the genre approach with the focus on the TDE genre found at these universities.

CHAPTER 3

Research Methodology

3.1 Introduction

This chapter discusses the research methodology employed in this study to investigate the causes of poor performance of undergraduate students in the Thesis Defence Examination (TDE) at the two selected universities in Aceh, Indonesia. Following the introduction section, this chapter discusses the research design. This includes discussions of the ethnographic phase, experimental phase, methods of data analysis and site of the research. The last section discusses the establishment of trustworthiness.

3.2 Research design

This study is a two-case research study that applies mixed methods of data collection. It is called a two-case study because the investigation of students' poor performance in the TDE was conducted in two different universities in Aceh. A mixed method is a combination of a qualitative and a quantitative method of data collection (Creswell, 2009). The rational of mixing the research design is to be able to investigate in-depth the central problem of this study by collecting a large amount of data through the two methods. Furthermore, each method complements the other to create more robust findings.

The qualitative method provides an opportunity for the researcher to gain a deep understanding of the research participants' experiences, thoughts and perceptions (Burns, 2000). The data can be obtained from participants' perspectives by undertaking observation, conducting semi-structured interviews and distributing questionnaires. Meanwhile, the quantitative method primarily follows the confirmatory scientific method and the information is provided in the form of numbers (Punch, 2009). The focus is on hypothesis testing and theory testing. In this study, the quantitative data were collected in the pre-test and post-test, both in the experimental group and the control group.

Case study has been defined by many researchers in the literature. Yin (2009), Nunan (1992) and Merriam (1998) define a case study as an investigation of a case or multiple cases to obtain in-depth information in the context in which the case occurs. The two-case study applied in this study was conducted to examine, describe and analyse particular cases (Cohen, Manion & Morrison, 2000; Meriam, 1998). The particular case investigated in this study is the poor performance of undergraduate students in the TDEs of two universities in Aceh.
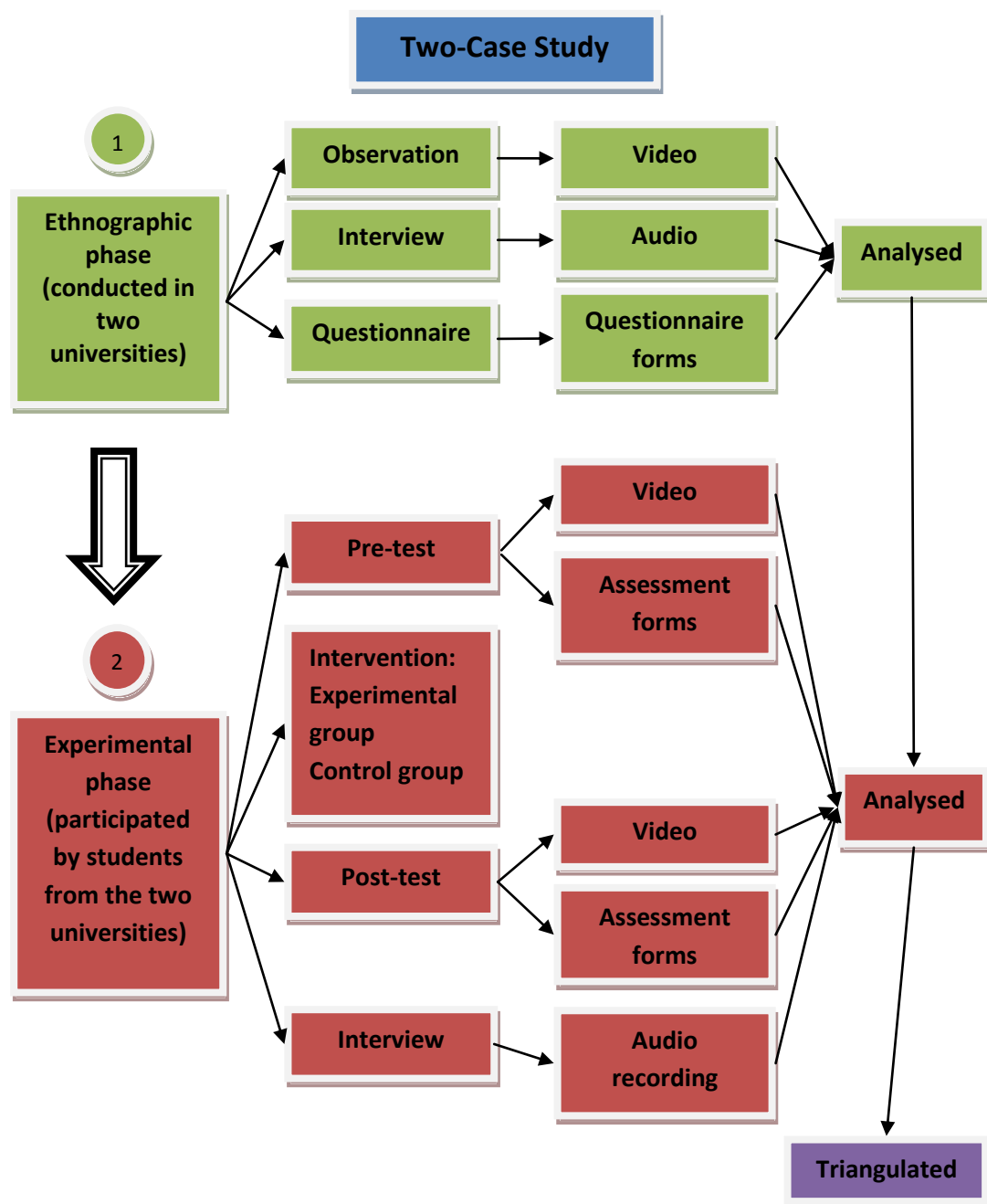
Figure 3.1: Summary of the case study

To achieve the central aim of this study properly and to produce trustworthy results, this study was conducted over two phases of data collection. The first phase was ethnography. In this phase, data were collected qualitatively through observations, interviews and questionnaires. This phase employed the techniques of video recording, audio recording and distributions of questionnaires. The second phase was an experiment. In the experimental phase, data were collected qualitatively and quantitatively. The qualitative data included video recording of observations and audio recording of interviews. The quantitative data included the assessment sheets collected through a pre-test and post-test. The data collection was done over approximately eight months. A summary of the data collection of this two-case study is shown in Figure 3.1 above.

The following sections discuss in detail the participants who participated in this study, the ethnographic phase, experimental phase, methods of data analysis and sites of research.

3.2.1 Participants

The fifty-two participants who were involved in this research were purposefully selected based on some criteria. The participants consisted of ten students as examinees, seven examiners, seven TDPU lecturers, fifteen alumni and thirteen students. The examinees had already finished writing their thesis and were undergoing the Thesis Defence Examination process. They were observed when presenting their thesis in the real TDE at the EEDs of the two selected universities. They were observed in order to establish the generic structure of the TDE. The examiners were those who assessed examinees' performance in the real TDE. In other words, they were the examiners of the examinees being observed. These examiners must have had experience in assessing examinees for more than three years. The TDPU lecturers were those who usually teach in the TDPU classrooms at the EEDs of Nanggroe University and Syiar University, and who have been experienced convenors of these units for more than three years. These lecturers participated in this study as the interviewees in the semi-structured interviews conducted in the ethnographic phase. The alumni were those who have passed the TDE and graduated from Nanggroe University and Syiar University and have a bachelor degree of education. These alumni were given questionnaires that inquired

about their understanding of the TDE genre and the teaching methodology and activities in the TDPUs conducted at their respective universities. The last group of participants was students from both Nanggroe University and Syiar University. When participating in the study, these students were in the process of writing a thesis, or had passed the TDPUs but had not yet conducted their thesis writing. They had obtained a TOEFL score of 450 or more as required by the university, but had not yet sat the TDE. These students participated in the experimental phase of this study. These students were divided into two groups: the experimental group and the control group. There were seven students in the experimental group and six students in the control group. They were drawn randomly (Creswell, 2009) using rolled pieces of papers, each of which had been labelled 'control group' or 'experimental group'. The students who picked the 'control group' papers formed the 'Control Group', and those who picked the 'experimental group' papers, formed the 'Experimental Group'. The students' intellectual capacities were similar and they had fulfilled the same criteria required for this research: they had passed the TDPUs, and they had a TOEFL score of 450 as a precondition set by the universities to undertake the TDE. The time and place for data collection were negotiable with all participants, except with the examinees and examiners. With these two groups of participants, this study had to fit with the schedule of the TDEs conducted by the EEDs of Nanggroe University and Syiar University. The summary of the participants is shown in Table 3.1 below.

Table 3.1: Summary of the participants

Participants (52 persons)	Data collected from	Data collection phase
10 examinees	Observation (being observed when presenting in the TDEs) Interview	Ethnographic
7 examiners	Observation (being observed when examining students' presentations in the TDEs) Interview	Ethnographic
7 TDPU lecturers	Interview	Ethnographic
15 alumni	Questionnaire	Ethnographic
13 students	Pre-test, intervention, post-test and interview	Experimental

As shown in the above table, ten examinees, seven examiners, seven lecturers, fifteen alumni and thirteen students were involved this study. These different sources of data and participants were triangulated to ensure that the information is correct. By obtaining various information from different sources, potential bias due to subjectivity could be minimised.

3.2.2 Ethnographic phase: Qualitative data collection

In qualitative research, ethnography is one of the popular approaches for researchers. According to Johnson and Christensen (2012), ethnography means writing about people. The reason for giving this meaning is because the researchers who are conducting ethnography research are commonly looking at the culture of a particular community. They are interested in describing aspects of the culture of the people in the research. The researchers are collecting data from a range of documentation, such as practices. The term ethnography also refers to a research process and a product of this process (Wiersma & Jurs, 2005). According to them, the definition of ethnography in educational research includes the holistic and scientific description process of educational systems, processes and phenomena in specific contexts.

The aim of conducting the ethnographic phase was to answer two research questions. The first one is inquiring about the Thesis Defence Examination (TDE) genre at the two selected universities. The second one is investigating whether students' poor performance in the TDE is due to the mismatch between the information and skills provided for students in TDPUs and the examiners' expectations. This second question includes two sub-questions, which aims to investigate the TDPUs and find out if the units help students to meet the expectations of the examiners in the TDE, and to investigate students' understanding about the TDE genre they receive from the TDPUs and find out if their understanding meets the examiners' expectations in the TDE. These two research questions and the corresponding subsidiaries questions were addressed in relation to the investigation of the causes of students' poor performance in the TDE.

At the beginning of the ethnographic phase, the recruitment process of participants was conducted. The participants who participated in this phase were the examinees, examiners, lecturers and alumni. As mentioned previously, in the

ethnographic phase, this study conducted different methods of data collection including observation, interview and questionnaires. The observation involved the examinees and examiners as the participants. To share information about the TDE genre and the TDPUs, some interviews were conducted with the examinees, examiners and lecturers, and some questionnaires were given to the alumni. Detailed information about methods of data collection in the ethnographic phase is discussed in the following sections.

3.2.2.1 Observation

In the ethnographic phase, repeated observations of the examinees and examiners' interactions were conducted in the TDEs happening at the EEDs of the two selected universities. The observations were applied to observe the performance of the examinees in the TDE, and find out the generic structures and the duties of committee members including the examiners, examinees and official faculty members. Before conducting the observation, a pre-observation meeting with the examiners and the examinees was conducted to inform them about the factors observed in the event; for example, the interaction between participants in the event, the way the examiners asked questions and the way the examinees respond, and the steps of presentation. The examiners and examinees were also informed that this observation was not done to evaluate their competence but to describe what is happening in the TDE.

One external observer and the researcher of this study closely observed the interaction between the examiners and examinees. The time taken for the observations depended on the regular time for the TDEs. This is in line with Charmaz (2006), who suggests that in a case study, observations were commonly held on a regular basis or based on negotiated times. In Nanggroe University, each TDE was conducted in a different room and on different day. A two-hour time period was spent observing one student performing in a TDE. A total of ten hours was spent observing the TDE at Nanggroe University. When observing the TDE in Syiar University, the TDE was done at the same time in a large room. Therefore, three hours was spent observing the five examinees. Moreover, each individual interview involved one hour. The time allocation for the pre-test and post-test was thirty minutes. From the observations, any information obtained in the event was

described. Video recording was conducted during the observation of students' presentations in the TDE. The examiners and examinees' interactions were also video recorded. Continuous assessments of the results of the observations were applied to initiate appropriate treatments for students participating in the experimental phase of this study. The results of the observations are discussed in Chapters 4 and 5 of this thesis.

3.2.2.2 Semi-structured interviews

In this ethnographic phase, semi-structured interviews were conducted with examinees, examiners and lecturers as the participants. The purpose of conducting an interview is to obtain a special kind of information (Merriam, 1998). The semi-structured interviews were conducted by this study to gain more in-depth understanding of the participants' thoughts about the TDE, which could not be observed during the TDE, and their understanding of the TDE genre. The questions being asked during this interview were based on their experiences in the TDE and in the TDPUs. The examiners were mostly asked about their impression of the examinees' performance. Usually, the examinees' performance is indicated by numbers ranging from one to a hundred. However, in both universities, the examiners do not know exactly what criterion is indicated by the number that they give to the examinees. For example, examiner A may give 70 for an examinee without knowing what this grade stands for. In other words, the criteria are not explicitly written in the assessment form. In the interview, the examiners shared the reasons why they give certain grades for the examinees to pass the examination. These reasons were identified by this study as the assessment criteria of each examiner. The assessment criteria may be different between one examiner and another because of the lack of official assessment criteria, which are supposed to be provided by the EEDs of the two universities. The examinees were asked about their confidence in passing the examination, their understanding of the TDE genre prior to having this examination, and the teaching methodology and activities used in the preparation units to help them to perform adequately in the TDE. In this ethnographic phase, interviews were also conducted with the lecturers. Questions for the lecturers were related to their experiences teaching in the TDPUs, including the topics of the lessons and teaching strategies used to prepare their students to be competent in the real TDE.

The list of questions and issues explored in the interviews were designed prior to conducting the interview (see the appendices for the detail of interview questions). The interviews were audio recorded and transcribed. A relaxed environment was created to encourage the interview participants to share their perspectives based on the interview questions. From the responses of different interview participants in the two selected universities, detailed information of any different perspectives on the thesis defence were gathered. The results of the interviews are discussed in Chapters 4 and 5 of this thesis.

3.2.2.3 Questionnaires

Questionnaires filled out by the alumni of the EEDs were also gathered to find out information about their understanding of the TDE genre and the teaching methodology and activities used in the preparation units. The alumni were involved in the questionnaires because they had already experienced the TDPUs and a TDE event. It is also important to find out information not only from those who are experiencing the event, but also from those who have already had the experience previously. The results of the questionnaires are discussed in Chapters 4 and 5 of this thesis.

The findings from the observations, interviews and questionnaires were used to make a plan for the intervention in the experimental phase of this study.

3.2.3   Experimental phase: Quantitative and qualitative data collection

This research applied a quasi-experiment method (Creswell, 2009). This method was mainly employed to investigate whether the genre approach (GA) can improve students' competence in the TDE. This method is appropriate for seeing the cause and effect relationship (Johnson & Christensen, 2012). Johnson and Christensen elaborate that the experimental method is used to confirm whether or not the treatment given by a researcher would affect what can be achieved under careful and systematically controlled conditions. For the purpose of this study, this phase was intended to address the third research question, "*Can the GA improve the undergraduate students' performance in the TDE in Aceh? If so, how?*".

To find out the answer to the research question in the experimental phase, different sets of data were collected during the four different stages: the pre-test,

post-test, intervention and interviews. In the pre-test and post-test undertaken by the thirteen students, video recording of students' presentations and assessment sheets from the lecturers examining the presentations were collected. In the individual interviews with thirteen students before, during and after the intervention, audio recordings were made.

During this experimental phase, the researcher acted as a lecturer in both the experimental and control groups. The students in the experimental group were taught using the genre approach (GA) and the students in the control group were taught using Communicative Language Teaching (CLT). Students participating in the intervention were those who were in the process of writing a thesis and expecting to graduate within the semester. Seven students participated in the experimental group and six students participated in the control group. Four TDPU lecturers from two selected universities in Aceh were invited to see the teaching and learning activities in both the experimental and control groups. They were invited to see how the GA and the CLT were implemented in the different groups and to see the impact of the teaching methods on the students' competence in a realistic TDE. These lecturers were invited because they teach students in the TDPUs at the EEDs of the universities.

The following sections further discuss each stage conducted in the experimental phase of this study.

3.2.3.1 Pre-test

At the beginning of the experimental phase, the students were given a pre-test. In the pre-test, they were asked to present their research topic. Thirty minutes were given to each student to talk about his or her topics. Students' presentations in the pre-test were assessed by the researcher. The researcher filled out an assessment form. The form included the assessment of presentation clarity, which focuses on the thesis content; the presentation skills involving the assessment of grammar and vocabulary, which focuses on the ability of using correct grammar and variation of vocabulary in the presentation; and fluency and pronunciation, which focuses on the fluency of using the language without hesitation. Detailed information about the assessment criteria can be seen in Table 6.1 in Chapter 6. Students' scores obtained in the pre-test determined their presentation competence before the intervention

either in the experimental or control group. Students' presentations in the pre-test were also video recorded. The results of the students' pre-tests are discussed in Chapter 6 of this thesis. Then, the students' knowledge and skills of their presentation skills were observed.

3.2.3.2 Post-test

After the experimental sessions, the post-test was given to students in both the experimental and control groups. During the post-test, students were asked to perform an early TDE by presenting their research topic. This TDE was a realistic TDE, but it was not an official TDE that was done formally by the university. This TDE aimed to see the performance of the students after being taught by either the GA or the CLT. Four examiners assessed the students from the experimental and control groups. Both groups sat in the same room. Two of them were from Syiar University, one was from Nanggroe University and another one was from Malik University. The assessment criteria in the post-test also followed the assessment criteria in the pre-test. These examiners focused on assessing students' performance in delivering the thesis presentation and defending their result, and students' knowledge and skills in their oral presentation ability in front of examiners. These were observed and given scores based on the criteria in the assessment forms. The focus of the analysis was on how far the understanding of the TDE genre of their universities affects positively on their performance. The result of students' performances determined whether the implementation of the GA made changes in terms of students' performance in the TDE. Students' presentations in the post-test were also video recorded. The results of students' presentations in the post-test are discussed in Chapter 6 of this thesis.

The analysis of the assessment forms from the examiners and of the video recordings in the pre-test were compared to the assessment forms and video recordings collected in the post-test, which was done after the intervention. This is also discussed in Chapter 6 of this thesis.

3.2.3.3 Experimental group

Eight experimental sessions were conducted for the experimental groups. Seven students participated in this experimental group: four students from Nanggroe

University and three students from Syiar University. The GA was implemented to teach the students in this experimental group. The students were introduced to the TDE genre of the university where they are studying. The TDE genre is generic structures and values. Based on the assumptions of this research, students' understanding of the TDE genre could help them to prepare and perform competently in the TDE. Therefore, by teaching students the TDE implemented in the university where they are studying –based on the stages and goal of the TDE in the university–, it was hoped to prepare students to perform competently in a TDE,.

Teaching design: Classroom activities

The students in the experimental group were taught sections in a thesis; for example, an explanation of the background of the research, literature review, research problems, research questions or hypotheses, aims of the research, methods of data collection, research results and conclusions. They were taught about these sections because these were important sections that need to be included in a presentation. Details of the activities can be found later in Chapter 6 of this thesis. After having this information, the students were then shown the TDE genre of Nanggroe University and Syiar University; for example, the introduction part of the TDE, which is a part of the generic structure. Information regarding the values of the TDE was also mentioned, as they were a part of the TDE genre elements. Then the students practised with the lecturer and colleagues in the classroom. The students of this group were taught using the genre approach. This approach focuses on generic structure and values. The generic structure includes information on the number of segments and activities. The values focus on assessment criteria used by the examiners, which are fluency and pronunciation, grammar and vocabulary and presentation clarity. These three major components were divided into six categories and each category needed to reach a certain score. The detailed description of these components is shown in Chapter 6. These components were included in the assessment forms in the pre-test and post-test. Therefore, it is important to show students the criteria of assessment that are usually used by the examiners, so that they can prepare for the presentation.

3.2.3.4 Control group

Similarly to the experimental group, experimental sessions for the control group were conducted over eight meetings, with six participants, consisting of three students from Nanggroe University and three from Syiar University. The students in this group were taught using Communicative Language Teaching (CLT).

Teaching design: Classroom activities

The students in the control group were taught similar topics to the experimental group at the beginning of the lesson. They were introduced to sections of the thesis. These students practised the research presentation and answered questions from the lecturer and colleagues. However, they were not clearly introduced to the generic structure and values of the TDE. The students were taught using Communicative Language Teaching. Detailed information of the activities can be found in Chapter 6.

3.2.3.5 Interviews

During this experimental phase, interviews with the students in both groups were also conducted. Bahasa Indonesia was used as a medium of communication in the interviews. Two interview sessions with each student were conducted: at the beginning, and in the post-experimental phase. The interview lasted no more than one hour per student for each interview. The first interviews were conducted to obtain information from students about the activities they had in the TDPU that they had undertaken at their universities. The second interviews were conducted to listen to the progress of the students in preparing themselves for the TDE using the GA for students in the experimental group, and using CLT for students in the control group, and the students' experience after following the teaching practice in the experimental and control group using the different teaching methods. The questions in the second interviews were intended to find out the benefits of the GA in comparison to CLT in preparing students to perform in the TDE.

There were thirteen student participants in the interviews. The interviews were conducted person to person, that is, individual interviews. In the interviews, the students were asked several questions that had been prepared. The detailed questions in the interviews can be seen in the appendices of this thesis. The interviews were audio recorded, and all students' responses were then analysed. The results of the

interviews in the experimental phase of this study are discussed in Chapter 6 of this thesis.

3.2.4 Methods of data analysis

The following figure shows the data collected qualitatively and quantitatively throughout the ethnographic and experimental phases of this study.
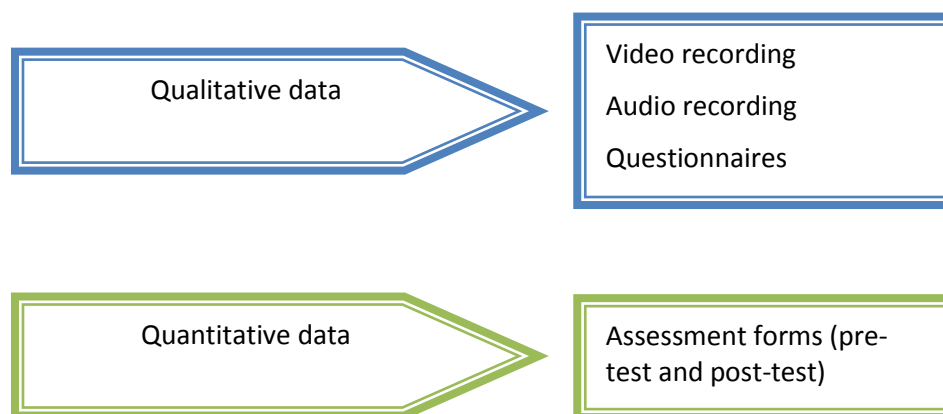

Figure 3.2: Summary of data collection

The above figure indicates that there were three forms of qualitative data collected in this study: video recording, audio recording and questionnaire forms. Quantitative data also included in this study were the assessment forms collected from the examiners in both the pre-test and post-test. The analysis of each type of data was undertaken differently. The following sessions discuss the way each type of data was analysed.

3.2.4.1 Qualitative data analysis

The analysis of video recordings

The video recordings were analysed using the four US generic structures that were found by Grimshaw et al. (1994), Burke (1994), Hasan (1994), and Swales (2004). These models were drawn from several observations of the TDE at postgraduate level in different universities and fields of studies in the USA. The detailed explanations of these four models have been discussed in Chapter 2 of this thesis. From these US generic structures, the TDE genre in the two selected

universities in Aceh was identified. The identification includes the generic structures and values.

The analysis of audio recordings

The audio recordings were conducted in the interview sessions in both phases of the research. Newby (2012) states that the interview is factual information stated by participants orally in a form of words. Punch (2009) suggests some steps to analyse interview data: data reduction, data display, data description and conclusion verification. Data from the interviews were transcribed and analysed through the analytical tools as mentioned above. Line-by-line transcription was carefully analysed to obtain a satisfactory result.

In doing data reduction, researchers usually minimise any unimportant or unrelated information from the participants, for example, when the interviewer says 'how are you' and the interviewee says 'I am good'. In this process, researchers have to make sure that they do not lose important data. In this study, before doing the data reduction process, the interview was transcribed in a written form and translated into English.

The important information classified from the data reduction process was then coded. The coding was classified into some terms. For example, in the ethnographic phase interview, some lecturers as the interview participants were asked about teaching activities in the TDPUs. Their responses in the transcription related to the activities were coded as 'teaching activities'. The important coded information was displayed in a table to make it easier to see. The findings of the interviews were concluded and verified. Some of the translated transcript information from the participants is quoted in Chapters 4, 5 and 6 of this thesis.

Questionnaires

The questionnaires were provided to the alumni to find out more in-depth information about their experience and understanding of the TDE genre in the TDPUs. The questionnaires were designed as open questions so the alumni could respond objectively. This information was then triangulated with the data from the observations and the interviews. Thus, reliable data could be achieved.

3.2.4.2 Quantitative data analysis

The quantitative analysis includes data from the assessment forms collected in the pre-test and post-test. At the beginning of the treatment in the experimental phase, the students were asked to make a presentation of their research proposal. This presentation was regarded as their pre-test. Their presentation was assessed based on the criteria that had been designed. Approximately thirty minutes were allocated to each student. Similarly, in the post-test, the students were asked to make a research presentation and were given approximately thirty minutes to make this presentation. The assessment criteria in the pre-test and post-test were the same. The researcher and invited examiners scored their performance. The students' scores on the assessment forms were then calculated and analysed using the Minitab statistical tool. This software is used to see the level of competence in before and after treatments, and to see if there is any significant difference between students' scores in the control and experimental groups using the different teaching methods.

The information obtained from various sources of collection, such as from video and audio recordings, questionnaire forms, and pre- and post-tests were triangulated to identify the gaps in the data. This data helped to determine the problems of poor performance of undergraduate students in the real TDE.

3.2.5   Site of research

Nanggroe University and Syiar University are located in Banda Aceh, which is the capital city of Aceh Province. This province is located at the northernmost end of Sumatra Island, Indonesia. These two oldest higher education institutions have produced many potential students to work in various sectors. These universities are very popular among other universities in Aceh. The map of Aceh can be seen in Chapter 1 of this thesis.

These two selected universities have an EED that prepares students to be future English teachers at schools. Students who are enrolled in this EED should have finished their senior high school with at least a credit result. Students who study at this department have passed the National Examination for entering a university. The number of students who enrol in the EED is increasing every year. It is clear that there is considerable enthusiasm for learning English as a foreign language. Most

lecturers in these English departments completed their studies in foreign countries such as Australia, Britain, Malaysia and the USA. Therefore, students are persuaded by the teachers' qualification because they assume that teachers with such qualifications will help them to gain further knowledge about English and English-speaking countries. Furthermore, the majority of students expect that they will have similar opportunities to study overseas while looking for well-paid employment.

3.3   Establishing trustworthiness

In order to establish the trustworthiness of the study, four techniques were applied: prolonged engagement, persistent observation, triangulation to produce credible findings and interpretations, and member checking of findings and interpretations of multiple realities of the study (Guba & Lincoln, 1985). Prolonged engagement refers to building trust among respondents through spending sufficient time. This study took place over approximately eight months. During the data collection, cooperation with participants was created to build trust and avoid incorrect information. Having taught in the EED of Syiar University for more than ten years in Aceh, the researcher had established good relationships with the participants studying at the EED. Moreover, good communication was built with all the participants in the three months prior to collecting the data. This communication was established through email and telephone. During this distance communication, there was a chance to visit their university once in order to build the trust. This made the participants feel comfortable and made it easier to convince them to provide accurate data for classroom improvement.

A persistent classroom observation referred to identifying the roles of the committee members involved in the TDEs, including examinees, examiners, official faculty members and audiences. It also referred to analysing the quesionnaires and other supporting materials available from the participants, and to observing the interaction between students and lecturers during the experimental phase.

Data triangulation referred to identifying different realities by applying multiple perceptions or perspectives, such as sources, methods, and theories to clarify meaning and verify the repeatability of an observation or interpretation (Guba & Lincoln, 1985). Data were gathered through more than two different methods:

observation, interviews, questionnaires, intervention, pre- and post-tests. These methods involved the collection of qualitative and quantitative data within two different phases. The combination of different data collected in two phases of data collection was triangulated to give instil confidence about the accuracy of the findings and interpretations.

Member checks referred to confirming whether the data is credible. Formal discussions were conducted with all research participants in the two selected universities, as well as supervisors and colleagues at University of New England, Australia, to confirm that the information was correct and up to date. The members of the discussion were given an opportunity to comment on the information provided in this study.

CHAPTER 4

Case Study at Nanggroe University

4.1   Introduction

This chapter aims to present the factors contributing to undergraduate students' poor performance in the Thesis Defence Examination (TDE) at Nanggroe University. To achieve this purpose, this chapter is structured into six parts. In Part 1, this chapter presents my findings regarding the TDE genre at this university. These findings are used to analyse the teaching materials and teaching methods employed in the Thesis Defence Preparation Units (TDPUs) provided to prepare students for their TDE, in an attempt to identify the problems contributing to the poor performance. In Part 2, this chapter examines whether the materials and the process are adequate to prepare students to perform in a TDE. In Part 3, this chapter presents findings regarding students' experience studying in the TDPUs. In Part 4, the focus is on students' understanding of the TDE genre from the TDPUs they undertook. The focus of Part 5 is on matches or mismatches between the teaching materials provided in the TDPUs and the expectations in the TDE. The inadequacies are also discussed in this part. Part 6 presents the summary of the findings based on the discussions in this chapter.

PART 1:   The Thesis Defence Examination (TDE) genre

This part presents the TDE genre at Nanggroe University. The data were taken from direct observation of five examinees' performance in TDEs, questionnaire responses gathered from alumni, and in-depth interviews with some members of the TDE genre discourse community (stakeholders), such as examiners, lecturers, examinees and students. The analysis of the observations, interviews and questionnaires illustrates the TDE genre at this university, including the generic structures and values. As mentioned previously, four US generic structures were employed (see Chapter 2) to identify this genre. Meanwhile, the values are derived from interviews with research participants.

The following section presents the TDE genre, starting with the identification of the generic structure of the TDE, followed by the values.

4.2 Generic structure of the Thesis Defence Examination (TDE) at Nanggroe University

The generic structure of the TDE is one of the important elements in the TDE genre because all examinees have to go through the activities in this structure. Therefore, an understanding of this structure would be crucial to succeeding in the TDE. This description is based on the observations of five examinees who are identified using the codes NUE1, NUE2, NUE3, NUE4 and NUE5 in order to keep the real names confidential. The details of the examinees are known only to the researcher and his supervisors.

Inspired by Hasan (1994), the terms "obligatory" and "optional" are used in this generic structure to classify the segments and activities. The common obligatory segments and activities have been marked in italics (i.e. those that occur in approximately 80% of cases), while those that occur in less than 80% of the generic structure are written in brackets.

The generic structure of the TDE found at this university consists of five segments and several activities. The segments are the preliminary, the opening, the defence proper, the in-camera, and the closing. The details are summarised in Table 4.1.

4.2.1 Preliminary segment

The preliminary segment was the first segment of the TDE at this university. This preliminary segment was a segment of preparation for the TDE, it occurred prior to an opening segment, and it had one obligatory activity:

The examiners, secretary, examinees, and audience settled in

This preliminary segment consisted of one activity: that was, the settling of the examiners, secretary, examinees and audience in the classroom where the event was to be conducted. These members were required to sit at their allocated chairs. Their attendances indicated that the TDE was about to commence. This activity was not found in the US generic structures suggested by Burke (1994), Hasan (1994), and Swales (2004), but it was found in Grimshaw (1994). The difference between them is that at this university, this step was found in the preliminary segment, while in Grimshaw (1994), it was found in the opening segment. The difference occurring

here might be for several reasons: the country is different, and the number of observations was not similar, which may produce a different number of segments and activities in these two generic structures.

Table 4.1: Generic structure of the Thesis Defence Examination (TDE) of Nanggroe University

Nanggroe University
1. Preliminary segment
1. The examiners, secretary, examinees and audience settle in.
2. Opening segment
1. The chair of the examining panel greets the members and audience.
2. The chair asks for the examinees' ID.
3 (The chair introduces him/herself and the other examiners and the examinee's thesis title).
3. Defence proper segment
1. The chair asks the examinee to a number of verses from the Holy Book Quran.
2. The chair asks the examinee to present his/her summary of the thesis.
a. the background of the research.
b. the research problems.
c. the research aims.
d. the research questions.
e. the research methodology.
f. the findings.
3. Each examiner asks questions on sections already allocated to him/her for assessment.
4. In-camera segment
1. The examinee is asked to leave the room and the secretary collects and calculates the assessment score provided by the examiners.
2. The examinee is called back into the room after 10-minute wait.
5. Closing segment
1. The examiners put on their formal gowns.
2. The secretary announces the results of the examinees' Performance.
3. The chair knocks the table three times, as a closing sign.
4. The chair panel thanks the examiners and the audience.
5. The examinee is invited to make a short speech.
6. The examiners give final advice and suggestions to the examinee.
7. The examinee shakes hands with the examiners.
8. The examinee signs the examination documents.
9. The audience congratulates the examinee.

Prior to commencing the TDE, all members must be seated and prepared for the TDE. There was no official speech given by the faculty officials to declare that the TDE was formally opened at this university. This is a similarity between this university and the Grimshaw (1994) model, as well as the other US generic structures. From my observations, the chair of the TDE at this university ensures that all members are sitting comfortably in a relaxed manner prior to commencing the TDE.

4.2.2 Opening segment

The second segment was the opening. In this segment, three activities were found, two of which are obligatory and one is optional.

1. *The chair of the examining panel greeted the panel members and audience.*
2. *The chair asked for the examinees' ID.*
3. (The chair introduced him/herself and the other examiners and the examinee's thesis title).

1.   *The chair of the examining panel greeted the panel members and audience*

At the beginning of this segment, the chair greeted the examiners, the secretary, the examinees and the audience. Moslem greeting (Assalamu'alaikum) is always used preceding the English greeting (e.g. good morning). The examiners were members of the examining panel who tested the examinees, the secretary was the administration officer from the relevant department of this university who observed the TDE process, took notes and announced the result; and the audience were undergraduate students who were in the process of writing their own theses and would undertake the TDE in the following semester or year. These audiences came to observe the real TDE. One example of greetings recorded in video recordings is as follows:

> *Assalamualaikum warahmatullahiwabarakatuh.* Good morning everyone. Today, the English education is conducting a thesis seminar. We would like to hear what you have done. For the first agenda, please recite some verses of the Qur'an, somewhere in the middle of Qur'an, please.

The greeting segment is also found in the Hasan (1994) and Swales (2004) models. In these two generic structures, the examinee greets the examiners, while at Nanggroe University, it was the reverse. This may be influenced by cultural issues. At this university, it is common for the examiners to greet the examinees first because, at this university, in a formal event, the people with superior status, in this case the examiners and other committee members, always greet the subordinate person, the examinee. However, on a less formal occasion, such as on the street, the person with inferior status should always greet the superior. This is the way these two groups show their politeness based on the culture where the TDE is conducted. Another possible reason is that in the TDE, the examinee is being evaluated by the examiners. If the examinee greets the examiners, there might be a presumption from the examiners that this examinee wishes to achieve a high mark by showing his/her politeness. On the other hand, if the examiners greet the examinee, this presumption will not occur.

2.   *The chair asked for the examinees' ID*

'The chair asked for the examinee's ID card' is the second activity in the opening segment. The ID is a student card. The ID card is important because

examinees are not allowed to undertake this final examination if they are unable to show a valid ID card, or if their ID is problematic. This ID is required to ensure that the examinee's identity matches the information in the university records. ID checking did not always occur in the opening segment but it might occur in the closing segment; however, it was always checked. This made this activity compulsory at this university. The ID checking does not happen in the TDEs in the USA.

3.   (The chair introduces him/herself and the other examiners and the examinee's thesis title)

This activity was optional at this university. Only a few chairs in the TDE introduced themselves, introduced the other examiners, and introduced the examinee's thesis title. A possible reason was that the chair assumed that all of the audience in the room knew the examiners, since they were also lecturers at this university. In addition, the title of the thesis had also been written on the whiteboard in the TDE room. Hence, self-introduction and stating the thesis title was optional at this university, which is similar to Hasan's model, but it is in contrast to Swales' model.

4.2.3   Defence proper segment

The defence proper segment is the segment where the examinees explain their thesis and the examiners evaluate the performance of the examinee. Three obligatory activities were found in this segment. These activities were:

1.   *The chair asked the examinee to read a number of verses from the holy book Qur'an.*
2.   *The chair asked the examinee to present his/her summary of the thesis:*
       a. the background of the research
       b. the research problems
       c. the research aims
       d. the research questions
       e. the research methodology
       f. the findings.
3.   *Each examiner asked questions on the sections already allocated to him/her for assessment.*

1.   *The chair asked the examinee to read a number of verses from the holy book Quran*

At the beginning of the defence proper segment, the examinee had to show his/her ability to read the holy book Qur'an. They had to be able to read any verses selected by the examiners with proper pronunciation and without making any mistakes. Reading the Qur'an is different from reading a book. The Qur'an should be read carefully with correct rules governing pronunciation. As in English, the pronunciation determines the meaning. If the examinees make a mistake in pronouncing a letter, the meaning changes. Therefore, the examinees had to read the Qur'an using the correct rules. This university obliged all examinees, including those in the English department, to be able to read the Qur'an perfectly, because this university is an Islamic university. If the students cannot do this, they are automatically disqualified. This component is not found in any US generic structures because these are derived from the data collected at secular universities.

2.   *The chair asked the examinee to present his/her summary of the thesis*

In the presentation, the examinees were required to state the title of their thesis, the research problems, the reason for choosing a particular research topic and the questions or hypotheses that they decided to address. They were also asked to review previous research, a summary of the research methodology, as well as the research results. This activity is the same as those found by Swales (2004) and Hasan (1994) in the same segment (defence proper segment), but Grimshaw (1994) and Burke (1994) found these activities in the opening segment. In other words, the activities in the defence proper segment of this university were in alignment with only two models found in the literature, though they are also found in the other two models but are placed in the opening segment.

3.   *Each examiner asks questions on the sections already allocated to him/her for assessment*

Each examiner asked various questions of the examinees, based on the sections that had been allocated to him/her. Prior to the examination, each examiner was allocated a different section of the thesis to assess; for example, the first examiner (chair) was required to ask questions about any unclear parts of the

background of the research, such as the reason for conducting the research, defining the research title, and any practical research results for the institution where the research was conducted. The second examiner had another role: he or she was given an opportunity to ask questions about the literature review; for example, whether a similar research topic had been studied in the literature, whether or not the topic was still debatable and current, etc. The third examiner was required to ask questions related to the research methodology, such as the data collection procedure, samples of the research and the results. This allocation of duties had been agreed by the examiners at this university for many years.

In the US generic structures, the examiners did not ask questions based on allocated sections, but they took turns in asking questions 'freely' of the examinees. This indicates a difference between the US generic structures and the generic structures at this university in terms of assessing examinees through questions. There may be reasons for this different way of asking questions. Asking questions "freely" may be used to test the examinees' knowledge of their research as a whole, while asking questions based on the allocated sections may be used to avoid overlapping questions, as each examiner has allocated sections to assess.

4.2.4 In-camera segment

The in-camera segment was a segment where the examinees were asked to leave the room for approximately ten minutes. In this segment, two obligatory activities were found:

> 1. *The examinee was asked to leave the room and the secretary collected the assessment scores provided by the examiners and calculated them.*
> 2. *The examinee was called back into the room after a ten-minute wait.*

1. *The examinee was asked to leave the room and the secretary collected the assessment scores provided by the examiners and calculated them.*

The secretary collected the assessment scores provided by each examiner and calculated them to form the overall result. It took approximately ten minutes for the secretary to find the overall and final score. Based on my observations, there was no overt discussion among the examiners regarding the scores; this means that each examiner assessed the examinees' performance independently. Calculation of the

scores by the secretary while the examinees are outside is an obligatory activity at this university. This obligatory activity is also found in the US generic structures.

2.   *The examinee was called back into the room after a ten-minute wait*

The examinees were called back into the TDE room where they were asked to sit and relax and to listen to the announcement to be made by the secretary in the next segment, which is the closing segment. This activity is also found in the US generic structures.

4.2.5   Closing segment

This segment is the last TDE segment at this university.   Nine obligatory activities were found in this segment. These are given below.

1.   *The examiners put on their formal gowns.*
2.   *The secretary announced the results of the examinee's performance.*
3.   *The chair knocked on the table three times, as a closing sign.*
4.   *The panel chair thanked the examiners and the audience.*
5.   *The examinee was invited to make a short speech.*
6.   *The examiners gave final advice and suggestions to the examinee.*
7.   *The examinee shook hands with the examiners.*
8.   *The examinee signed the examination documents.*
9.   *The audience congratulated the examinee.*

1.   *The examiners put on their formal gowns*

The three examiners and the secretary put on gowns to indicate that the TDE for that examinee has finished. The examiners sat in a relaxed manner, ready to hear the final results, which would be announced orally by the secretary.

2.   *The secretary announced the result of the examinee's performance*

The secretary stood up and the examinee was also asked to do likewise by the chair. The examinee listened carefully to the announcement of the result, because this result determines whether the candidate passes with a high mark and without revision, passes with revision, or fails.

3.   *The chair knocked on the table three times as a closing sign*

After listening to the result, the chair of the TDE knocked on the table three times to indicate that the process of the TDE was finished and the result of the

examinee's performance was valid. Knocking on the table was conducted using their knuckles, not with a special gavel, as in a court. All members understood that this knocking was sufficient to indicate that the TDE had finished.

4.   *The panel chair thanked the examiners and the audience*

The chair thanked all the examiners, the secretary and the audience for their presence at the TDE. This formed an expression of appreciation from the chair to the other members and the audience for their participation in the TDE.

5.   *The examinee is invited to make a short speech*

The chair also gave the examinee an opportunity to make a short speech. In the speech, the examinee thanked all members of the panel, especially their two supervisors, for assisting them in developing their knowledge to complete their thesis and the TDE. The examinee appreciated all the contributions given by their supervisors, and both the supervisors and the examinee were glad because they had achieved the desired results of their previous intensive communication about their research. This process had brought them very close to each other. When this TDE is finished, it means the examinee has finished his/her university study and he/she will say farewell.

6.   *The examiners gave final advice and suggestions to the examinee*

As a farewell message, the examiners gave some advice and suggestions to the examinees. These included a range of topic; for example, some examiners gave advice about some improvements for the content of the thesis to make the meaning of the thesis clearer. Others gave advice regarding the examinee's future career, such as motivating the examinee to pursue further studies in English-speaking countries, and still others communicated their hope that the examinees would gain an appropriate position at government or non-government institutions upon the completion of the higher degree.

7.   *The examinee shook hands with the examiners*

The examinees shook hands with all the examiners and as a courtesy to show their appreciation and gratitude for assessing their performance during the TDE. All members were smiling at each other as an indication that they were satisfied.

8.   *The examinee signed the examination documents*

The examinees were asked to sign some examination documents provided by the English department. These were official documents to be archived as evidence that the examinees had been assessed by the examiners through the TDE.

9.   *The audience congratulated the examinee*

The examinees' relatives and friends who had attended the TDE as the audience congratulated them after the TDE process for passing this final examination. Passing the TDE means that the examinees have finished all obligations at their level of study. In other words, unofficially, they have already graduated, as they can put the title 'Sarjana Pendidikan' (Bachelor of Education) after their names.

Some activities of this segment are similar to the closing segments in the US generic structures, such as listening to the results and congratulating the successful examinees, as well as the signing of the examination documents, the thanking of the examiners and the audience by the chair, and the giving of final advice and suggestions to the examinee.

The activities not found in the US generic structures were the formalities, such as the donning of official gowns by the examiners and the knocking of the table three times by the chair as a closing sign. These formalities have actually become a tradition at Nanggroe University. In addition, the donning of the gowns also benefits the examinees, as it is useful for the taking of photographs, which is important to them to record the unforgettable moment in their life.

4.3   Values: Assessment criteria

There are values in the TDE. The definition of values has been stated in Chapter 1. The values of the TDE mentioned in this study use the assessment criteria, which comprise important elements in the TDE. With explicit assessment criteria, the examiners are able to make a proper judgment about the examinees' level of performance in the TDE. The assessment can also help the examiners give appropriate feedback to the examinees. The advantage of giving feedback is to help the examinees improve their performance in the future, especially if they fail. In the TDE, the examinees are given their results, typically in the form of grades, to

represent a particular level of achievement (fail, pass, credit, distinction or high distinction).

In general, the examiners mainly focused on the examinees' understanding of their research topics. The examiners could see an examinee's level of understanding from his/her responses to their questions. The examiners also looked at the examinee's ability to speak fluent English, with clear pronunciation, accurate grammar and a good vocabulary range. They used the score range determined by the faculty. However, detailed information of the assessment criteria used by the examiners at this university was not easily available; only the range of scores was available. Therefore, this study conducted semi-structured interviews with two examiners (NUX1 and NUX2, pseudonyms) in the EED of Nanggroe University to determine the actual criteria used to assess examinees' performances.

Table 4.2 below shows the assessment criteria used by the examiners to assess their examinees' performances in the TDE. It is important to note that the assessment criteria this study found from the interviews were based on the examiners' understanding of the process of assessing examinees in a TDE, based on their regular experiences in the events. In other words, the criteria mentioned by the examiners are not those that have been determined by the department.

Table 4.2: Assessment criteria used by examiners

Assessment criteria
1. Being able to read Qur'an.
2. Mastering the research content, principles and procedures.
3. Being able to use research genre English (including pronunciation).
4. Being able to deliver a research presentation, to defend and discuss the research topic with examiners.

The information in Table 4.2 shows the criteria used by the examiners to assess the examinee's competence in the TDE. The four major criteria used by the examiners mainly focus on the examinee's presentation skills. Only the fourth criterion of the assessment is a combination of the examinees' knowledge of the research topic and the presentation skills. These criteria are discussed further below.

First, the examiners focus on the examinee's ability to read some verses of the Qur'an. The ability to read Alqur'an is essential in the TDE at Nanggroe University because this ability is a precondition for the examinee to continue the examination. Even though this ability does not increase the marks, it is considered to be determining factor in the TDE. This skill was not taught in the class because it is assumed that students can already read Alqur'an. This assumption is based on the culture of the Acehnese people. It is well known that the majority of the Acehnese are Muslims. So, the living culture is influenced by the Islamic teaching. One of the teachings is to enable family members to recite the Qur'an well. Therefore, Nanggroe University makes an assumption that every student should be able to recite the Qur'an well.

Secondly, the examiners assess the examinee's English competence in the oral thesis presentation; for example, their competence in stating the background of the research, the research problems, the research aims, the research questions, the research methodology and the findings. The presentation usually follows the sequential elements of the thesis. This means that the stages of the presentation follow the order of the thesis elements. The examinee's understanding of the presentation stages is very important because it gains marks, which also increases the overall result in the TDE. Therefore, it is important that students are taught the stages in the units that prepare students to perform competently in the TDE.

Thirdly, the examiners assess the examinee's ability to use English with appropriate pronunciation. This ability is based on how much practice the examinee has in their classroom or access to practise English. The more practice with proper guidance from the lecturer the examinees have, the better their performance in the TDE will be.

Fourthly, the examiners assess the examinee's ability to answer, to defend and to discuss their research topic. This ability is clearly the main core of this assessment. The examinee has to have adequate knowledge of the research topic in order to convince the examiners about the thesis argument.

The four assessment criteria identified in the interviews that are assessed by the examiners in the TDE at Nanggroe University are called 'presentation skills' and

'knowledge about research principles and procedures' in this study. Further information about this assessment is explained below.

4.3.1 Assessment criteria: The presentation skills and research knowledge, principles and procedures

As presented in Table 4.2 earlier, at least four criteria are used by the examiners to assess the examinee's performance in the TDE. Being able to read Alqur'an forms the first criterion of the assessment: this ability is one of the skills that every student should have in this Islamic university. Therefore, in the TDE, this skill is a must for the examinee. This skill is not taught in the TDPUs because, as mentioned previously, the university assumes that every student is already able to read Alqur'an. Having said this, the examinee must be able to read the selected text with the correct pronunciation of each of the letters. Otherwise, they are not allowed to sit the TDE at this Islamic university. As stated by one examiner, NUX2:

> Our university is an Islamic university; therefore the examinees must be able to read the holy book of Qur'an prior to having a TDE. Otherwise, they are not eligible for this final examination. Then, the examinee is asked to explain his/her research and to discuss it with the examiners.

This statement is also supported by NUX1:

> The Qur'an recitation always occurs in every TDE at our department. All examinees must be able to read it aloud with correct pronunciation. Otherwise, they cannot undertake this final examination.

These quotations show that the examinees' ability to recite Alqur'an aloud with correct pronunciation is a must, prior to sitting the TDE. If not, they cannot sit the TDE at this Islamic university. Based on the data from the ethnographic phase of this study, the examinees are able to read this holy book successfully. The examiners seemed happy with the examinees in this regard.

The second criterion is the ability to orally perform the thesis presentation in clear stages. The stages are based on the order written in the thesis: the examinees have to state the background of research, the research problems, the research aims, the research questions, the research methodology and the findings. As quoted from NUX1:

From the student's short presentation, we expected the students to understand the research problem, the methodology, the procedure, the data analysis and the results. All this information can be found in the abstract.

NUX2 also said that she expected the students to be able to deliver the abstract of the research, which is followed by the research problem. In her quotation, she says:

We expected that the students start their presentation by stating the thesis abstract and research problems. Then, they were expected to answer questions from the examiners based on the information they had presented.

These quotations show that the examiners pay attention to the stages of the abstract presentation, in all of which, according to NUX1 and NUX2, the examinees should have covered the important information they had written in their respective theses. With such presentation, the examinees are considered by the examiners to have shown that they understand their research.

In addition to the clear presentation of information, the examiners also look at the examinees' ability to pronounce English words appropriately during their presentation, especially in the question and answer sessions (defence proper segment); therefore, pronunciation is the third aspect of assessment in the TDE. This pronunciation skill is one of the criteria the examiners employed to judge whether the examinees are competent in using English. Because TDE is the final examination, it is the last opportunity for the examinees to show their ability pronouncing English words. Furthermore, the examiners also expect that the examinees will show high competence in using the language. As quoted from NUX1 and NUX2:

I will look at their overall speaking ability, which includes their pronunciation. The examinees are expected to defend their arguments that have been written in their thesis; however, this is the last chance for the examinees to show their English speaking competence in front of their examiners and the audience in the room.

This quotation shows that the examiners assess the examinee's performance, for example, their ability to pronounce the words correctly. The TDE is the last opportunity for the examinee to show his/her competence in using good quality English orally in expressing his/her ideas to their examiners, lecturers and peers. The examiners have to ensure that the examinees have sufficient knowledge and language skills in order to graduate, as upon completion of their studies, most of the examinees are to be appointed as teachers at high schools in their home areas.

The fourth aspect is an understanding of the content of the thesis or knowledge of the research topic. The examiners expect the examinees to understand the content of their theses and ensure that the thesis is their own work. The TDE gives the examinees an opportunity to present and defend their arguments. To prove that the examinee understands the thesis, he/she must clearly explain their arguments, supported with adequate evidence, to the examiners.

To assess the content of the examinee's thesis, the examiners are given approximately three days to read the thesis prior to the TDE. The examiners focus on the sequence of the thesis, the arguments and the way the footnotes and other related aspects have been written based on the official thesis guide book provided by the English Education Department (EED). The examinee has to ensure that the student has met all of these requirements. After the submission of the thesis to the department, the administrative official in the EED reviews the thesis and informs the examinee of any shortcomings in the thesis presentation or format, as quoted from NUX2:

> The examinees submitted their theses three days prior to the TDE. This is to give more time to the examiners to look in detail at the thesis content. The examiners focused on the sequence of the content. When a defect in the sequence is found, the examinee would be given a suggestion to revise his thesis, as needed, on the examination day. The secretary would read the comments from the examiner to the examinee on the examination day when he/she announces the result.

This quotation shows that besides assessing the oral performance in a TDE discussed earlier, the examiners also expected the examinee to perform adequately in writing his/her thesis.

In short, in the TDE, while the examiners assess the examinees' competence in explaining their research orally, which includes presenting the research problems, the reason for conducting this research, how they conducted the research, the kinds of research methodology they used, and the results and the analysis of these results, they are also expected to competently present such details in the written thesis.

4.4   Thesis Defence Examination (TDE) mode

At Nanggroe University, the TDE is conducted in an open mode. This means that the TDE is open for all students at this university to observe. Those who are

preparing for a TDE are especially encouraged to observe the TDE to help them to prepare their own performance. Through repeated observations, the students usually expect to have a clear understanding of the process of the TDE and the roles of the three examiners in the TDE.

The room used for this type of TDE is commonly a special large room. This large room is needed to accommodate the panel members, that is the examiners and secretary, as well as the audience who come to observe the TDE. Figure 4.1 below shows the layout of the room for TDEs at this institution.
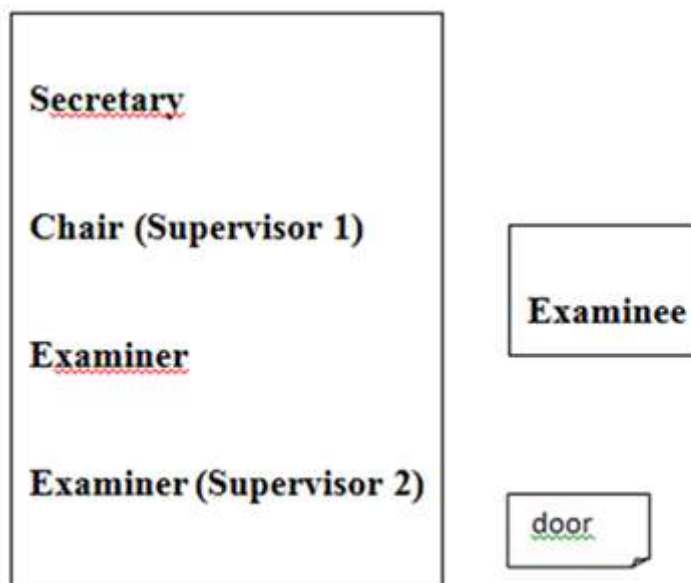
Figure 4.1: Nanggroe University TDE room layout

Figure 4.1 above shows the room layout of the TDE at this university. Four panel members, consisting of three examiners and one secretary, sit at the same table facing the examinee. The examinee sits facing the examiners and the audience sits

approximately one metre behind the examinee. This seating arrangement makes it easier for the examiners to interact with the examinee. Sitting at the same table helps the examiners to also observe the examinee's verbal performance, so the examiners can make an accurate judgement regarding the examinee's performance.

To sum up Part 1 of this chapter, there are some similarities and some differences between the TDE genre at the undergraduate level of the EED of Nanggroe University and at doctoral level in the US universities, where the data were collected from. Similarities are found in the generic structures and values. The similarities in terms of generic structure are found in two segments: preliminary and closing segments. In the preliminary segment, Nanggroe and US universities do not have any official speech from the official administrator, such as from a head of department or dean for academic affairs. In the opening segments of both Nanggroe University and US universities, the greeting is given by the examiners to the examinee at the beginning of the examination. Still in the same segment, the signing of documents and giving final advice to the examinee occur at all these universities. In terms of the values, similarity is found when the examinee's performance is assessed. The examiners in both Nanggroe and US universities assess the examinee's ability in mastering both the content of their thesis and their presentation skills. This can be seen from the activities in the defence proper segment, where the students are asked to present their research topic, followed by the question and answer sessions.

Some differences between Nanggroe and US universities are found in terms of the generic structure and values. The differences in terms of the generic structure are found in the opening and closing segments. In the opening segment, there are two activities in the TDE of Nanggroe University that are not found in the TDE of US universities. First, the examinee is obliged to show his/her student ID, even though he/she has already completed all required documents as evidence that she/he is still enrolled at this university. Second, the examinee is required to be able to read the holy book Qur'an. In the closing segment, Nanggroe University has a formal closing of the event. There is an activity of donning gowns before announcing the examinee's result, and knocking on the tables three times as a closing sign. These activities do not occur in US universities. In terms of values, the differences are found in the assessment process. In Nanggroe University, the examiners ask questions based on the sections allocated for them, for example, examiner 1 asks

questions about the introduction of the thesis, examiner 2 asks about the literature review, and examiner 3 asks about the methods and results. In US universities, the examiners take turn asking questions without being allocated a specific section to ask. The differences found in the generic structures and values may occur because of different regulations in different universities, and because of the context or culture in the area where the TDE is happening.

Part 1 has discussed the TDE in Nanggroe University. The next part presents the ways the students in this university, especially in the EED, were prepared for the TDE.

PART 2: Features of the Thesis Defence Preparation Units (TDPUs)

This section presents the findings about the Thesis Defence Preparation Units (TDPUs). The term TDPU is used to represent the two units (TDPU1 and TDPU2) that aim to help students to be competent in the TDE. The research question of this study that investigates information about the TDPU and students' preparation for a TDE is, "Are the students adequately prepared with knowledge and skills that meet the expectations of the examiners? Is the teaching materials matched with the genre elements of the TDE presented earlier, especially the expectation of the examiners based on their assessment criteria?" At this university, students are required to take two units (TDPU1 and TDPU2) with different focuses. TDPU1 focuses on understanding research writing. TDPU2 focuses on oral presentation skills including skills in delivering and defending the research topic. A lecturer who focuses on research writing does not teach oral presentation skills, and likewise, a lecturer who focuses on oral presentation skills does not teach writing. Therefore, each lecturer focuses only on either the research writing or oral presentation. It depends on which TDPU the lecturer teaches. The lecturers believe that by focusing on either the research writing or the presentation skills, the students will have sufficient information to develop their ability to perform adequately in the real TDE.

In Nanggroe University, TDPU is called English Language Research (ELR). To homogenise the term used in Nanggroe University and Syiar University, this study considers using the term TDPU for this type of unit. TDPU1 and TDPU2 are offered in different semesters. TDPU1 is provided in semester 5 and TDPU2 is in

semester 6. This means that these two units are given in the third year, the year before the students do their research and write their theses. TDPU1 and TDPU2 are discussed separately in the following two sections.

4.5 Research writing in Thesis Defence Preparation Unit 1 (TDPU1)

The understanding of research writing skills is important because this helps students have a good understanding of the way to conduct research and to write their thesis. Thesis writing is one of the components to be assessed in the TDE. However, the students' understanding of their thesis writing only guides them in writing a proposal, not for writing their thesis and performing adequately in their oral presentation. NUL1 describes what she teaches as follows:

> In my unit, I asked my students to write a research proposal based on their topics of interest. I taught them about research writing by using the book entitled *Research in Second Language Classrooms*. I guided them to write chapter one. Having this knowledge, they would find it easier when they wrote their thesis.

NUL2 also said that she taught the students how to write a research proposal using a guide book provided by the faculty, as in her quotation, she says:

> I taught basic writing for writing a research proposal, not a thesis. Having said that, a research proposal is a miniature of a thesis. I taught them general information about research using the guide book recommended by the faculty, therefore, the information is general, not specific for the English department.

The response from these lecturers indicates that the main focus of the unit was on writing a proposal, which is described as a miniature of a thesis. The knowledge that this lecturer taught in the unit was to increase students' understanding of the research writing skill. This could be seen when this lecturer guided the students to write their research proposals based on the research guide book that they used in the unit.

From these quotations, it can be summarised that in TDPU1, the lecturer prepares students to be competent in research writing. The reason is that the quality of students' thesis writing is assessed by all the TDE examiners. The students need to clearly know about research principles and research theory when they learn to write a proposal. In addition, feedback and related tasks are also required to prepare

them to understand their research topic. Looking at the materials provided to the students, it seems that the students only have some information about the thesis writing.

4.6   Research presentation in Thesis Defence Preparation Unit 2 (TDPU2)

In the previous section, the discussion was on teaching writing in TDPU1. Now, the discussion continues to the teaching focus of TDPU2, which is on the research presentation. This unit is offered to actually prepare students to perform competently in their TDE. According to a lecturer in the TDPU2, NUL2, students were doing a lot of practice of presentations during the teaching sessions. The students were partially informed about the situation of the TDE, such as information about the activity where the students would have to defend their arguments. This information was given to make the students prepared for this event. As quoted from NUL2:

> In the TDPU2, the students were given approximately five to seven minutes to make a presentation of their proposal. This was to ensure that they had understood their research correctly, and the lecturer and other students could give the presenter comments for writing a better proposal.

Through the presentation, NUL2 hoped that the students could convey their research topic appropriately and correctly. So, NUL2 sees whether the information given by the students about their research is correct based on the literature, and that the way they convey ideas orally is appropriate. This is in line with the views of Kiley (2009) and Maingueneau (2002), that the research knowledge and presentation skills are important factors in TDE. However, this study assumes that the given time (five to seven minutes) is not enough for students to do what has been expected by NUL2.

In addition, another lecturer, NUL1, said that in his TDPU2, he taught students by having them practice Chapter 1 of the thesis in the classroom..

> I asked the students to conduct research and present it in the classroom. The focus was on chapter one of the thesis. By giving adequate guidance on this chapter, the students would find it easier when they write their own thesis later on.

NUL1 expected that from his teaching and with proper guidance for presenting information in chapter one, students would be able to write their thesis later on. The students were given an opportunity whether or not to continue writing the topic that had been discussed and practised orally in TDPU2. So, in this unit, the students no longer learn how to write.

During the teaching and learning process in TDPU2, the lecturers obviously gave comments on the content of the proposal. In addition to that, the lecturer also informed the students about the general situation of the TDE, as can be seen from NUL2's comment, "In the TDPU2, we only introduced the students to a general picture of the TDE". The general picture of the TDE includes, for example, the seating arrangements and the number of examiners. Nevertheless, complete information about the TDE genre, including the generic structures and values, is not included in the teaching.

The discussions about TDPU1 and TDPU2 above have indicated the focus of teaching in the classrooms. Basically, these two units aim to prepare students for writing a proposal (TDPU1), and to perform in a TDE (TDPU2). Based on the literature (e.g. Kiley, 2009 and Maingueneau, 2002), knowledge of the research field and presentation skills are important factors in the TDE presentation. These two factors seem to be included by the lecturers in Nanggroe University in the teaching of TDPUs. As far as this study is concerned, the other important component needs to be included in the teaching of the TDPU is the TDE genre elements, including its generic structure and values. However, based on the results of the interviews with lecturers, and the above discussions about TDPU1 and TDPU2, it is clear that the teaching of the TDE genre is missing in the teaching materials.

PART 3: Students' experience in the Thesis Defence Preparation Units (TDPUs)

The discussions in Part 3 are based on the results of the interviews with the examinees, students who participated in the experimental phase and alumni (38 participants in total).

4.7   Research writing in Thesis Defence Preparation Unit 1 (TDPU1)

Research writing should be the focus of the lecturer in teaching TDPU1. This focus is chosen by lecturers in order to make the students understand the procedures of thesis writing, because thesis writing is one of the components that are assessed in the TDE. As stated by an examinee from this university, NUE2:

> In TDPU1, the lecturer taught students how to write a proposal. In this unit, the students were taught thesis writing, which includes the way of writing the background of the research and ends up with writing recommendations.

This quotation confirms the information provided by the lecturer cited earlier that this unit focuses on proposal writing that the lecturer teaches the students appropriate ways of starting the writing, how to write the background of their research and their recommendations at the end of the thesis.

While NUE2 responded that the lecturer of TDPU1 taught the way of writing the sections in a proposal, other examinees, NUE1 and NUE4, reported that they were taught the procedure of data collection and analysis. According to them, the lecturer focused on the ways to design questionnaires and analyse the research data. These two skills are taught as part of teaching students to be competent in thesis writing skills. NUE1 said:

> In the TDPU 1, we focused on the research writing only. We were taught how to analyse the data and to design questionnaires.

Similar argument is also mentioned by NUE4, according to her:

> In the TDPU1, we were given topics to be researched and we were taught how to design questionnaires and to analyse it.

NUE1 and NUE4's comments are complementary to each other. Meanwhile, NUE2 obtained different knowledge in the TDPU1. When the lecturers of TDPU1 focus on different objectives in different classrooms, the knowledge of students to write a proposal or thesis is also different. Moreover, from the three responses above, it seems that none of the lecturers of TDPU1 introduced students to the knowledge of TDE genre. In fact, knowledge of TDE genre is important for students to write a sequential proposal or thesis.

4.8.   Research presentation in Thesis Defence Preparation Unit 2 (TDPU2)

With regard to the activities in TDPU2, two examinees, NUE5 and NUE4, shared their experiences of being in TDPU2. NUE5 said:

> We were asked to present any topics that we liked freely, but the steps of presentation were not taught to us.

NUE5 considered that the students were not taught adequately about the steps for making a proper research presentation; they were only given a time to make a general presentation about their research topic. This way of teaching is helpful to build students' general fluency but it may fail to build strong confidence for the students to make a proper research presentation, due to lack of knowledge about the correct genre of the TDE. The quotation above is further supported by a comment given by NUE4:

> In TDPU2, we were pretending that we were in a real TDE. However, the examination method in the unit was different from the examination method in the real TDE. In the TDE, we were asked to stand up to make our presentation, while in the unit, we could sit to explain the research background, research problems and research findings. These are all that we were taught and asked to present by the lecturer. We were asked to select only important points related to our research for the presentation.

NUE4 implies that the presentation students did in the TDPU2 was set like it was a real TDE. This study assumes that the presentation was set as a real TDE because there was one student presenting information, while the lecturers and other students asked questions. Even though it was set like a real one, the lecturer only asked them to present important points of the research. It is not clear from NUE4 what the points were that students need to present in the classroom, and whether the points they presented were enough to make them prepared for the real TDE. Moreover, NUE4 observed that the way students present in the classroom and the way they present in the real TDE is different in terms of standing and sitting presentation. Practising the activity the same as in the real TDE is important because it is regarded as a TDE genre.

From the quotations given by NUE5 and NUE4, it can be seen that the students in TDPU2 are asked to conduct free presentations based on their topic of interest, as it was written in their research proposals. During the presentation practice

in the unit, the students were free to present any section from their written proposal; for example, they could present the research background or problem only, or if they wanted, they could present all the sections of their proposal from the introduction to the conclusion. From NUE5 and NUE4's responses, this study assumes that students in TDPU2 were not asked to do a presentation based on the generic structures of a real TDE.

Another technique of teaching in TDPU2 is that the students were required to discuss topics that have been prepared by the lecturer. This was experienced by one student in the experimental group, NUSE1, when he undertook TDPU2. According to him, in the unit, the lecturer asked students to discuss different topics in different groups. Later, each group in the unit explained the given topic - for example the research population, assessment criteria, or the selection of research methods - in the form of a group presentation. As noted by a student, NUSE1:

> In this unit, the students were expected to do a presentation on the topic given by the lecturer, such as the research population, the differences between qualitative and quantitative research, and assessment, etc.

The quotation above shows that students were given some general research-related topics by the lecturer to be discussed in the unit. In other words, students presented some theories of research elements. They did not present and get feedback of the particular research they were interested to. In fact, knowledge about particular research is assessed in a real TDE. Hence, according to NUSE1, the TDPU2 he attended did not help students much in their TDE performances, except to increase their self-confidence and help them to be fluent in using general English through repeated practice.

From the quotations above, there are at least three problems that can be identified in the teaching of TDPUs in Nanggroe University. Firstly, different lecturers in different TDPU2 classrooms asked students to conduct different presentations. One lecturer asked them to conduct a free presentation, while another lecturer asked them to conduct a realistic presentation. Consequently, students in different classroom obtained different levels of presentation knowledge. Moreover, it is not clear whether these different ways of presentation could increase students' presentation skills for a real TDE. Secondly, not all elements in a proposal are

presented in the classroom presentation. Even though some lecturers set the presentation as a realistic TDE, students only presented some of the important elements of their proposal. Moreover, on some occasions, students only presented theories of research, not the elements of their proposals. In fact, presentation practice of complete elements in a proposal would prepare for students to present complete elements of thesis. Thirdly, students were not given the full picture of the TDE (TDE genre), including the generic structures and values. This leaves students with insufficient information about the stages of the thesis presentation. In addition, the structures of presentation practiced in the TDPU2 were not similar to the real TDE. As a result, the students may not appropriately prepare for the real TDE. For example, in the TDE the student must stand up to make a presentation, but in TDPU2, the lecturer allows students to conduct a presentation while they are sitting. Practising the presentation as in the real TDE is actually important because it may give the students more skills and confidence for the real TDE, with the expectation that the students can then perform more competently in the TDE. However, to do this, the real TDE genre needs to be introduced and taught to students in TDPU2.

PART 4: What students understand about the TDE genre from the TDPUs

This part presents the students' understanding of the TDE genre from their TDPUs. Students' understanding of the TDE genre is crucial, because this understanding is believed to help them perform competently in the TDE. The basic assumption is that to perform competently in the TDE, students should be prepared in accordance with the TDE genre, such as its generic structure and values.

As mentioned previously, the majority of students at this university have gained some information about the defence proper segment from the TDPUs because in these units they practise doing a presentation followed by a question-answer session. The students were aware that in the TDE, they have to conduct a research presentation and answer questions from the examiners. However, the information provided in the TDPUs is still inadequate for them to perform competently, because the lecturer does not inform the students about the TDE genre genre from the perspective of the 'move and step' model, either in TDPU1 or in TDPU2. Therefore, the students are limited to that general picture only, without knowing the details of the presentation activities. For example, in the presentation, they have to start by

introducing their research, which is followed by the literature review, the research method, the results and the conclusion.

In the TDPUs, the students were not taught and did not practise based on the generic structure of the TDE, except one part of the generic structure, that is, the defence proper segment. In this segment, the students have understood that they have to deliver a presentation about their research topic; the examiners ask questions to the students and the students are evaluated with certain assessment criteria. However, they did not clearly know the detail of this event from the TDPUs. Mostly, in the TDPUs, the students are provided with general information about the process in the TDE. In other words, they have inadequate information about the details of the TDE genre, which are important for them to be competent in TDE. In each section below, there are explanations of generic structures and values of the TDE that students understand from TDPUs.

4.9 Generic structure of the TDE from the TDPUs

In the TDPUs, students claimed that they obtained insufficient knowledge of the generic structure of the TDE. They observed their seniors' performance in the TDE to gain a deeper understanding of the generic structures of the TDE. As stated by an alumnus, NUA5:

> The TDPUs (TDPU1 & 2) focused on the research writing, which includes the selection of the research methods. The oral presentation practice was not taught in these units. The students who wanted to know about the generic structure of the TDE, they had to observe their friends' presentations, or ask their seniors, or lecturers outside the class.

This quotation informs us that the students do not believe that they gained sufficient information about the generic structure of the TDE in their TDPUs. Moreover, in the TDPUs, the students were not informed about the detail of the generic structure, except the information that all students should make a research presentation before the examiners, which is followed by questions from the examiners.

From the interview data, it was found that no students believe that they had detailed information on the TDE genre from their TDPUs. As quoted from student, NUSE1:

We were not taught the steps of presentation in the unit. We knew what aspects to present in the real TDE from our seniors and colleagues as well as the secretary of the English department. From these persons, we got the information that we needed to state the background of the study, the problem of the study, the aim of the study, and the methods of data collection. In addition, we had to be able to defend it.

This quotation shows that the students did not believe that they knew the presentation skills from the TDPUs, including steps in conducting a research presentation, because the lecturer had not taught these presentation skills. They sought the information about what to present from their seniors and the secretary of the English department, for example, in the presentation in the TDE, they had to state briefly what had been written in chapter one, which consists of the background of study, the research problem, the aim of the research, the research methodology used in their data collection, and also the results of the study. This participant did not mention the research results in the interview, but commonly in the research presentation, the presenters do have to inform the examiners about their research results. The question and answer session, where the students have to defend their argument after the presentation.

The students were informed that three examiners are involved in the TDE. Each examiner has his/her own duty; for example, examiner one is responsible for asking questions related to the introduction, examiner two is responsible for asking about the literature review, and examiner three is responsible for asking about the research methodology and the results. The students understand that the examiners will ask questions based on their allocated sections after the student's presentation. The questions are related to aspects of the research that are still unclear. As stated by an alumna, NUA3:

The examiners asked students about the unclear information of the student's research topic. Therefore, this is the opportunity for the student to convince the examiners in detail and clear information of the research topic.

This quotation shows that the examiners asked question based on the section allocated to them. They ask questions to find out in more detail about any unclear information in the thesis. Examiner one asks about unclear information in the research background; examiner two asks about unclear information related to the literature review and examiner three asks about unclear information about the research methodology and results. At this point, it is a chance for the students to

convince the examiners about their research topic and findings. Through this interaction, the students can explain their research evidence orally to strengthen their research topics. This is also an opportunity to show their oral competence in front of the examiners and the audience in the room. The students can show and impress the examiners and audience that they have fully understood their research area by showing their competence in presenting their research topic and answering the examiners' questions.

The duties of the examiners are considered a vital part of the TDE, genre because it is one of the elements of the TDE genre. The students' understanding of these duties could help them to perform confidently in the real TDE.

4.10   Values: Assessment criteria

The values are also elements of the TDE genre. The definition of the values has been stated in Chapter 1 of this thesis. This study defines values as assessment criteria used by examiners to evaluate students' competence in the TDE. The examiners at this university assess students by four main criteria. First is being able to read Alqur'an, second, being able to conduct a presentation with clear stages, third is having clear pronunciation (research genre English), and fourth is being able to understand the content of the thesis and defend it. The detailed explanation of these four focuses has been provided in Part 1 of this chapter.

From the TDPUs, the students' understanding of the assessment criteria used by the examiners in the TDE seems vague. The students only understand that their performance in the TDE is assessed by the examiners. The total score of their performance is obtained from the thesis writing and oral performance, but the detailed criteria used by the examiners remain unknown. As stated by an alumna, NUA5:

> The total score of the TDE was taken from two competencies, writing and oral competences. Fifty percent of the score was taken from the thesis writing, in which the examiners look at the research significance and the amount of errors found in the writing. The other fifty percent is taken from the oral performance, in which the examiners looked at the presentation performance, fluency and accuracy.

A second alumnus, NUA1, also stated that:

> In assessing the writing, the examiners focused on the grammar, content, coherence, and the ability of using quotations, while in verbal performance, the examiners focused on the content and the ability to respond to the questions.

These two quotations seem complementary to each other and suggest that the students were only partly informed about the assessment criteria that the examiners use in the TDE. The lecturer stated orally the general criteria that the examiners use in the TDE, and informed the students that the examiners would assess the students' ability to understand the content of their research and also their presentation skills in presenting and defending it. However, the detailed criteria for the assessment remained unknown. So, the students did not know how the assessment would proceed: for example, how and the reason why they were awarded high or low grades. This information was never clearly provided in the TDPUs. The students did not know it because they were not given a printed document of the assessment criteria.

In relation to the assessment criteria, another alumnus, NUA5, added that the TDE is a must for them to complete their study and receive a bachelor's degree. The students' research results must give a contribution to knowledge. As NUA5 stated:

> The TDE is the last examination and it is a prerequisite unit for the students to graduate. The students' theoretical and practical knowledge and skills of conducting research are assessed.

From the statement of NUA5, it can be seen that the TDE is very important at this university because it is one of the requirements for students to complete their study and hold a bachelor's degree. In order to graduate, the students have to pass this test with an adequate performance in showing the theoretical and practical knowledge and skills of the research. The students' understanding about the theory of the research and their skills in delivering the research results and defending their thesis are very important because these are assessed by the examiners.

In addition to these competences, the students are also asked to show the originality of their research. As it is stated by another examinee, NUE3:

> The TDE is the examination which asks students to be responsible for the originality of their research. In the TDE, the students are assessed by the

examiners to see whether the research theory used is matched with their research findings. In addition, the students should defend their research results in front of the examiners.

This quotation shows that the originality of the research is important for the students, but the originality meant here is not the same as originality for the PhD level. The originality here means that there is no study similar to this research at this university. The reason for this assumption is that it is very difficult for students at the undergraduate level to write a thesis that is totally original because they do not have enough knowledge about research in general. In addition, they have limited access to journal articles, books or other resources to support their research. Furthermore, most of their lecturers have not yet undertaken their own doctoral study/PhD. Therefore, the definition of originality of research at this university is not the same as the definition at PhD level. It is rational for the students to ensure they choose an appropriate research methodology for the trustworthiness of their findings. The examiners are very critical in this examination; it is expected that the students can defend their results by using strong evidence to support their argument.

One interesting problem found from the students regarding the assessment criteria/result is that the students knew in advance of the TDE whether they would obtain a pass mark for their performance, even though they were unsure exactly what passing mark they would have in the real TDE. The students knew this from the lecturers and the seniors. The students' hint about passing the exam was that as long as they responded to the examiners' questions, they would pass. In other words, trying to respond to the questions was better than remaining silent.

From the students' statements, it is obvious that the TDE is very important for all the students in order to finish their study and receive a bachelor's degree. The students have to fulfil the requirements of the examiners, such as being able to perform well in presenting clear research problems and results, and having sufficient knowledge about their research and oral presentation skills to explain it. Furthermore, the students have to ensure that their research topic is interesting but has not been much investigated.

The majority of the students from this university do not understand the assessment criteria in detail, but they understand that their performances are assessed. Their understanding of the detailed information of these assessment criteria

could improve their knowledge and skills based on these details. Furthermore, providing hints that they will pass the examination as long as they can read Alqur'an and are able to respond to the examiners' questions is also not good because it may discourage the students from working harder to improve their knowledge and skills. The impact of passing the students with a low competence is that they are not able to be competent teachers when they are appointed as teachers in their home areas. As a result, the quality of English education is low.

4.11   Presentation skills in the TDE

In the TDE, presentation skills are considered essential for the students to increase their communicative competence. These skills have an important role in developing their confidence to speak in front of examiners. Having adequate presentation skills helps the students to convince the examiners, which is one of the factors assessed in the TDE that results in having high mark for this examination.

As noted previously in this chapter, the students were prepared for the success in their TDE in two TDPUs. In TDPU2, the students were prepared for competency in presentation skills. Therefore, the lecturer is supposed to attempt various activities to help students to obtain these skills. From the statement given by the lecturer at Nanggroe University, NUL2, her students were given opportunities to practise their presentation for up to seven minutes, which is followed by comments from the lecturer and students' peers. NUL2 implies that she intended to improve students' presentation skills through the practices. However, this study assumes that the given time for each student is not enough to present the complete proposal elements and improve presentation skills. Furthermore, the activities in the TDPU2 classroom are limited to presentation and question-answer sessions. It seems that it is the lack of explicit explanation from the lecturer about ways to present competently in a TDE that has provided a problem fro the improvement of students' presentation skills.

From the interview data discussed previously in this chapter, the examiners (NUX1 and NUX2) of the TDE had certain expectations about the students' performance in the TDE related to the presentation skills: clear stages in the oral thesis presentation and clear pronunciation. These mean that the students were required to have sufficient skills to perform adequately, including their ability to

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make the information flow logically, to join each piece of information to make it sequenced and to deliver the information clearly and creatively with fluent and correct pronunciation. With these skills, the students' arguments and evidence in the thesis are easy to follow, which makes it easier for the examiners to follow and be convinced.

It is difficult for the students to achieve these expectations because they do not obtain clear presentation skills from the TDPUs they undertook, as stated by NUE4, NUE5 and NUSE1 in point 4.8 above. These participants' arguments were complementary to each other. According to the students, the lecturer did not prepare them with the good presentation skills as what the examiners expected. In the classroom, they only practised the presentation based on topics given by the lecturer or topics of their own interest. During the practices, the lecturer only focused on students' knowledge of research procedures. Maybe the lecturer assumed that the practice conducted in the classroom would improve the students' presentation skills, even though the knowledge of the skills is not introduced and taught in the classroom.

4.12   The Thesis Defence Examination (TDE) mode

Nanggroe University runs the TDE in an open mode that allows as many students as possible to observe the process of the TDE. From these observations, at least these students understand the generic structure of the TDE, for example the sorts of activities occurring in each segment, such as the preliminary, opening, defence proper, in-camera, and closing segments. Through this observation, the students know which sorts of information should be included in delivering the presentations: stating the research background, the discussion in the literature review, research methodology, and results. They also know the members of the TDE and their roles, for example, the responsibility of the examiners and a secretary.

The students of this university commonly gain knowledge of the TDE genre from their TDE observations. These observations are conducted to complement the information obtained from their TDPUs. The students are allowed to observe as many TDEs as possible to help them understand the complete nature of the TDE genre. Observing someone's presentation, asking their seniors and seeking information from their lecturers are efforts to gain a clear picture of the generic

structures, norms and values of the TDE. The students seem to have benefited from these efforts because they have gained their knowledge and skills to sit the TDE in the future. One alumna, NUA3 who stated:

> I obtained the information of the generic structure of the TDE from observing someone's presentation and asking seniors.

This quotation shows that in the TDPUs, the students felt they were not informed sufficiently about the generic structure of the TDE, unless the students took initiative themselves to observe or to ask their seniors. From these observations and enquiries, the students felt they had understood the generic structure of the TDE.

The students believed that conducting observations and asking seniors were important because they did not gain sufficient information about the TDE genre in their TDPUs. Through the observations, they understood the activities that they had to undertake in the TDE; for example, there was a research presentation in which they had to present all the parts of their thesis briefly, including the introduction, literature review, research method and results. After the presentation, they had to respond to the examiners' questions. In addition to doing an observation, the students also benefited from visiting and talking to their seniors to gain more understanding about the TDE.

From the discussion above, it can be summarised that students' understanding of the TDE genre from the TDPUs is inadequate. However, the students start understanding the activities of the segments after they conduct repeated observations. Then, they know the generic structure which includes the number of segments and activities and the duties of the panel members and also the duties of him/her as an examinee in the TDE. Again, this understanding is only limited to the students who have a chance to observe their seniors' presentations in the real TDE. If not, their understanding about the generic structures is lacking. Interestingly, the detailed assessment criteria remain a mystery even for those who have graduated. They do not know in detail what the criteria are used to assess their performance.

Part 5: The matches, mismatches and inadequacies

4.13   The matches

Based on the discussions about the TDPUs in Part 2 and students' understanding of TDPUs in Part 3 of this chapter, some matches points can be discussed. Firstly, the lecturers and examinees, students and alumni reported that the activities in TDPU1 are basically focusing on writing a proposal. In this unit, students learn the elements of a proposal such as background of research and literature review. These also guide students to write a thesis. Secondly, in TDPU2, the lecturers and examinees, students and alumni mentioned that TDPU2 focuses on students' presentation. In this unit, different lecturers give different rules for students in doing the presentations. Basically, the presentation is followed by question-answer sessions. However, some presentations are limited in terms of time, and some in terms of the number of proposal elements to be presented. These are set by different lecturers in different TDPU2 classrooms. This study assumed that these two preparation units have actually included two important factors to prepare students for a real TDE: knowledge about research and presentation skills. However, the spread of this knowledge and skills depends a great deal on each lecturer. In other words, some lecturers may teach these two factors in-depth, while some others do not. Nevertheless, for a complete understanding of the other factor, which is the TDE genre, it is very important that it be included in the teaching the the units.

4.14   The mismatches

From discussions in Part 2 and Part 3 about theTDPUs and students' understanding, respectively, some mismatched points can also be pointed out. Firstly, the lecturers (NUL1 and NUL2) stated that they asked students to present their research proposals, which was chapter one of their thesis, while the examinees (e.g. NUE4) said that they were asked to present any topics of their interest. They were also allowed to present it freely without any particular guidelines that they needed to follow. Furthermore, the students were asked to explain the topic given by the lecturer, for example designing questionnaires. Therefore, the students were not presenting all sections found in chapter one, as a lecturer, NUL1, mentioned in Part 2.

4.15   The inadequacies

Despite the good intentions of the department to prepare the students for a TDE by providing two TDE preparation units, each with a different main focus, there are problems as far as the adequacy of the knowledge of research and presentation skills provided for a TDE are concerned. Three problems were found: first, inappropriate teaching methods and materials; secondly, lecturers' absenteeism; and thirdly, the requirement for additional training.

4.15.1 Inappropriate materials and teaching methods

Implementing inappropriate materials and teaching methods in the TDPUs impacts on the success of the students in performing competently in their real TDE. This is due to the fact that the TDPU lecturers, who focused either on thesis writing or oral presentation, never introduced the TDE genre in its entire. In those units, the students were given only partial information about the format of thesis writing and practising their oral presentations. The lecturer did not adequately introduce the clear steps and strategies required in these two aspects of the TDE. This lack of information may have impacted negatively on the students' performance in their real TDE, due to limited understanding by the students about the TDE genre. In addition, the teaching methodology that was used by the lecturers, Communicative Language Teaching (CLT), may not be adequate on its own to support the students to be competent in the real TDE.

From the information discussed in Parts 2 and 3 of this chapter, the lecturers, the examinees, and the students responded that in TDPU2, the students were prepared to some extent to be competent in the thesis presentation. To do so, the lecturer helped the students with various activities to make them competent in the real TDE, such as asking them to present their research topics either individually or as a group. However, the clear nature of the TDE genre was never introduced, only very general information, for example, that the students had to make a presentation, and it would be followed by questions. The students rarely had a chance to practise the whole presentation as in a real TDE, which may mean that they would be unable to perform adequately in the actual TDE. The students were informed that their oral performance is assessed; however, they were never informed about the values

elements: details of assessment criteria (descriptors) of the TDE. In fact, the students' understanding about the generic structures and values could help them to prepare appropriately for the TDE.

In TDPU2, the lecturers did not use the same syllabus from one class to the other. Commonly, there are two or more classes for this unit in each semester. The lecturer uses his/her own syllabus to reach the goal of TDPU2, which is preparing students to be competent in their thesis presentations. In other words, each lecturer creates his/her own syllabus for teaching the unit. This occurred because there is no standardised syllabus, and because the ad hoc syllabuses might never have been evaluated based on the demands/requirements of the TDE. From the lecturers' explanations discussed previously, it can be seen that they tried to help the students to be competent in the TDE through frequent presentation practices, but they did not clearly introduce the TDE genre in the unit, which is regarded as an important component in such a unit.

Nevertheless, from the descriptions of the lecturers' teaching practices in TDPU2, the lecturers seemed to implement some principles of the CLT approach. The literature has found that CLT potentially helps students to be able to express their ideas and perspectives in presentations or any other types of communication (e.g. Gupta, 2004; Chang, 2011); hence, it is believed by many researchers to be effective in helping students improve their competence in general English communication. However, this teaching method on its own does not guarantee to make students competent in using English for specific purposes, such as formal academic presentations, because CLT does not inform the students about the TDE genre in detail. Consequently, in these units, students are not informed adequately regarding how to perform competently in the TDE based on its stages and their purposes.

From the discussion above, some problems can be summarised that hinder students from performing competently in a TDE as a result of the inappropriate materials and teaching methods: 1) students are not introduced to and taught about the detailed TDE genre; 2) some students do not have any opportunity to practise performing a whole presentation, but instead only practise the defence segment for a

presentation practice; and 3) lecturers mostly do not have a standardised syllabus, so are creating their own.

In TDPU2, lecturers provide a lot of practice in making a presentation, which helped the students to increase their confidence in using their English. The research data show that this university has made efforts to help students to perform competently in their TDE. However, the TDE has its own genre that the students have to understand and follow, but without being taught the TDE genre in the TDPUs, the students cannot perform competently in the real TDE due to lack of information. By understanding this genre, the students can perform more successfully in the real TDE.

4.15.2 Incomplete teaching sessions/ lecturer absenteeism

The absenteeism of the lecturers also occurred at this university and it is believed to be a second factor that hinders students from obtaining adequate knowledge of research and presentation skills for the TDE. One may argue that the lecturer's absenteeism does not really matter if the students are given enough materials to learn, since undergraduate students are expected to learn independently outside the classroom. However, lecturers' absenteeism that leads to incomplete teaching made students learn less than then is required to perform competently in the TDE. The issue of absenteeism of the lecturers in the TDPUs was found in the interview data of six student-participants during the experimental phase of this research. This section displays three comments from the participants. The absenteeism of the lecturer in the unit affected students' performance in the TDE. This incomplete teaching was experienced by two students in the experimental group, coded as NUSE2 and NUSE3, and an examinee coded as NUE1. These participants argued that their lecturer did not come regularly to the class to teach. In one semester, the lecturer was supposed to teach students in approximately sixteen sessions; however, the lecturer was present for seven sessions, almost half of the obligatory sessions. As suggested by NUSE2:

> In my TDPU2, the lecturer was quite busy, so she only came for approximately half of the obligatory meetings to teach us some terms related to research and types of research. It can be said that we were taught about the theory of research, not the practical side.

This quotation shows that the lecturer did not provide full teaching sessions to prepare the students to be competent in the TDE. The lecturer only taught the students for seven of the sixteen scheduled meetings. With such a high level of lecturer absenteeism, the students could not receive adequate knowledge about the theory of research nor do any presentation practices. Also, the students were not given a syllabus or any other materials to be studied in the absence of the lecturer.

One examinee from this university, NUE1, said "we were given a task by the lecturer as a self-study task". In the TDPU2 that NUE1 attended, the lecturer only gave the teaching materials to the students as self-study materials. The materials were related to carrying out research, but the students did not have enough guidance from the lecturer to write about their research. The students at this university had not been used to studying independently, so they needed to have guidance from the lecturer. The students felt confident when they have explanations from the lecturer about the given topics. It was impossible for the lecturer to explain the given topics if he/she was not there. If the lecturer did not explain the topic, then the students did not have enough confidence to understand the topic. Therefore, the absenteeism impacted negatively on the process of teaching and learning. According to genre theory (Swales, 2004), one can understand the genre of a particular event, for example, a TDE, if there is enough explanation of the information about the genre.

The examinee, NUE1, further stated that the teaching meetings were not completed because, at that time, the lecturer was busy moving her office facilities/belongings from her old office at campus 1 to a new one on campus 2. As quoted from NUE1:

> At that time, we were still studying in Surina. This might have caused a time constraint. Therefore, there were many teaching materials given to us but we did not have enough time to discuss them. Therefore, the information about the thesis defence was obtained from our seniors.

In the past, this university had two campuses: in Salam and Surina. Salam and Surina are located in two different areas in Koeta. The distance between these two areas is approximately 20 kms, which is considered a long distance for both students and lecturers. For this reason, most lecturers struggled to teach on two different campuses. Consequently, lecturers missed their teaching meetings. When the Surina campus was closed, the lecturers were also busy moving their office

facilities/belongings such as tables, chairs and stationery during their working hours. The students were disadvantaged because of the situation. This moving activity made the teaching practice incomplete.

In addition to this necessity, NUSE3 said that the incomplete teaching sessions in their TDPU2 also happened because the lecturer was pursuing her doctoral degree in another state, Meulanggeh, in Indonesia. Therefore, the lecturer was unable to be present for all the meetings. As quoted from NUSE3:

> The lecturer of the TDPU2 was pursuing her doctoral degree in another province, so that she was very busy. She had to go back and forth to Koeta.

This quotation suggests that the lecturer was too busy with teaching and study work. Their excess workload impacted negatively on the students' study process. It is interesting that this lecturer had to do some teaching sessions while he/she was on study leave. There may be other reasons to explain the absenteeism; for example, most lecturers in this department are pursuing further studies overseas, which create a lack of available teaching staff. Thus, lecturers who are pursuing further studies in Indonesia are still assigned with teaching duty. Commonly, a lecturer who is known to be continuing her/his study for a higher degree should not be assigned teaching duties because she/he does not have enough time to both teach and study in Koeta.

This discussion has suggested that incomplete teaching in the TDPUs, caused mainly by the lecturers' personal busyness, deprived the students of information and understanding of the TDE, including thesis writing and presentation skills. In addition, the absenteeism of the lecturers might also have happened due to additional responsibilities given by the university to the lecturer; for example, the university authorities asked one lecturer to attend an important meeting either within the university or to help other institutions either in or outside of the university. Due to this absenteeism, the students ask their seniors or colleagues about what to prepare for the TDE. Inaccurate information might have been obtained by the students because the seniors might have had a different lesson in their previous TDPUs. As mentioned previously, the lecturers taught differently from one another, and the information might have varied, which might also make the knowledge and skills of the students vary.

From the above discussions, it seems that students do not gain much knowledge about the TDE genre from their TDPUs. This is due to several possible reasons, such as inappropriate teaching materials and teaching methodology, and the lecturers' absenteeism. These problems seemed to have a negative impact on students' performance in the TDE. In order to be able to perform competently in the TDE, the students need to be informed adequately about the TDE genre in their TDPUs.

4.15.3   Additional training

The need for additional training is an evidence of lack of training in TDPU1 and TDPU2. The reason for having this training is an effort to increase students' knowledge of research as the core elements of the TDE genre. NUL2, who is a lecturer at Nanggroe University, states that the students' understanding about research is still poor, even though they have followed a research unit in TDPU1 and TDPU2. Therefore, additional training is important to help them increase their understanding about research. As quoted from NUL2:

> Actually, we conducted an additional training for preparing students to be competent in TDE. Based on my observation, the students' understanding about the research was still poor, even though we had the research unit.

This quotation suggests that the English department needs to provide additional training for students. In the past, this department invited external experts to teach at this additional training. The external experts are visiting lecturers, PhD or doctoral students who understand about research writing and presentation skills. They conducted additional training to increase the students' understanding of the TDE genre. The quotation above showed that the teaching preparation in the TDPUs was still inadequate. In other words, the offering of additional training in the past is an indication that the preparation for the TDE in the TDPUs at this university was considered to be inadequate.

To sum up the information obtained from the interview data, it seems that the lecturers have tried their best to help students to be able to perform competently in the real TDE, as it is a goal of TDPU1 and TDPU2. However, in reality, students found it hard to achieve the expected aims of TDPU1 and 2 due to the following issues:

1. In the teaching materials, the lecturers at this university had given topics or instructed the students to find TDE-related topics to be discussed in the unit, but the lecturers did not clearly introduce the TDE genre, either the generic structure or values.

2. In their teaching methodology, the lecturers did not seem to implement an appropriate teaching methodology to prepare students to perform competently for the real TDE. The teaching methodology used in the TDPUs was CLT, which helped students to improve their general English, but it did not help students to understand the TDE genre.

3. Unclear values, which is the assessment criteria used in the TDPUs. The lecturers gave the marks in the units to the students based on their participation in the unit, not based on the criteria used in the real TDE.

4. Lecturers' absenteeism impacted negatively on the students' performance. Lecturers' absenteeism leads to incomplete teaching, as no alternative arrangements were made, for example, set tasks, and inappropriate class size impacted on the amount of time and attention that could be given to the students.

5. Conducting an additional teaching for the TDPU to improve the students' performance in the TDE as recommended by lecturers is evidence that the current teaching is felt by lecturers, as well as others, to be inadequate.

PART 6:   Summary of findings

This part is a summary of the findings of this chapter. In the first part of this chapter, the TDE genre of Nanggroe University has been presented based on observations of five examinees (NUE1, NUE2, NUE3, NUE4 and NUE5) and interviews with two examiners (NUX1 and NUX2). In the second part, the teaching methodology used in TDPUs was identified by interviewing two lecturers (NUL1 and NUL2). In Part 3, the students' experience in the TDPUs was found by interviewing examinees and students (NUE1, NUE2, NUE4, NUE5 and NUSE1). In Part 4, the finding of students' understanding about the TDE genre from the TDPUs was identified from alumni, examinees and students (NUA1, NUA3, NUA5, NUE3, NUE5 and NUSE1. In Part 5, the matches, mismatches and inadequacies were identified by interviewing lecturers, examinees and students (NUL1, NUL2, NUE4, NUSE2, NUE1 and NUSE3).

The TDE genre, including the generic structures and values, of the EED of Nanggroe University is now clear. This genre can be a guideline for the lecturers who teach in TDPUs to introduce to students in the classroom. This genre can also be a guideline for students to prepare for a real TDE. It is also clear from this study about the teaching materials given by lecturers in TDPU1 and TDPU2, and this study has indicated problems that impact on the student's ability to perform competently in a real TDE. This study has also understood students' experiences in undertaking TDPUs in this university in relation to their preparation for a real TDE. Some problems in the students' preparation in the units have also been indicated. From the data, it is also clear whether or not students obtained sufficient information about the generic structures and values of TDE (TDE genre), knowledge of presentation skills and knowledge of research from the TDPUs. Moreover, the matches, mismatches and inadequacies in the TDPUs have also been indicated. Besides the insufficient teaching materials, including important knowledge of research and presentation skills to prepare for a real TDE, enough time to practise presentation, classroom meetings and teaching method, the main factor to impact students' in their preparation for a real TDE assumed by this study is the absence of TDE genre knowledge in the TDPU classrooms. The problems in the teaching of TDPUs indicated by this study have been taken as sources to create an experimental phase involving experimental and control groups. Equipped with the TDE genre of Nanggroe University, along with the knowledge of research and presentation skills, the experimental group participants from this university were taught through the use of the Genre Approach to prepare for performance in a real TDE. The results of the experiment are discussed in Chapter 6 of this thesis.

CHAPTER 5
Case Study at Syiar University

5.1 Introduction

Similar to Chapter 4, this chapter presents the factors of students' poor performance in the Thesis Defence Examination (TDE). However, the discussions are based on the other university selected for this study, Syiar University. As in Chapter 4, the presentation is divided into 6 parts. In Part 1, this chapter presents the TDE genre at Syiar University. In Part 2, this chapter discusses the Thesis Defence Preparation Units (TDPUs), examining whether the teaching and learning processes are appropriate for the TDE. Then in Part 3, this chapter presents the students' experience in the TDPUs. Part 4 presents the students' understanding of the TDE genre, including their understanding of the knowledge of research and presentation skills obtained from their TDPUs. Part 5 analyses the matches and mismatches of the teaching materials provided by lecturers in the TDPUs and the inadequacies of students' preparation in TDPUs to perform competently in the TDE. Part 6 is the summary of findings.

PART 1: The Thesis Defence Examination (TDE) genre

The TDE genre of Syiar University is drawn from direct observations of five examinees performing in a TDE, questionnaires collected from alumni, and in-depth interviews with examiners, lecturers, examinees and students. From these data, the generic structures and values of the TDE at this university are identified. As mentioned in Chapter 2, to identify the generic structure of Syiar University, four US generic structures of the TDE found by Grimshaw et al. (1994), Burke (1994), Hasan (1994) and Swales (2004) are used. To determine the values, this study used data from questionnaires and interviews with the research participants from Syiar University.

5.2 Generic structure of Thesis Defence Examination (TDE) at Syiar University

This section explains the generic structure of the TDE of Syiar University. The generic structure is an essential element of the TDE genre, as all examinees have to go through this structure to complete the examination. This structure is identified

from the observations and analysis of five examinees' performances. For ethical reasons, the identities of these examinees are encoded as SUE1, SUE2, SUE3, SUE4 and SUE5.

In the TDE at Syiar University, three segments were found: the preliminary segment, the opening segment and the defence proper segment. Unlike Nanggroe University, which was discussed in the previous chapter, Syiar University does not have an 'in-camera' and 'closing' segments. The summary of the generic structure is presented in Table 5.1 below.

Table 5.1: **Generic structure of the Thesis Defence Examination (TDE) of Syiar University**

Syiar University
1. Preliminary segment
1. The examiners, administration staff and examinees settle in.
2. Opening segment

1. The head of the English Education department officially opens the event.
    2. The examinees are asked to leave the room.
    3. The administration staff call the examinee in, one by one

3. Defence proper segment

1. The examiner greets the examinee.
    2. The examinee is asked to conduct a research presentation.
        1. Background of research
        2.Research problems and aim of research
        3. Research results
    3. The examiner asks questions freely of the examinee, about the research project.

5.2.1 Preliminary segment

The preliminary segment was the first segment of the TDE. In this segment, all members prepared themselves for the TDE. Only one activity was found in this segment and it was obligatory.

The examiners, administration staff and examinees settled in.

The settling in of the TDE panel members is the only activity in this segment. These members, including the examiners, administration staff and examinees, sat in the seats that had been allocated to them. The activity is similar to the one found in Grimshaw et al. (1994). However, this activity was not found in Burke (1994), Hasan (1994), or Swales (2004). The difference between this activity and the corresponding segment of the Grimshaw model is that in the Grimshaw model, this activity was found in the opening segment, while at Syiar University, it was found in the preliminary segment. This preliminary segment found in Syiar University is obligatory; therefore, this study involves this segment in the generic structures of the TDE of this university. Moreover, the preliminary segment is also mentioned in Swales' model, even though the activity of this segment in his model and the model of the TDE at Syiar University is not the same.

5.2.2 Opening segment

The opening segment is the second segment of the TDE at Syiar University. In this opening segment, there were three obligatory activities found:

1. *The head of the English Education Department officially opened the event.*
2. *The examinees were asked to leave the room.*
3. *The administration staff called the examinees in, one by one.*

1. The head of the English Education department officially opens the event

In the first activity, the head of the English Education Department delivered a speech indicating that the TDE was officially opened. This official speech was important at this university, because the TDE was an important event, and it could not commence if the official had not yet formally opened the ceremony. Commonly in universities in Indonesia, the opening ceremony is also performed by an official, such as a head of an English department and a Vice Dean of Academic Affairs. The degree of importance is seen from the rank of the officials who opens the event: the higher the status of the official, the greater the importance of the event. During the opening ceremony, the official gave a motivational speech about undertaking the TDE. This was different to Nanggroe University, as this ceremony did not exist in

its TDE event. The opening was conducted by the head of the committee panel, which was examiner one, not an official from the faculty. This opening ceremony does not exist in the US universities either. Possibly, officials in Nanggroe University and US universities do not have an obligation to do an opening ceremony in a TDE event.

2.   *The examinees are asked to leave the room.*

    In this second activity, all examinees were asked to leave the TDE room, and to wait outside the TDE room for approximately ten minutes before they were called back to perform in the examination. The same activity was also found in Swales' (2004) model, where the students were asked to leave the room while the panel members reviewed and agreed on procedures. In the other three US generic structures, as well as in Nanggroe University, this activity was not found in the opening segment, but it was found in the in-camera segment. So, this activity exists in all generic structures of the US universities, but it is located in different segments.

3.   *The administration staff called the examinees in, one by one*

    The examinees were called back in by an administrator, one by one, to be tested by the examiners. This activity was found in Swales' (2004) generic structure. However, in the other generic structures of Grimshaw et al. (1994), Burke (1994), Hasan (1994) and Nanggroe University, this activity occurred in the in-camera segment. It is evident that every university has their own way of conducting the TDE.

5.2.3   Defence proper segment

    The defence proper segment is the third segment of the TDE at Syiar University. In this segment, the examinees were tested on their mastery of their research content and assessed on their oral communication performance. Three obligatory activities were found in this segment:

> 1. *The examiners greeted the examinee.*
> 2. *The examinee was asked to give a research presentation.*
>   a.   background of research
>   b.   research problems and aims of research
>   c.   research results

3. The examiners asked questions freely of the examinee about the research project.

1.   The examiners greeted the examinee

The majority of examiners greeted the examinees. In this greeting, the examiners asked about the feelings of the examinees: whether or not they were happy having this examination. A similar activity also happened at Nanggroe University, and was the examiners' strategy at these two selected universities to address the examinees' anxiety. It was very rare for the examinees to greet the examiners, because they wanted to avoid giving the impression to the examiners that they expected to receive high marks as a result of their greetings. However, in informal meetings, such as a meeting outside the classroom, subordinates greet superiors to show respect and politeness. In the Hasan (1994) and Swales (2004) models, the greeting of the examinees by the examiners is also found, but it is not found in the other two US generic structures. Possibly, cultural variation impacts on the conduct of the TDE.

3.   The examinee was asked to give a research presentation

In the presentation, the examinee was asked to state the background of the research, research problems, and the findings, but it was very rare for examinees to mention the procedures used in their research. Presentation in this way was similar to Nanggroe University. This activity is also found in the US generic structures, where the examinees have to conduct their dissertation presentations in front of the examiners. However, it is placed in the opening segment of the US generic structure. Therefore, the place where the research presentation is conducted varies from one country to the other.

4.   The examiners asked questions freely of the examinees about the research project

At this university, the examiners, who were seated at a separate table, asked the examinees free questions. Rather than having a certain section allocated to each of the examiners, this free questioning allowed them to ask anything related to the thesis. The questions were commonly related to research problems, the research content/literature review and the research methodology. Basically, the examinee was tested on their knowledge of his/her research topic and research process. The

significance of the research was rarely asked. Since the examiners sat at separate tables, each of them could not to know what questions had been asked of the same examinee by their fellow examiners. Consequently, overlapping questions could be asked. This asking of 'free' questions by examiners of the examinees also occurred in all the US generic structures. However, since the examiners sat close to each other in US universities, so the overlapping questions might not occur. The way the examiners asked questions freely of the examinees did not occur in Nanggroe University.

At Syiar University, the in-camera and the closing segments did not exist. The administration staff only announced to the examinees informally that the result would be finalised one month after the TDE, due to the large number of examinees undertaking the TDE. The administration officer allowed the examinees to leave the TDE room as soon as they finished performing, and they were asked to come back to the English department one month after the TDE to find out their results. The closing segment of the TDE at Syiar University is not similar to that of Nanggroe University, nor to that of the US generic structures, which announced the result during the closing segment. The convention regarding the closing segment of the TDE at Syiar University seems to be in contrast to that of the closing segments of Nanggroe University and the US generic structures.

The generic structure of the TDE of Syiar University has been discussed. Some similarities and differences between Syiar University and US universities have been found. The similarities between these universities were that the candidate makes a research presentation and that the examiners ask free questions. Both Syiar and US universities allowed the examinee to present their research topic as clearly as possible and the examiners tested him/her with any questions related to their research. Differences were also found. The formality in the opening segment done by the head of the English Education Department of Syiar University is not found in US universities. This formality was important to open the ceremony at Syiar University. This is not the practice at US universities from which the Grimshaw, Burke, Hasan and Swales models were drawn. These universities do not have this formality as a top priority as far as the TDE is concerned. This study assumes that certain cultural or university regulation of the TDE may influence TDE practices at universities in different areas and different countries.

This chapter continues with discussions of the values of the TDE at Syiar University.

5.3   Values: Assessment criteria

The values involve the assessment criteria to assess the examinees' oral performance in a TDE.   These criteria are important elements in the TDE. The examinees have to pass the criteria to graduate. The assessment criteria focus mainly on three major criteria, as mentioned in Table 5.2 below.

Table 5.2: Assessment criteria at Syiar University

Syiar University
1. Competent in verbal presentation skills 2. Mastering content of thesis 3. Having high self-confidence

The three criteria above were obtained from the interviews with five examiners. The first criterion is that the examinees must have good oral presentation skills. The examinees are expected to present their thesis naturally. They have to show in front of the examiners that they understand about their research through their oral presentation skills. However, this first criterion was rarely achieved by the examinees. Most of them were unable to present their research topic naturally because they depend too much on their presentation slides. As quoted from examiner SUX3:

> In general, the examinees depend on their presentation slides. It seems that they are reading their print-out. As an examiner, I am very strict about giving the marks to them. Particularly in the case of one examinee that I examined, her answer was very textual, the same as what was written on the slides.

In addition to the above quotation, another examiner, SUX1, said that most students that he examined depend on their slides when they respond to the questions. As quoted from SUX1:

> When I tested her understanding of the research, she looks at the slides/notes that has been prepared. At that time, I asked the questions which were not in her notes, she could not answer the questions appropriately.

These quotations show that examinees tend to read slides in presenting research and answering questions. This makes their examiners less satisfied with the examinees' performance. Consequently, their presentation results are low. The examiners will give high marks on their assessment form if the examinees are able to

speak naturally about their research, without depending on the slides. When a slide was not visible, most examinees were confused about where to start and did not know the sequence or order of the presentation they needed to present. Some reasons for examinees' dependency on presentation slides are assumed by this study. Firstly, the examinees may not have enough presentation skills to present their research competently. Secondly, because the presentation is done in English, the examinees may lack the English vocabulary, so they depend on their notes, which prevents them from speaking naturally in English. Thirdly, students' lack of practice covering the stages of the real TDE in TDPUs may also cause this problem, as the stages of the real TDE were not automatically remembered, and the examinees always depend on their notes to do the presentation.

The second criterion of the assessment is the examinees' ability to master their thesis content. The examinees are expected to be able to explain their thesis content to the examiners, either during the presentation or during the question and answer stages. They have to state the title and explain the background, the reasons for selecting the topic, research problems, procedures for data collection, research methodology, teaching methods used, research sites and solutions for the problems. As quoted from an examiner, SUX2:

> I expect that the examinees will understand the content of their thesis, which includes the theory and methods used in their research. Most examinees are unable to answer questions in this area. This indicates that the examinees have not done enough reading of the debate in their field, in the literature.

This quotation shows that the examinees are expected to understand in-depth the content of their thesis. They are supposed to have dealt with all of these aspects, and to have written these up in their theses. Understanding the research content is one of the criteria used to assess examinees. Examinees' knowledge of research content shows that they understand the research they have done. However, in the observed TDEs, the majority of examinees failed to show their understanding of their research content to the examiners. The understanding of research content should have been obtained by the examinees, before undertaking this TDE, in one of the TDPUs. This study assumes that the causes of the examinees inability to show their understanding of research content can be connected to the materials taught in the TDPUs.

Thirdly, the focus is on the examinees' self-confidence. The examinees are expected to have high self-confidence. With this confidence, the examinees should be able to concentrate on their topics, and be able to explain and respond to any critical questions asked by the examiners. The examinees ought to be confident, because they have already passed some units, such as the TDPU1 and TDPU2, which are important for writing up theses and preparing the examinees for oral performances in their TDE. Indeed, most examiners were happy with the confidence of their examinees. One way of determining the examinees' confidence is by observing their eye contact. As quoted from SUX1, "most of the examinees are confident. This can be seen from their eye contact with us".

The examinees have completed two TDPUs before attending the TDE; however, it is surprising that their ability in research presentation was not adequately demonstrated in the TDE. Most examinees had a difficult time in responding to the examiners' questions. They did not seem relaxed in defending their argument of the thesis. This study assumes that the examinees had not gained enough knowledge about research and presentation skills in their TDPUs. It may also be that the teaching approach used in TDPU1 and TDPU2 did not support the students in becoming competent speakers for their TDE, and therefore they could not fulfil the examiners' assessment criteria.

Two out of the three examiners' criteria were rarely ever realised by the examinees in the TDE at Syiar University. These two criteria are the presentation skills and the understanding of the research content. The examinees are expected to fulfil these assessment criteria, because they had passed the two TDPU units. These two units should have provided adequate preparation for students to perform satisfactorily in the TDE. Moreover, their performances in the TDE also reflect their abilities in mastering English. Hence, fulfilling the examiners' criteria would benefit them as future teachers, either in formal or informal educational institutions. The passing of this examination indicates that they have the qualifications or a licence to be competent English teachers. If they have passed their examinations and become teachers but are less competent, this may have a negative impact on the quality of education in this country.

5.4   Thesis Defence Examination (TDE) mode

The TDE at this university is run in the form of 'mass examinations' in closed mode. They are called 'mass examinations' because the English Education Department (EED) conducts the examination with up to sixty students examined on the same day. This happens because that many students have submitted their theses, but the examiners are overloaded with other work that they as lecturers have to complete. This kind of examination mode has been occasionally practised since 2010.

Four examiners sat at separate tables in the room (see Figure 5.1) and the examinees were asked to present their research presentation to each examiner. Consequently, the examinees had to present their research repeatedly with different examiners. This kind of activity was time wasting, because the presentation was supposed to be done once, in front of all the examiners, whereas in this situation, the students had to do it four times, in front of four examiners. This may also be the reason why the examinees prepare and depend on notes in their presentation, as mentioned previously. This mode also had the potential for overlapping questions among different examiners, because different examiners may ask the same questions of each student. For example, examiner one might ask the examinee about his/her research methodology, yet when this examinee goes to examiner two, there is the possibility that examiner two will also ask about the research methodology. This may happen because there were no specific questions to be asked by each examiner of each examinee. The undetermined class of questions to be asked by each examiner often caused confusion.

This mode allowed fifteen examinees to be assessed at the same time. This made it difficult for the examinees and examiners to concentrate on the examination, because the room was very noisy. At the time of this observation, the room was in a hall big enough to hold fifteen examinees and fifteen examiners. The layout of the room can be seen in Figure 5.1 below.
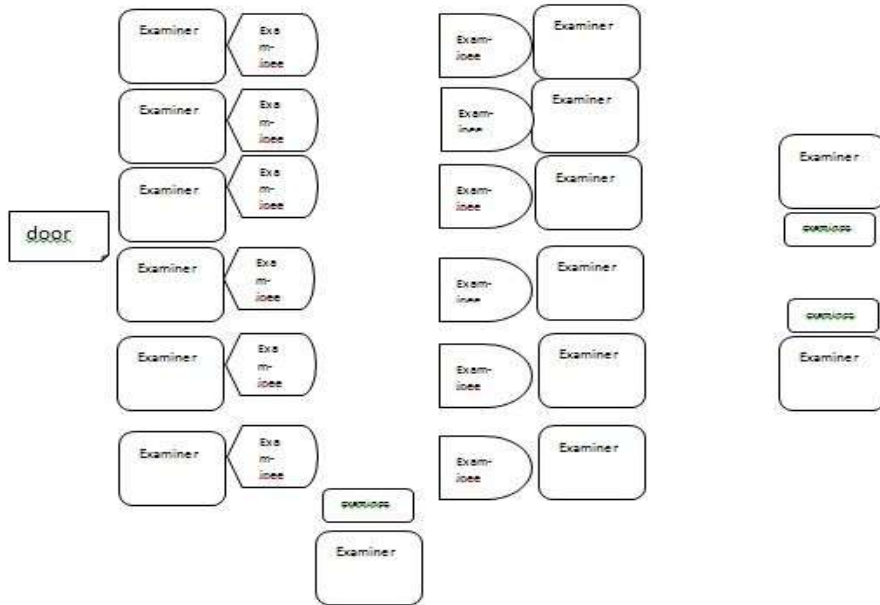
Figure 5.1: Syiar University TDE room layout

Figure 5.1 above is the room layout of the TDE in the EED of this university. It can be seen that fifteen examinees were tested at the same time, by fifteen examiners. The situation of the room was very noisy and crowded, because everyone was presenting and defending their research at once. Overlapping questions were commonly asked during the TDE, because the three examiners did not sit at the same table to assess an examinee. In other universities, each examinee was tested once by three examiners who sat at the same table. However, this TDE did not accommodate this setting due to time constraints. By having this setting, the examiners could test as many examinees as were allocated to each of them.

Part 1 has described and discussed the TDE genre at Syiar University including the generic structures and values. It is important that this TDE genre be known by the examinees when they undertake the Thesis Defence Preparation Units

(TDPUs), where they were prepared to perform competently in the TDE. Part 2 below discusses the Thesis Defence Preparation Units (TDPUs) in more detail.

PART 2:   Features of the Thesis Defence Preparation Units (TDPUs)

This section presents findings regarding the TDPUs in the English Education Department of this university. The TDPUs aim to prepare students to be competent in the TDE. The term TDPU is used here to represent the same process, but under different names, for the units at two selected universities in Aceh, Indonesia. In the TDPU, lecturers should prepare students with two focuses: research writing in TDPU1 and oral presentation in TDPU2. The reason for the lecturer to focus on either writing or oral skills is to give students adequate knowledge of the TDE genre. With this information and also practice, the students are expected to be able to perform competently in the TDE.

To discover whether the preparation units are adequate, the concepts of the genre and genre approach (GA) are used. This definition has been explained and discussed in Chapter 2. The assumption is that students will be able to perform competently in a specific genre if the components of the genre are known. The TDE has its own genre; therefore, if the students are taught adequately in the TDPUs and understand the genre well, they will be able to perform competently in their TDE.

5.5   Research writing in the Thesis Defence Preparation Unit 1 (TDPU1)

Research writing is the focus of TDPU1. In other words, students are taught in this unit to be able to write the elements of the proposal and the thesis appropriately. However, this study found that one lecturer of this unit also teaches students how to design a power-point presentation. This is required because students mostly use power-point slides in the real TDE, and the quality and the impressiveness of that presentation are given marks. As quoted from a lecturer, SUL5:

> For the TDPU1, we commonly taught the students how to design a power-point presentation, covering information about the research content.

This lecturer focused on power-point design because the presentation slides are also assessed by the examiners in the real TDE. The design features included, for

example, the size and colour of the font and the colour of the slide background, how to insert graphs and images, and other creative aspects students can build into their slides to make them informative and easier to view by the audience during their TDE. The content of the slides follows the content of the students' individual theses, so the stages of the slides reflect the stages of the same proposal or thesis. However, this study assumes that students would be able to create power-point slides if they have already obtained enough knowledge about research content. Therefore, the first focus needs to be on the research writing.

Another lecturer, SUL4, focuses on teaching students about writing paragraph, such as identifying important elements in writing paragraphs and writing short paragraphs in academic style. As quoted from SUL4:

> I taught them some important elements in academic writing. For the practice, I gave them a task to write about Syiar University. The students were expected to describe about the parking and the procedure of paying tuition fees. However, the students were not able to follow my explanation and they committed the same mistakes.

The quotation above indicates that the lecturer prepares the students with writing skills, such as introducing important elements in writing a paragraph. This lecturer encourages students to understand the writing elements through writing topics around them. Even though this activity is important for improving students' writing skills, this lecturer does not focus on the writing of proposal/thesis elements, which is the goal of this unit.

From the discussion of the teaching focus in the TDPU1 in this section, it can be summed up that in TDPU1, some lecturers do not teach students in accordance with the focus of the unit, which is research writing. The activities mentioned by the two lecturers above are important; however, the activities done in the unit need to achieve the goal. This can be related to the discussion of one examiner's expectations in the previous part of this chapter. This lecturer said that most examinees failed to show their research knowledge and to answer questions from examiners related to their research. This may happen because no such knowledge about research is provided in the TDPU, which should be the focus of this unit.

5.6   Research presentation in Thesis Defence Preparation Unit 2 (TDPU2)

The focus of TDPU2 is to hone students' presentation skills for performing in a TDE. Various strategies are found to be practised in TDPU2 to help students learn to make a proper presentation in English; for example, introducing the presentation skills and conducting frequent presentation practices. The detailed explanation will be presented below.

Introducing presentation skills in TDPU2 is important. According to a lecturer, SUL2, during his teaching in TDPU2, he focused mainly on presentation skills involved in opening, delivering, and concluding presentations. As quoted from SUL2:

> In the TDPU2, I taught the students how to open and to deliver important points in the presentation, as well as how to close it.

This study assumes that SUL2 taught the students to do a presentation in a defence proper segment of a TDE event, where they need to present their research. In the presentation, before delivering the content of research, students learn how to open the presentation; for example, they may say something like "Ladies and gentlemen, today I would like to present my research", or another opening statement appropriate to opening a presentation in a TDE. This lecturer also taught students the important points they need for delivery when they present their research; for example, by saying the title first, then continuing to deliver the background of the research. Similarly to the opening of the presentation, this lecturer also taught students the way to close the presentation with some closing statements. These presentation skills are helpful for students to perform competently in the defence proper segment of a TDE. This lecturer encouraged the students to practise their research presentation by applying the skills taught in the unit.

Similar to SUL2, SUL3 also taught the students in TDPU2 how to conduct a proper presentation. He focused on the presentation of the research. As in his quotation, he says:

> In TDPU2, I focused on developing students' speaking skills to present their research results, because I assumed that the students have been taught the content of the research in the TDPU1.

SUL3 focused on teaching oral skills to present the research. He did not focus on teaching research content because it is the focus of TDPU1, not TDPU2. Similarly to SUL2, SUL3 focused on teaching students how to present in a defence proper segment where students have to present their research to the examiners. The two quotations above from SUL2 and SUL3 show that the lecturers have prepared students with presentation skills to perform adequately in the TDE, specifically in a defence proper segment. In addition to the skills, SUL2 also asked the students to select their own topic of interest for the presentation practice. As he further said:

> I asked the students to select one topic of interest to be presented in the unit. I gave them a freedom to find their own topics, unless they had any difficulties, whereupon I gave them alternative topics. My expectation was that they could use these topics as their research proposal topics in the future.

This lecturer assumes that by choosing their own topic of interest, students would be eager to talk about it in a presentation. This eagerness might encourage them to talk more in the presentation practice. However, students may be confused in choosing an interesting topic. In this case, the lecturer nominated some topics that students may choose. Whether it was their own topic or a topic from the lecturer, students still needed to practise the presentation in the classroom. With frequent practice in the classroom, students were expected to make improvements in their presentation skills, which was important for performing in a TDE.

In addition, the presentation practice in the TDPU2 was designed like a real TDE, where one student acted as the presenter, some other students acted as examiners, and the rest of the students formed the audience. Some questions were asked by the appointed examiners, as stated further by SUL2:

> I asked some students to come to the front. I asked one of them to make a presentation. Some students were appointed to ask questions. These students had to listen carefully to the presenters, in order to ask questions. The rest of the students acted as the audience/listeners. A time keeper was also appointed during this practice. We created this unit to be like a real TDE.

By assigning students in the TDPU2 classroom to act as presenters, examiners and audience, this study assumes there was some knowledge of the situation in a real TDE that students could learn. Firstly, students are informed about the members of a TDE and the roles of each member in the event. Whether this lecturer teaches about TDE members implicitly or explicitly, students could still

learn this knowledge when they are assigned to do so. Secondly, students are informed about how to present their research in front of examiners; for example, how to open, deliver or close the presentation. Even though this knowledge is important for students to prepare for a TDE, it seems that the lecturer only taught students some of the knowledge or information they needed to know only in the defence proper segment of a TDE. In other words, the lecturers did not teach students the whole structure of a TDE. Moreover, this lecturer did not provide information about any of the assessment criteria used by examiners to assess the performance of the students. In a TDE, assessment criteria are used to determine the level of students' understanding of their research topics. These unclear/unknown assessment criteria create uncertainty for the students, which may prevent them from performing effectively and obtaining high results in the TDE. It is interesting that this lecturer set the TDPU2 classroom as a realistic TDE; however, the teaching of the complete generic structures and values of a TDE needs to be included.

From the above discussion, students were mostly given opportunities to practise doing a presentation and improve their presentation skills in the TDPU2, particularly having practice based on a particular genre, such as the TDE genre. With this practice, the students are familiar with the generic structures and assessment criteria of the TDE genre. Practising the TDE genre could make students used to performing a presentation as required in a real TDE. However, the teaching of a TDE genre was not conducted in the TDPUs. Based on responses by some lecturers, the teaching of the TDE genre mostly focuses only on the defence proper segment. Students are rarely taught the complete structures and even the values of a TDE. In fact, by having sufficient presentation skills in using English already provided by the lecturers in TDPU2, plus students' understanding of the TDE genre, students are more informed about the situation they are most likely to experience in their TDE; hence, they should be able to deliver better-structured presentations. Students would be more confident in their presentations.

PART 3: Students' experience in Thesis Defence Preparation Units (TDPUs)

In Part 2, there has been a discussion of the teaching process in the two TDPUs. The discussion is based on data from interview with the lecturers. This part discusses the same issue, but the information is based on data from interviews with the students.

5.7 Research writing in Thesis Defence Preparation Unit 1 (TDPU1)

The focus of TDPU1 is on research writing. However, information on research writing in TDPU1 was not given. Some students did not have this information in TDPU1. This was experienced by one of the examinees, SUE5, who states:

> We were not taught how to write thesis writing in detail. In this unit, we focused on how to design teaching materials for our teaching practices.

The quotation above shows that the students were not prepared to write a thesis, but they focused on preparing teaching materials for their teaching practice at an appointed school. For information, because students in the EED of Syiar University are preparing to be English teachers at schools, they need to undertake a unit called Teaching Practice. In this unit, students are assigned to teach in a nominated school for one semester. To do this, students also need to prepare teaching materials. Nevertheless, the preparation of the teaching materials is usually done in a unit called Micro Teaching. It is not done in a TDPU1 classroom. This study assumes that material taught by the lecturer mentioned by SUE5 was not appropriate. She further informed that she did not know how to conduct research. In her quotation, she says:

> We did not know how to conduct a research because we were not introduced to a format or a structure of the thesis writing. We wrote a minor thesis.

This student tried to explain two things: one is a normal thesis, where the students had to collect data from fieldwork, and another is a minor thesis where the students only discussed the literature review. Therefore, at the time the interview was conducted with SUE5, the EED of Syiar University obliged its students to write a

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minor thesis, not a normal thesis. To write a minor thesis, students do not need to do field research. Moreover, based on SUE5's previous responses, students were not taught knowledge of research. Consequently, students do not know how to conduct field research and write a normal thesis, as mentioned by SUE5. The minor thesis they write is based on their ability to review the findings of the research in the literature.

5.8   Research presentation in the Thesis Defence Preparation Unit 2 (TDPU2)

TDPU2 helps students to perform adequately in the Thesis Defence Examination (TDE) by conducting presentation practices. The focus of this unit is on presentation skills. Two participants from this university, SUE1 and SUE4, said that the lecturer asked the students to make a presentation about any interesting topic. As quoted from examinee-participant, SUE1:

> At that time, we were asked in the unit to make presentations, one by one, of proposals or papers, as individual tasks. We also had a group task to do presentation in the unit. These tasks were then submitted in writing to the lecturer.

From this quote, it is understood that there were two types of tasks that the lecturer asked the students to do in the TDPU2 classroom. One is an individual task and the other one is a group task. For the individual task, each student had to present individually his/her research topic to the class, which they have written in the form of a proposal. For the group task, the students had to work on one proposal that belonged to one of the group members, and present the results of their group discussion about the proposal to the other groups in the class. During the individual and group presentations, the lecturer allowed students to deliver 'free presentations' based on the research topics they had written for their proposals. What is meant by 'free presentation' here is that the students were given the freedom to make presentations in their own way. In other words, there was no specific pattern to follow for the presentation. This study assumes that the lecturer did not introduce and provide any structures of presentation that students needed to go through. Moreover, the free presentation suggests that the appropriate skills of presentation are not taught to the students. Similarly, SUE4 shared her experience in the TDPU2 she attended by saying:

> In the TDPU2, we were asked to explain what we had written in our proposal in front of the classroom, and the other students asked questions. The lecturer did not ask questions at all.

This quotation indicates that in the TDPU2 in which SUE4 was a participant, the students were asked only to make presentations 'freely' based on their research proposals. After the presentation, other students in the unit were invited to ask questions, while the lecturer observed the students' interaction.

There was a teaching session in the unit where the lecturer showed general guidelines for a thesis or a research proposal; however, the students were not clearly taught about the stages of a research presentation. The lecturer only encouraged students to speak up about their research proposal/topic. The lecturer apparently believes that the students will be able to defend their thesis in the real TDE by merely practising any topics; therefore, the lecturer only observes the students' practice and interaction. The students show their competence in presenting their research topic based mainly on their observations of their colleagues' presentations in the class. In other words, they learn how to do presentations from watching their peers.

In preparing students to perform competently in the TDE, the lecturer also assigns students to do an oral presentation based on a given topic. This practice is to direct students to be more focused on the need to perform competently in the TDE. An examinee from this university, SUE2, stated that:

> In TDPU2, the lecturer gave us a topic and that topic was expanded and presented individually, but the students were not taught the stages of presentation.

A similar process was also experienced by another examinee, SUE5, whose lecturer gave the students one topic that was then discussed in a group. As quoted from SUE5:

> In the unit, we were given presentation materials and a topic title, and we were divided into groups. Those groups whose topic was about action research had to present and discuss that topic.

In this unit, each group discussed a different section of the proposal; for example, one group discussed the research methodology and another group discussed

the literature review. These different topics were determined by the lecturer. The lecturer asked the students to present a given topic, either individually or in a group. This means that students were given opportunities to practise making presentations in front of the class. Providing opportunities for students to practise doing presentation is a good way to teach TDPU2. However, based on the responses above, the lecturer did not introduce important skills to do the presentation. Moreover, the stages of a whole research presentation were not introduced and taught to the students. In the group presentation, it seems that students did not do a whole research presentation; instead, they only presented one part of the proposal. According to the genre theory in this study, this practice is actually not enough to make students familiar with doing a full presentation.

Presenting a senior's research proposal, or the thesis of a past student, is a third practice of oral presentation in some TDPU2s at this university. According to SUSE3, who participated in the experimental class of this study, in the TDPU2 she attended, the lecturer encouraged the students to find an alumnus' proposal or one chapter of a past student's thesis to be presented in front of their colleagues in the unit. The other students asked questions based on the information presented, and the presenter answered these questions. As quoted from SUSE3:

> In this unit, students were encouraged to find a proposal from one of their seniors, or a chapter from a previously presented thesis, and present it to the class.

This response is evidence that students were asked to practise their presentation by using their seniors' research proposals. Based on the quotation above, it is good that the lecturer encourages the students to be confident in making a presentation of someone else's thesis. The research proposals or theses that the students used to do presentation in the class were ones that had been approved, which means that they had fulfilled the criteria required by the department. The structure of their presentation is based on the structure and the content of that proposal. With this proposal or thesis, the students practised the presentation and asked questions. The lecturer did not provide students with a list of questions to be asked to the presenters, but rather the students created their own questions based on the topics presented in the unit.

Another examinee, SUE2, also reported that students in the TDPU2 she undertook were asked by the lecturer to present an alumnus' proposal. However, the lecturer assigned this task only at the end of the semester. This examinee said that she did not have enough knowledge about presentation skills, because in the previous classroom meetings, the lecturer never guided or asked her and her peers to practise TDE presentations. As quoted from SUE2:

> Only at the end of the semester the lecturer asked us to find a senior's research proposal and to design a power-point presentation. All of us were shocked, because we had never been asked to do so previously. In regular meetings, we did not discuss an alumnus' research proposal, but rather discussed teaching materials.

From this quotation, it can be seen that the lecturer in the unit discussed how to prepare materials for teaching English, such as materials for teaching speaking, reading, writing, listening and grammar. This practice helped the students only to understand how to select and design materials and strategies to teach students, but did not help them to prepare for better presentation performance in the TDE. The teaching material is not suitable for teaching TDPU2. Moreover, the lecturer suddenly changed the materials by asking students to find a senior's research proposal to be presented in the classroom. It is inappropriate for a lecturer firstly not to teach according to the focus of the unit, and secondly, to change the teaching materials only at the end of the unit. If the lecturer had taught with appropriate teaching materials based on the focus of TDPU2 from the beginning of the unit, it would have helped the students to do the presentations.

The research presentation conducted by the students was a free presentation in the classroom, which means that the students were not given instruction or the format of a presentation to follow, for example, the presentation should start from the background and then be followed by other information in the thesis. As quoted from SUE5:

> Based on my experience, we are not given a research format where we have to start with the information of research background, research problem, and hypothesis and so on.

SUE5's response indicates that students are not introduced to the order of presentation that they should actually follow for the elements of a proposal of a

thesis. In this case, students may start with presenting the research problem rather than the research background, because they do not know the right order of the presentation.

From the above discussions about interview responses given by the examinees and students of this university regarding the TDPU2 activities, it seems that the lecturers of the TDPU2 did not have well-structured materials to teach and to increase students' competence in conducting a presentation. They did not set clear assessment criteria to match the teaching materials either, but looked only at the students' ability in using English. Even though some lecturers have set teaching materials to increase students' presentation performance in a TDE, the focus is only on the presentation in the defence proper segment. The lecturers do not focus on students' performance in all segments of the TDE. The lecturers seemed to achieve a small part of the goal of the TDPU2, which was to make students able to present research, but the students' understanding about the TDE genre was still inadequate, because they had never been clearly taught about it in the unit. Moreover, in some TDPU2 classrooms, students were asked for an oral performance only at the end of the semester, without it being introduced explicitly in the unit. The inappropriate set of teaching materials and the incomplete focus on the whole structures of TDE have hindered students in their preparation to perform competently in their TDE. Consequently, the students were less than confident when they were defending their thesis, because they were unsure whether or not they were doing it correctly for the research presentation in the TDE.

From the interview data, it can be understood that in the TDPU2, the lecturers have attempted their best to focus on oral presentation. However, inappropriate focus of the lecturer in teaching students also occurred. Several possible reasons might be:

1. No standardised syllabus is available from the English department of each selected university.
2. Each lecturer used his/her own teaching method and materials in the TDPU.
3. There was little discussion among the lecturers to share their teaching experiences and to standardise their syllabus.

4. Lecturers might have had little knowledge about the genre of the TDE, which prevented them from applying it in the TDPUs.

These four factors create different focuses for the lecturers to teach their students: there was one class where the students were practising oral presentations using their own research proposals; there was another class that had to present the topic given by their lecturer; and there was also a class where the students had to find a senior's proposal or thesis and present it in class. More importantly, the interview results show that the generic structures of the TDE were not introduced and taught precisely in the TDPUs. As a result, the students who enrol in the same unit, but with different lecturers, do not have the same knowledge and understanding of the TDE genre. Therefore, the students' competencies in their real TDE may be different from one another, regardless of their individual skills and hard work.

PART 4:   Students' understanding about the Thesis Defence Examination (TDE) from Thesis Defence Preparation Units (TDPUs)

This part discusses the students' understanding of the TDE based on information taught by the lecturers in TDPUs. As has been discussed in Part 2 of this chapter, students should have been taught research writing in TDPU1 and oral presentation in TDPU2. The students' understanding of the TDE from their preparation units, based on a survey with alumni/alumnae, will be presented below.

5.9   Generic structure of the Thesis Defence Examination (TDE)

Understanding of the generic structure of the TDE is essential for the students, but the majority of the students from this university have limited information about this generic structure. In their TDPUs, this information was not given to the students explicitly. As a consequence, students who are within one month of having the TDE commonly visit their seniors to obtain information about the TDE, in order to perform adequately. The students from Syiar University can only depend on the information that they obtain from their lecturer in the TDPUs and from their seniors, as the TDE is run in a closed mode. There were two reasons for the students to ask their seniors: firstly, the students were not clearly taught about the generic structure of the TDE, and secondly, the TDE is conducted in a closed mode. Only the examinee and the panel members of the TDE are allowed to be in the room; for example, the examiners, secretary and head of the English department. The

closed mode of the TDE restricts the students from observing their seniors' presentations.

The students from this university knew prior to their TDE that in the TDE they had to present their research thesis before the examiners. Their lecturer presented this information to the students in the TDPUs. What the students knew about the presentation was very limited, which means the students did not clearly understand what to say and how to begin the defence proper segment, because in the TDPUs, the students only practised delivering the information based on the materials given by the lecturer. In order to have a deep understanding about what should be delivered in the research presentation segment, the students asked their seniors. As quoted from an alumnus, SUA6:

> I obtained brief information about the TDE, which included the information about the presentation segment, from the seniors. In the TDPUs, the lecturer did not give us information about what to prepare for the TDE.

This quotation shows that from the TDPUs, the students only knew that they had to make a presentation in the TDE, but what information should be delivered in the presentation was not clear until they asked their seniors. This information is also supported by another alumnus, SUA7, as in his comment, he says:

> In the TDPUs, the lecturer only gave us the information about thesis writing. From the seniors, we knew that in the presentation, first, we had to explain the background of the research, and the reason for choosing this particular research topic. Second, we had to show the previous research in our field from the literature to support our research topic. Third, we explained the aim of the research. Fourth, we showed the research result and its significance, either practical or knowledge significance.

From the quotations of SUA6 and SUA7, it can be concluded that in the TDPUs, the students obtained inadequate and incomplete information about the TDE genre. Due to this inadequate and incomplete information, these two students visited their seniors to obtain the information.

Based on the research data, the majority of the students gained similar information. From this evidence, it is clear that there is a mismatch between what the students know about the TDE and the examiners' expectations of the TDPU. On the one hand, the examiners expected the students to have sufficient knowledge about and skills in the TDE, but on the other hand, the students are not informed

sufficiently in the TDPUs about the form and the examiners' expectations for the TDE.

5.10   Values: Assessment criteria

There are three major assessment criteria that the examiners use in the TDE to assess the students' knowledge and presentation skills. These criteria are: 1. making clear oral presentation stages, which include being able to explain the title, the background of the research, the reasons for selecting the topic, the research problem, the data collection procedure, the research methodology and the results; 2. understanding the content of their thesis, which includes being able to respond to the examiners' questions; 3. confidence, which includes being able to make a natural presentation without depending too much on the slides.

Unfortunately, the above assessment criteria seem have not been understood by the students. From the survey, the alumni/alumnae said that they were informed generally about these assessment criteria. They only understood that the examiners would look at two components to decide if they would pass the examination: their thesis writing and their oral performance. Various criteria were mentioned by the students based on the information they had from the TDPU and their seniors. In general, the students said that in writing, they had to be competent in the grammatical aspects and follow the thesis writing format from the English department, while for the oral performance, the students should be confident and be able to respond to the examiners' questions. As an alumnus, SUA3 stated:

> As far as I know, the assessment criteria used by the examiners consist of two components. One was the thesis writing component. In this component, the examiners looked at the content, grammar and other things which were related to the format of thesis writing or what was called the standard of procedure. The second is the oral component. In this component, the examiners looked at the students' confidence when they presented their research topic before the examiners. Furthermore, the students had to be able to answer the examiners' questions precisely in relation to the results of the research.

From this quotation, it shows that this student had been informed about two broad components that were assessed, the first is writing and the second is oral performance. Particularly for oral performance, this student had known two out of the three assessment criteria: having self-confidence and being able to answer the examiners' questions. However, the clear presentation stages were not known.

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Another alumnus, SUA4, said that he did not know what the examiners looked for in his writing, but for the oral performance, he mentioned the following points:

> I don't know the assessment criteria used by the examiners for the thesis writing, but for the oral performance, the examiners would look at the slide design, whether it is simple and full of important information about the research. The ability to make a precise presentation and being able to respond to all the examiners' questions as clear as possible.

The response from SUA4 suggests that at least some students have different information of the assessment criteria used in the TDE. Interestingly, SUA4 mentioned that the slide design was assessed in the oral presentation. This is in line with what has been said by one of lecturers in TDPU 1 (SUL5). Furthermore, this student knows two aspects of the criteria that are used by the examiners. These are being able to make a presentation and responding to the examiners' questions. This student did not know that self-confidence is also assessed in the TDE.

An alumna, SUA9, shared her understanding about the assessment criteria. According to her, the assessment is based on two things, research writing and oral performance. SUA9 states:

> For thesis writing, the students should keep the originality of their works. They cannot plagiarise from someone's work. Furthermore, the research is conducted using the correct available research theory. For the oral presentation, the students should be able to answer the examiners' questions as evidence that they as writers or researchers understand what they are writing or arguing in their thesis.

This quotation is very interesting because she pointed out the originality of writing. The definition of originality that she mentioned may not be similar to the definition of originality in a PhD level. The possible definition is that the students are not allowed to conduct similar research to any research done by their seniors in the department. For oral performance, she mentioned one out of the three assessment criteria, that is, being able to answer the examiners' questions. She did not mention the other two criteria of having self-confidence and being able to make presentations with clear stages.

In the TDPUs, the students have been informed that the examiners mostly give marks for the students based on their understanding of conducting research. As stated by an alumnus, SUA1:

The TDE is one of the academic tasks that the students must complete in order to graduate and hold a bachelor's degree. The TDE is aimed to ensure that the students have achieved all the requirements to conduct research.

The response from this student indicates that the students are very aware that the TDE is a requirement for all students. The students have to work hard to pass the exam and achieve a high score. A similar comment was also given by another alumna, SUA9, who said that:

The TDE is an examination which allows students to defend and to take responsibility for the results of their research. The lecturers act as examiners in this examination. The TDE aims to ensure the reliability of the thesis.

This response shows that the students must be able to perform competently by being able to defend their research results. According to this responder, the TDE is an opportunity for the students to defend their arguments and to prove that their research results are reliable. This decision is taken by the examiners who have also been their supervisors and lecturers during the TDE. Furthermore, another alumna, SUA2, said that:

The TDE is reporting and explaining the research results and discusses the research problems in a certain discipline through the use of research principles.

This response indicates that the TDE is the opportunity for all students to show the panel members that is, the examiners, supervisors, lecturers and official staff, that their research has been carried out using the correct principles of research.

The students seem to know general information about the assessment criteria; for example, the students have to be able to make a proper presentation of the content of the research in interesting power-point slides and being able to defend it. Some students have some understanding of the assessment criteria. However, the complete assessment criteria were not known to the students, including the assessment of clear presentation. The possible reason is that the students were never taught properly about the stages in presentation. The students were only prepared for the TDE with the hint that being able to answer all the questions from the examiners could pass them in the TDE.

PART 5:   Matches, mismatches and the inadequacies

This part discusses the mismatches and the inadequacies of the materials presented and the skills developed in the Thesis Defence Preparation Units (TDPUs) that hindered students from performing competently in the TDE.

5.11   Matches

Based on the discussions about the TDPUs in Part 2 and students' understanding of the TDPUs in Part 3 of this chapter, general matched information can be seen. For example, lecturers and examinees, students and alumni said that they taught and learned about writing a proposal in TDPU1, and in TDPU2, they practised a research presentation. Nevertheless, what the lecturer taught in TDPU1 was not closely related to information that the students need in the TDE. Further discussion about the activity in TDPU1 will be discussed in the mismatches section below.

5.12   Mismatches

This section discusses the mismatches between the teaching materials presented by the lecturers in the TDPUs and the examiners' expectations in the TDE.

In TDPU1, two lecturers taught teaching materials related to the research writing but they were not matched with the expectations in the TDE. For example, SUL5 taught students how to design the power-point slides for presentation. In the classroom, she gave marks to students based on their attractive slides. Another lecturer, SUL4, focused on writing paragraphs with familiar topics around the students' life, for example, writing about parking at Syiar University. The students needed to obtain knowledge, rather than just organising the slides and writing paragraphs. They need to have an in-depth understanding of the writing skills related to their research writing, for example, the steps of writing: the introduction, the literature review, the research methodology, the results, the discussions and the conclusion. This understanding is expected by the examiners in the TDE. As stated by SUX2, the students are expected to understand their research content. This is an indication that there is a mismatch between the materials provided and the expectations in the TDE.

In TDPU2, two lecturers taught students presentation skills, but contradictory responses were found amongst the students. SUL2 stated in the interview that he

taught the students presentation skills such as strategies to open, deliver and close the presentation. Another lecturer, SUL3, said that he focused on public speaking skills. He did not teach the content of the research because he assumed that it had been studied in the previous preparation unit. These two lecturers have tried their best to prepare students to be competent in the TDE with the presentation skills. However, there was a contradictory response from an examinee (SUE4), who was a student in TDPU2. According to her, the students were only asked to practise presentations in the classroom without having the clear information as stated by SUL2 and SUL3. This contradictory response is considered to be mismatched information provided by the lecturers and this student's experience. There could be a case that this student was taught by another lecturer and the materials provided were different. This is an indication that the lecturers do not have a standardised syllabus, which results in teaching different materials.

The interview and questionnaire data that have been discussed in Parts 2, 3 and 4 show that none of the lecturers precisely introduced the TDE genre at this university. The lecturers never informed the students of the number of segments and activities in the TDE. Moreover, the values of the TDE or the complete assessment criteria were not explicitly taught. As a result, the students do not have a clear description of the TDE genre at this university. In fact, this is considered to be very important information.

5.13   Inadequacies

Some inadequacies are found in preparing students to perform competently in the TDE from the TDPUs. These are incomplete teaching sessions/lecturers' absenteeism, class size and teaching methodology. Detailed information of these inadequacies is detailed below.

5.13.1 Incomplete teaching session/ lecturers' absenteeism

As has been discussed in detail in Chapter 2 about the impact of incomplete teaching session/absenteeism, a similar problem befell the student, SUSE1, whose lecturer was unable to teach full sessions during the semester, due to family problems. According to this participant, the lecturer was staying in another province, some 500 kms from the university. Therefore, the lecturer was only able to teach

twice a month, which is only half of the required teaching sessions in the semester. As quoted from SUSE1:

> When I took the TDPU2, the lecturer was teaching only two weeks in Koeta and then she went back to Madani for two weeks to see her family. Therefore, we could not consult with her about our study. In addition, this lecturer also did not teach the full time in each meeting. Furthermore, she never gave any feedback on our performance.

The response of SUSE1 shows that the lecturer's busyness on family matters had an adverse impact on the teaching and learning process. This lecturer did not give any materials to the students to use during these absences. This absenteeism caused incomplete teaching sessions and material, which impacted on the preparation of the students for the real TDE. During these limited meeting times, the lecturer also rarely gave the students feedback. From the quotation given by SUSE1, three problems can be seen in her TDPU: incomplete teaching sessions, fewer teaching hours in each meeting, and no feedback given to the students. Due to these matters, the students were unable to gain an appropriate understanding about the TDE genre in their TDPUs. These problems might have hindered students from performing well in the TDE. The students might have been able to perform well if they had been given enough information and practice of the TDE.

Moreover, two students in this research had negative experiences where the lecturer of the TDPU2 never taught the students at all. SUSC3 and SUSE2 said that their TDPU2 lecturer never attended their classes and, therefore, never taught the students. As quoted from SUSC3:

> I was unlucky to have a lecturer who never came to teach us in the unit. This lecturer only came at the end of the very last meeting of the semester to collect the research proposals. These proposals were taken for our final result for the TDPU2.

This claim was supported by SUSE2, as in her statement, she says:

> Our lecturer never taught us in the unit, so that we did not have any knowledge about what should be done in a presentation. We had to ask our friends from another unit about what to prepare for the TDE.

From these two responses, it can be understood that the lecturer only came once, at the end of the semester. During his absence, the students were not given any references or materials during the whole semester. When he was present at the end of

the semester, the lecturer asked the students to submit a research proposal as the final task. Based on this proposal, the lecturer gave the students a mark. The students did not know what the criteria were that they had to fulfil in order to obtain a high mark, because the lecturer did not mention anything about the assessment criteria. The students in this unit did not have any knowledge about what to prepare for the TDE, even though they passed this unit. To have a brief description of the TDE, the students had to ask either their colleagues from different classes who had knowledge about presentation skills, or ask their seniors.

This discussion has shown that absenteeism in the TDPU was caused mainly by the lecturers' personal business, which deprived the students of information and understanding of the TDE, including thesis writing and presentation skills. The absenteeism of the lecturers might also have happened due to additional responsibility given by the university to the lecturer; for example, the university authorities asked one lecturer to attend an important meeting within the university or to help other institutions either in or outside of the university. Due to this absenteeism, the students asked their seniors about what to prepare for the TDE. Inaccurate information might have been obtained by the students because the seniors might have had different lessons in their previous TDPUs. As mentioned previously, the lecturers taught differently from one unit to another and so the information might have varied, which might also cause the knowledge and skills of the students to vary.

To conclude, the students claimed that in the TDPU2, they did not gain a clear understanding of the TDE genre, which was due to mismatches of the materials presented in the classroom and the expectations in the TDE, and the incomplete teaching sessions that resulted from lecturers' absenteeism. These problems seem to have a negative impact on students' performance in the real TDE. This lack of information may create poor performances of the students in the TDE.

5.13.2 Class size and teaching methodology

Class size could influence the amount of attention given to the students. The smaller the number of students, the better the result can be. At this university, there are approximately twenty students or more in one unit, which is considered a large number for TDPU2. With this number, the lecturer may find it difficult to give

sufficient feedback or comments to all students. As quoted from a student from the experimental group, SUSE1:

> There were approximately twenty students in the unit. Fifteen students are supposed to be the maximum for the TDPU2 because in the TDPU2 students are prepared to be competent in the TDE and, therefore, they have to be taught how to present their thesis. Maybe due to the large number of students in the unit, therefore, the lecturer did not have enough time to explain it in detail.

This quotation indicates that the large number of participants in the unit may influence the opportunity for the lecturer to give attention to each of the students. TDPU2 prepares students to be competent in the TDE, so plenty of time is needed in the class for learning the steps of the presentation and practising it in the unit. If there was too many students, then the lecturer does not have enough time to pay attention to all or to give feedback about the students' performance. This somewhat inhibits both students and lecturer from achieving the goal of TDPU2. Therefore, a large class size is a factor that may hinder students from performing competently in the TDE.

In addition to the class size, the teaching methodology that is implemented in the unit also plays an important role. As discussed in Chapter 2, the lecturer uses Communicative Language Teaching (CLT) to prepare students to be competent in oral communication. The evidence of the implementation of this teaching method can be seen from the interview data from examinees and students in the previous discussion, when they shared their experiences in the TDPUs. CLT alone does not seem to help students much to perform well in the real TDE. This is because this teaching methodology does not precisely introduce students to the TDE. The TDE has its own genre (Swales, 1990) and researchers believe that the GA can be used to teach students to be competent in various communicative events, because each type of event is staged to achieve the purpose of communication (Martin, 2009; Martin & Rose, 2012).

In TDPU2 at this university, the practices and activities have been found to be insufficient to prepare students to be competent in the TDE. This information was obtained from the interview data from a lecturer of this university. The lecturer said that an additional unit/training was required to practise the TDE. With this additional training, students would have more time to practise with experts and to gain more

experience in conducting a research project. As quoted from the lecturer of Syiar University, SUL1:

> Maybe we need to have a subject or an additional unit for the TDE. What we currently practise in the unit is about how to present the research proposal, not for the thesis defence.

This lecturer has suggested having an additional unit for students who have finished their thesis but have not yet had their TDE. According to him, at this university, TDPU2 is only for preparing students to make and present the research proposal; therefore, the students are not able to present the results of their thesis. The need to have additional units indicates that the current TDPU2 does not do enough to prepare students to perform competently in the real TDE.

Part 5 has discussed the evidence of inadequacies of the TDPUs to prepare students to perform competently in the TDE. In the next section, the summary of findings is provided.

PART 6: Summary of findings

This part summarises the findings of this chapter. In terms of the Thesis Defence Examination (TDE), the students were given general information of the norms and values of the genre. Meanwhile, detailed information of the generic structures, including the number of segments and activities, were not introduced in the Thesis Defence Preparation units (TDPUs).

In terms of the TDPUs, the materials provided were not fully matched with the expectations of the examiners in the TDE. Even though writing skills are taught and the presentation skills are introduced, they are not sufficient on their own to help students to perform adequately in the TDE.

The mode of the TDE, a closed mode at this university, makes students unable to make observations, which results in their low understanding of the TDE genre. If the students can observe seniors' presentation, at least, they can find out the generic structure of the TDE, which is absent from their class. The students seek this information from their seniors who have passed the examination.

Generally speaking, the students have understood the norms of the TDE: one of these is the role of the examiners, who ask free questions related to the research

topic in an allocated time for each examiner. Having said this, the students never know the generic question that is commonly asked by the examiners in the TDE. The students are never introduced to or practise the generic questions in TDPU2. The students have understood the general information about the values (assessment criteria) of the TDE; however, the detailed descriptors used in the assessment criteria are not known precisely.

CHAPTER 6

The Implementation of Genre Approach for the Preparation of Thesis Defence Examination

6.1   Introduction

This chapter has two important objectives. The most important one is to prove the central hypothesis, which is that the main reason for the poor performance of students in the TDE is that the undergraduate students were not completely taught the TDE genre in two preparation units. Another objective is to find out how effective the Genre Approach (GA) is in improving the performance of these students in their Thesis Defence Examinations (TDEs) compared to the Communicative Language Teaching (CLT) approach used in the current TDPUs. As discussed in Chapter 3 of this thesis, this aim was investigated in the experimental phase of this study, and this chapter discusses the results of the data collected in this phase. The discussion includes the findings from the pre-test, the design of teaching procedures implemented in the experimental and control groups, the findings from the post-test, and the results of the interviews.

Theoretically, the TDE aims to examine the ability of students to introduce their research project, explain the results, develop and defend their arguments. The TDE gives an opportunity for the students to show their research knowledge and presentation skills in their particular area of research. In Indonesian universities, a TDE is a must for all undergraduate students, especially for students studying in English Education Departments (EEDs). These undergraduate students have to write their thesis in English. Upon completion of the thesis, students have to deliver and defend their thesis orally in a TDE event in front of examiners, which is also done using English language. Therefore, a students' competence in English is essential in the TDE.

In Indonesia, English is regarded as an international language; therefore, presenting and defending a research thesis in English is not an easy task for the students. They may face some difficulties in performing adequately in the TDE. The quality of their oral performance is measured by a number of different criteria, including fluency and pronunciation, grammar and vocabulary, and presentation clarity. Simple errors in their oral performance can decrease their score. This study

assumes that students who lack an understanding of the values component of the TDE, which in this case the assessment criteria, would perform less confidently in this event. This may happen due to their lack of understanding of what is being assessed in the TDE.

In addition, elements of the TDE genre, for example, generic structure and values, are missing in teaching students knowledge of research and presentation skills at TDPUs. These elements could be introduced by implementing the GA. The reason for using the GA is because it is structured in a particular sequence with a purpose to achieve. If students do not have adequate knowledge of the TDE genre in learning research and presentation skills, it is difficult for them to perform competently in the TDE. For students who are studying in a university that conducts the TDE in a closed mode, the only way for them to seek this information is from their peers who have experience performing in the TDE. Having said that, the information about the TDE genre obtained from peers usually varies according to their own experience. Therefore, the explicit teaching of the TDE genre in the TDPUs is very important for students as a preparation for defending their thesis in the TDE.

The understanding of the TDE genre is important for the students to give them a clear picture of what should be done in the real TDE. This understanding also helps students to reduce the mental burden and the feeling of uncertainty. Usually, universities that conduct the TDE in an open mode benefit the students more than those in a closed mode. The open mode TDE allows the students to observe their seniors' performance in the TDE. This observation helps students to understand the specific TDE genre, which may help them to perform competently in their own TDE. The importance of understanding the TDE genre is clear; however, it has never been researched sufficiently in this field especially at the undergraduate level. The TDE itself is a genre; therefore, teaching using the GA may be helpful for the students to learn the TDE genre. The use of the GA was investigated in the experimental phase of this study, involving students in the experimental group. The use of CLT was also conducted in the experimental phase, involving students in the control group. CLT was implemented because the majority of lecturers in the EEDs of Nanggroe University and Syiar University use this method in the TDPUs. This study also

compared the effectiveness of the use of the GA and CLT for student preparing for the TDE events.

Before presenting the data collected in the experimental phase, the outline of this chapter is presented. Following the introduction section, this chapter discusses the values: assessment criteria used for examining students' presentations in the pre-test and post-test. This discussion is followed by the discussions of findings from the pre-test undertaken by students in both the experimental and control groups. This section is then followed by a discussion about the design of teaching procedures in the experimental and control groups. Afterwards, this chapter discusses the findings from the post-test undertaken by students in both the experimental and control groups. The chapter ends with discussion and conclusion sections.

The research procedures conducted in the experimental phase of this study are summarised in the following figure.
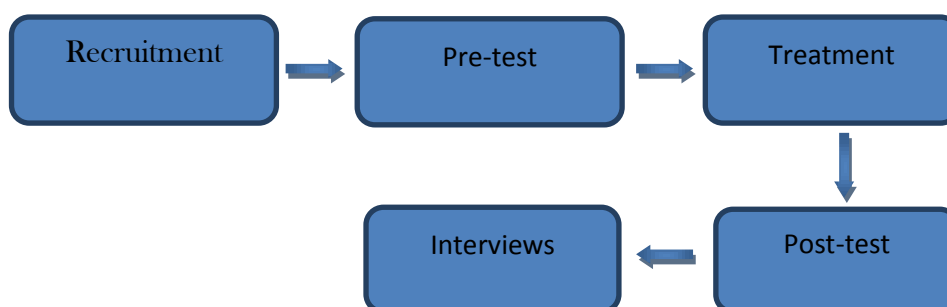
Figure 6.1: Research procedures in the experimental phase

6.2   Values: Assessment criteria for the pre-test and post-test

The following table presents the values or assessment criteria used for examining students' presentations in the pre-test and post-test. In the pre-test, the researcher acted as an examiner. The researcher was very strict with the assessment criteria used in the pre-test, because the researcher has to ensure that the competence of the students was similar. This similar competency is essential because this study would like to see whether the GA is more effective than CLT in teaching students in the TDPUs.

In the post-test, four examiners were employed to examine the students' TDE performance. The examiners came from three different established universities in Aceh Province: one from Nanggroe University, two from Syiar University and one

from Malik University. All of these examiners have experience in many TDEs and in examining students' performances. They were employed to make the result objective, since they did not know the participants.

The students were assessed by using the criteria derived from the interview with examiners during the ethnographic phase. The assessment criteria descriptors were adapted from the International English Language Testing System (IELTS) and the Indonesian Studies of University of New England (ISUNE). The assessment criteria were as follows:

Table 6.1: Assessment criteria for oral presentations

Research genre English		Presentation clarity	Score
Fluency and pronunciation	**Grammar and vocabulary**		
Very fluent, no hesitations; consistently correct pronunciation and intonation, easily to follow the thesis arguments and evidence.	Consistently accurate reproduction, such as the use of voices, words, prefixes and suffixes are always correct, making the flow of arguments in the thesis clear and easy to follow.	Fully satisfies with content of the thesis, clear verbal presentation and response.	86-100 (level 1)
Quite fluent, few hesitations; generally correct pronunciation and intonation, quite easily to follow the thesis argument and evidence.	Almost always accurate reproduction of language, such as accurate use of voices, words are mostly correct, making the flow of arguments in the thesis generally clear.	Satisfy with the content of the thesis, good presentation, may be found irrelevant response	75-85 (level 2)
Fairly good fluency with some hesitations; some pronunciation and intonation problems, but the thesis arguments and evidence are generally clear.	Errors generally minor, such as failure to use insignificant prefixes and suffixes and sentences, some words are close but not accurate.	There may be an effort to explain in detail of the content but it fails to address the questions, which may have been misunderstood.	60-74 (level 3)
A lot of hesitations; many pronunciation	Frequent major errors, such as	Fails to address the thesis which may have	45-59 (level 4)

and intonation problems that make arguments and evidence unclear or difficult to follow.	wrong use of passive/active voices, wrong use of significant prefixes and suffixes, and words.	been completely misunderstood, presents limited ideas which may be largely irrelevant.	
Produce little or no oral performance.	Unable to produce basic sentence forms and only produce isolated vocabulary.	Answer is completely unrelated to the task.	0-44 (level 5)

Table 6.1 above was used to assess the oral performance of the students in both the pre-test and post-test. Two aspects were assessed: research genre English (involving fluency and pronunciation, and grammar and vocabulary) and presentation clarity. For the fluency and pronunciation criteria, the focus is on the students' ability to use English fluently without any hesitations in delivering their research topic and responding to the examiners' questions. For grammar and vocabulary, the focus is on how accurate the students use their grammatical structure understanding in their presentation. This understanding reflects in the clear flow of argument. For presentation clarity, the focus is on the students' understanding of their thesis content and their ability to perform the presentation in clear stages with satisfactory verbal presentation and response ability.

These assessment criteria were very comprehensive with a varying range of scores. The lowest score, 0-44, was considered a fail. The score of 45-59 was considered to be the lowest score. The score of 60-74 was considered a pass. The score of 75-85 is good and the score of 86-100 is excellent. The range of the score is also given the label "level". Level 1 is the highest and a level 5 is the lowest or fails.

6.3   Pre-test

After completing the selection process of students to be assigned to the experimental and control groups, a pre-test was conducted to examine students in both these groups. This pre-test aimed to find out their competence in knowledge of research and presentation skills prior to experiencing a treatment. During the pre-test, the students presented their own research proposals or thesis topics. Thirty minutes were given to each student to talk about his or her topic in the form of an oral presentation. Each student was video recorded while doing the presentation.

The results of the pre-test indicated that students' presentation performances in both the experimental and control groups were relatively similar in the three assessment criteria: fluency and pronunciation, grammar and vocabulary, and presentation clarity. This similar competence can be seen from their scores, which are not significantly different. The students came from two different universities and were taught by different lecturers with different qualifications in the TDPUs that they had already passed, but their competence was relatively similar. This study assumed that this may have happened because the lecturers use a similar teaching methodology, which is the Communicative Language Teaching. Details of the pre-test results are discussed below, starting with the control group.

6.3.1 Control group

The following table demonstrates the results of the pre-test undertaken by the students in the control group. The coding of NUSC refers to the students from Nanggroe University in the control group, and SUSC refers to the students from Syiar University in the control group. Each coding has a corresponding number, such as 1, 2 and 3. These numbers refer to the individual students.

Three major aspects are given a different maximum achieved score. It is divided based on the focus of the examiners and also the level of difficulty; for example, for fluency and pronunciation, the highest score is 35, for grammar and vocabulary, the highest is 15, and for presentation clarity, the highest is 50.

Table 6.2: Results of students' pre-test in the control group

Coding	Research genre English		Presentation clarity (50)	Total (100)
	Fluency and pronunciation (35)	Grammar and vocabulary (15)		
NUSC1	20	7	38	65
NUSC2	24	8	39	71
NUSC3	24	7	39	68
SUSC1	24	7	38	69
SUSC2	23	6	35	64
SUSC3	20	4	28	52

From Table 6.2 above, it can be seen that the highest score was 71, which was obtained by NUSC2, and the lowest score, which was 52, was obtained by

SUSC3. The gap in the scores between the highest and the lowest was 19. The highest score for students in the pre-test is considered a passing score. This score could help to increase their grade point average. The score form the TDE is worth 6 credit points, which is equal to three other units. So, the higher the score the students could achieve, the better it could be for increasing their grade point average.

Below is an explanation of the experimental group.

6.3.2 Experimental group

The following table demonstrates the result, of the pre-test of the students in the experimental group. The coding of NUSE refers to the student from Nanggroe University in the experimental group, and SUSE refers to the students from Syiar University. Each coding has a corresponding number, such as 1, 2 and 3. These numbers also refer to the individual students.

Table 6.3: Results of students' pre-test in the experimental group

Coding	Research genre English		Presentation clarity (50)	Total (100)
	Fluency and pronunciation (35)	Grammar and vocabulary (15)		
NUSE1	23	7	35	65
NUSE2	20	7	33	60
NUSE3	23	6	29	58
NUSE4	28	8	35	71
SUSE1	30	13	36	79
SUSE2	20	6	31	57
SUSE3	30	10	38	78

From Table 6.3 above, it can be seen that the highest score was 79, which was obtained by SUSE1, and the lowest score of 57 was obtained by SUSE2. The gap in the scores between the highest and the lowest was 22. The score of 79 is considered high because it is in level 2. The score of 57 is very low, and is in level 4. These two selected universities adopt the highest grade point average of 4.0, so each level represents the score. Level 5 is 0.0, level 4 is 1.0, level 3 is 2.0, level 2 is 3.0 and level 1 is 4.0.

Tables 6.2 and Table 6.3 above showed the assessment criteria, including fluency and pronunciation, grammar and vocabulary, and presentation clarity. As has

been mentioned previously, the main points of the assessement criteria were derived from interviews with examiners during the ethnographic phase. The total score of these three components is 100. Different components have different scores as described in Section 6.3.1.

Figure 6.2 below shows the level of students' competence in the experimental and control groups of this research project. The coding of SUSE refers to students from Syiar University in the experimental group; NUSC refers to students from Nanggroe University in the control group; NUSE refers to students from Nanggroe University in the experimental group; and SUSC refers to students from Syiar University in the control group. A detailed explanation is provided below.
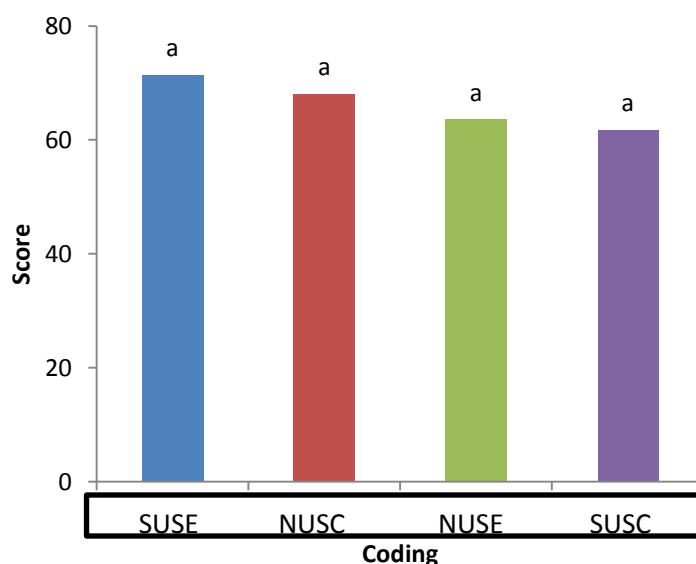

Figure 6.2:   Level of students' competence in the control and experimental groups before commencing the treatment practice

Figure 6.2 above shows the dependent and independent variables of this experiment. The dependent variable is the score on the left side, and the independent variable is the coding of the students. From these variables, the competence of the students before the treatment can be clearly seen from the scores they achieved.

Figure 6.2 above is drawn based on the information from Table 6.2 and Table 6.3 above. Figure 6.2 shows the average score achieved by the students from different institutions in both the control and experimental groups. The vertical axis indicates the score for the students in the pre-test and the horizontal axis explains the

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coding of the groups and universities. The letter (a) on the top of the graph refers to the competence of the group. As shown in the above figure, the average scores of students in the control and the experimental groups were marked with the same letter, which is 'a'. This means that from the average scores, the students' competence in the verbal presentation was equal. This similar competence fulfilled one of the criteria of choosing students to participate in the experimental phase of this study. By having students with similar presentation competence, this study has avoided biased data (Creswell, 2009).

In the pre-test data, it was found that most students presented their topics without following the stages of the TDE. For example, after introducing their topics, the result was announced, followed by the research methodology and then the literature review. However, most of them did not state the gaps in their research. These data are supported by the interview data.

6.4   Teaching instruments and experimental procedures

As discussed previously, the different groups were taught using different teaching approaches. In the control group, CLT was applied, while in the experimental group, the GA was implemented. Each group had eight teaching sessions, which took approximately three months to complete. The students from these two groups were supported by the same facilities in the classroom. During the teaching process, these two teaching methods were implemented by following the principles as found in the literature and the data from interviewing the students. For the control group, the students were actively speaking about their research in English. They spoke more than the lecturer during the teaching and learning process. The lecturer focused on fluency rather than grammatical errors. In the experimental group, in terms of frequency, the use of language was similar to the control group, but in the experimental group, the students were taught the TDE genre. So, the students were actively using English to practise their research knowledge and research presentation based on the TDE generic structure and values (assessment criteria) used by the examiners.

6.4.1   The preparation of experimental procedures

In this experimental phase, one semester was spent collecting the required information at Nanggroe and Syiar universities, in Aceh, Indonesia. The first

procedure in this phase was the process of recruiting students to participate in the treatment groups. The criteria that students had to meet to be eligible participants for this experimental phase areas follows:

1. The student should have achieved a TOEFL score of at least 450. This score indicates that the student's competence in general English is adequate.

2. The student should have finished the TDPUs, so, they are familiar with the terms used in their research. In addition, they must have gained research knowledge and practised research presentation.

3. The student is in the process of writing their proposal or thesis. They can then practise research presentation using their own proposal or thesis.

4. The student is eager to join this research voluntarily. The student is not paid during this research. They benefit from the activities for their future thesis defence examination.

All the applications received were evaluated to meet the criteria above. As many as thirteen students were selected as participants. All of them had fulfilled the four criteria above. These selected students participated in the experimental phase of this study.

6.4.2   Dividing groups

One meeting session was conducted with the selected students in order to divide them into two different groups: the control and the experimental groups. In the meeting, the aim of the research in this experimental phase, which was to investigate the most effective teaching methodology to help students to be competent in the TDE, was explained. The explanation was then followed by dividing the students into two different groups randomly (Creswell, 2009). To divide the students, some small rolled papers on which 'the control' or 'the experiment' were made available. The students were asked to choose one. Based on their selection, the students knew which group they belonged to. The two tables below show the origin of the participants and the group they belonged to.

Table 6.4: Control group participants

Participants	Treatment
6 students (3 from Nanggroe University and 3 from Syiar University)	The implementation of CLT

Table 6.4 above shows the number of students who were involved in the control group. There were six students in this group, consisting of three students from Nanggroe University and the other three students from Syiar University. These students were taught using the CLT method.

Table 6.5: Experimental group participants

Participants	Treatment
7 students (4 from Nanggroe University, and 3 from Syiar University)	The implementation of the GA

Table 6.5 above shows the number of students who were involved in the experimental group. There were seven students in this experimental group, consisting of four students from Nanggroe University and the other three students from Syiar University. These students were taught using the GA teaching method.

For each group, one teaching outline and a plan for skills development were created. These are discussed in the following sections.

6.4.3   The control group

In the control group, CLT was implemented in the classroom. The CLT is the teaching method that the lecturers used in teaching the students in the TDPUs at Nanggroe University and Syiar University. CLT principles in delivering the sessions in this class were involved; for example, the students were asked to present their research proposal or thesis. The lecturer encouraged the students to use English during the teaching process. Eight meetings were conducted in this classroom.

During the teaching sessions, I acted as a facilitator to monitor the students' progress in presenting their research topics. The students were encouraged to be active, that is to speak English as frequently as possible. The students were asked to deliver their topics in front of their peers. After the presentation, the peers asked questions freely related to the research topic. The situation of the classroom was fun and encouraging because the aim of the classroom was to enable the students to use their English as much as possible (Larsen-Freeman, 2008).

6.4.3.1 The teaching outline for the control group

The following table describes the teaching outline for the control group during the experimental phase. This teaching outline was created based on the information obtained through interviews with and observation of the students of Nanggroe University and Syiar University, which were conducted in the ethnographic phase of this study.

Table 6.6: Teaching outline for the control group

No of meeting	Topics of teaching	Activities
1	Introducing sections of thesis	Free presentation of: Background of research Research problems Research questions or hypotheses Aims of research Literature review Method of data collection Research results Conclusion
2	Introducing the TDE at two selected universities in Indonesia	Describing general information about the TDE at Nanggroe University and Syiar University
3	Group presentation	Students present their research topic and other students ask questions about the topic
4	Individual presentation	
5	Group presentation	
6	Individual presentation	
7	Group presentation	
8	Individual presentation	

Table 6.6 above shows the number of meetings, topics of discussion and the activities that the students did in the classroom. In the control group, I did not dominate the class because the students were expected to use most of their time to

practise their research topic in the form of an oral presentation. In the first meeting, I explained the sectiosn of thesis presentation to the students. The students were asked to follow the sections based on the type of research, be it qualitative or quantitative methods. Then, in the second meeting, they were informed generally about the practice of the TDE at these two selected universities. The information included the number of examiners and TDE modes. In the following six meetings, I asked the students to present the topic of their research project in a group and individually. They were encouraged to conduct a free presentation. In other words, they were not forced to follow the sections of their thesis as had been introduced to them in the first meeting of the treatment. The questioning session occurred after the presentation. This teaching outline is expected to help the students to have a picture of the TDE.

6.4.3.2   Skills development in the control group

The following figure presents the scheme for skills development of the students in the control group. This scheme explains the types of teaching methodology and common practices in the classroom that occurred in the control group. The goal of this practice is also mentioned in the following figure.
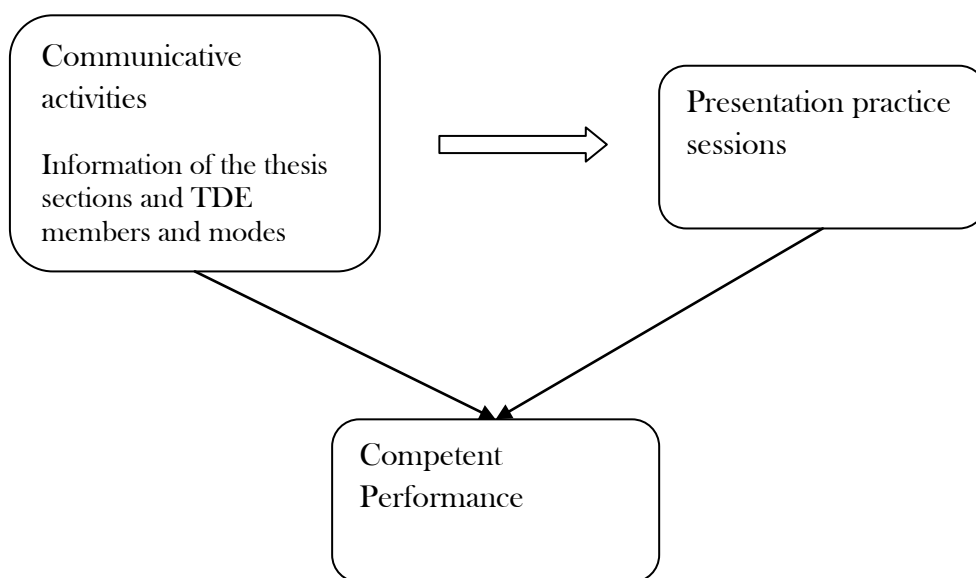
Scheme 6.1: Skills development in the control group

Scheme 6.1 above shows that the control group was taught with the principles of CLT, where the students played a greater role than the lecturer. In this class, the

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students were informed about sections of the thesis and also general information about the TDE. The students were then expected to be able to make presentations that was similar to a real TDE. In this case, there is one student presenting the research topic and others asking questions. The purpose of this class was to help students to be competent in the real TDE.

6.4.4   The experimental group

The GA principles were employed during the eight teaching sessions in the experimental class. The students were introduced to the research knowledge and presentation skills with a clear TDE genre. The TDE genre includes generic structures and values. The TDE generic structure consists of the preliminary segment, opening segment, defence proper segment, in-camera segment and closing segment. The activities in each segment were also introduced. The TDE values were the assessment criteria used by the examiners. The students in this group were given the assessment criteria form so that they could understand what the examiners expected in their presentation. As has been mentioned several times in this thesis, the TDE has its own genre, so the students were taught based on the TDE point of view to perform adequately in the TDE.

6.4.4.1 Teaching outline for the experimental group

Similar to the control group, the teaching outline and scheme for skills development for the experimental group were created based on information from the students of Nanggroe University and Syiar University collected in the ethnographic phase of this study. The topics of teaching were similar; however, the approach used by the teacher was different, and students did different activities when they practised the realistic TDE. Below is the description of the teaching practice.

Table 6.7: Teaching sessions in the experimental group

No of meeting	Topics of teaching	Activities
1	Introducing sections of thesis	An explanation of the: Background of research Research problems Research questions or hypotheses Aims of research Literature review Method of data collection

		Research results Conclusion
2	Introducing the TDE at two selected universities in Indonesia	Describing general information of the TDE at Nanggroe University and Syiar University
3	Introducing the TDE genre	Introducing : the generic structure of the TDE, the steps of thesis presentation, the role of the committee members. Values: the assessment criteria
4	Realistic TDE 1	Students present their research topic based on sections of thesis and others ask questions to test the presenter based on the assessment criteria
5	Realistic TDE2	
6	Realistic TDE3	
7	Realistic TDE4	
8	Realistic TDE5	

At the beginning of the lesson, the students were introduced the sections of the thesis. Then, they were introduced to the common practice of the TDE at the two selected universities in Aceh. The introduction of the TDE from different universities was done to improve the students' knowledge about the different practices of the TDE conducted by different universities. The students were then taught the TDE genre, which includes generic structure and values. These aspects were practised in this experimental group to find out whether the GA made differences in terms of the students' competence in the TDE.

6.4.4.2 Skills development in the experimental group

The following figure presents the skills development of the students in the experimental group. The activities in this experimental group were quite similar to the control group; however, in this class, I introduced the students explicitly to the TDE genre. The students were informed about the generic structures and values in the TDE. The students were also shown real videos of an actual TDE from their universities. The purpose of watching these TDE videos was to increase the students' understanding and confidence in their TDE presentation, so they would be able to perform competently in their TDE. This video showing was the lecturer's effort to inform students as clearly as possible about the process of the TDE as the aim of teaching with GA.

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┌─────────────────────────────┐
│ Genre approach              │              ┌──────────────────────────┐
│                             │              │ Realistic TDE presentation│
│ Information on the thesis   │   ⇨          │ practice                 │
│ sections, TDE members and   │              │                          │
│ modes as well as introducing│              └──────────────────────────┘
│ the TDE genre (generic      │
│ structures and values of the│
│ TDE) and other related      │
│ information                 │
└─────────────────────────────┘
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                         │  Competent performance   │
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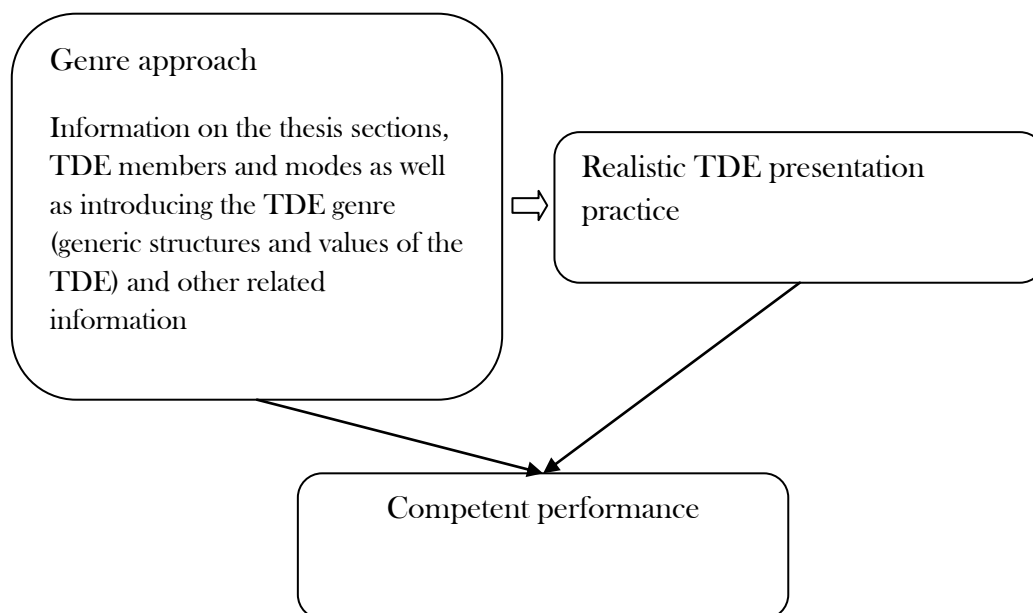
Scheme 6.2: Skills development in the experimental group

Scheme 6.2 above shows that the experimental group was taught using the GA principles. During the teaching sessions, I introduced in detail the TDE genre to teaching students research knowledge and presentation skills. The assumption was that by having a clear understanding of the TDE genre, the students would be able to perform competently in the real TDE. This approach gave the students a clearer idea about how to practise their TDE, while I acted as a facilitator. The final aim of the GA was to help students perform competently in a real TDE.

From the tables and figures shown above, it can be seen that there was not much difference between the control group and the experimental group in terms of encouraging students to speak actively in English for the presentation. The activities conducted in the classroom were also similar. The different was the detail of the information provided in these two groups. The control group was given information about research knowledge and presentation skills using the CLT without having information about the TDE genre, whilst the experimental group was given information about research knowledge and presentation skills with clear TDE genre using the GA. Both groups were prepared to be competent in the real TDE presentation.

6.5   Post-test

The post-test was undertaken by students in both groups, the control and experimental groups, which consisted of six students from the control group and seven students from the experimental group. To keep the identity of the students confidential, each of them was given a code or pseudonym. The students in these two groups presented their thesis topics for approximately thirty minutes, which was then followed by a question and answer session. The students' presentations from both groups were assessed by four qualified examiners. The assessment criteria used by the examiners was taken from the resutst of interviews with examiners from the two selected universities during the ethnographic phase. The result of this realistic TDE presentation was regarded as the student's final result for the post-test. The post-test was not a real TDE; however, the event was created like a real TDE.

In this realistic test, all students from the control and experimental groups were examined. They had to pass five segments: preliminary, opening, defence proper, in-camera and closing. Four examiners were given a role; for example, examiner 1 was responsible for asking about the introduction; examiner 2 was responsible for asking about the literature review; examiner 3 was responsible for asking about the research methodology; and examiner 4 was responsible for investigating the research results. These four examiners took turns to act as an official to open the ceremony. For example, if student A presented their thesis, examiner 1 acted as an official to open the ceremony, then when student B presented their thesis, examiner 2 opened the ceremony, etc. All students were given approximately thirty minutes for the thesis presentation and ten minutes for the question and answer session. In other words, in this realistic TDE, the students were put in a real situation. The total time used for each student was forty minutes. The result of this post-test showed which of the two teaching methodologies most effectively helped students to be competent in the TDE.

6.5.1   Control group

The following table shows the post-test results of the control group. The students were assessed in the same four components that were used in the pre-test: fluency and pronunciation, grammar and vocabulary, and presentation clarity.

Table 6.8: Results of students' post-test in the control group

Students' coding	Research genre English		Presentation clarity	Total
	Fluency and pronunciation	Grammar and vocabulary		
NUSC1	27	6.75	33.7	67.5
NUSC2	28.7	11	35.75	75.5
NUSC3	27.5	11.25	35.75	74.5
SUSC1	27	11.25	29.75	68.25
SUSC2	28.5	11.25	32.75	54.5
SUSC3	20.5	6.5	27.75	54.75

Table 6.8 above shows that the competence of the students in the control group was varied. The lowest score was 54.5 and the highest was 75.5. The lowest score is only worth 1.0 of the 4.0 that she/he needed to achieve. Whit the score of 75.5, she/he achieved a score of 3.0 out of 4.0. The final score in each section was obtained from a combination of the four results from the examiners that were divided by four.

Most comments from the examiners, as stated in their form, were that the majority of the students in the control group were shy and worried about their performance. In other words, the psychological factor still appeared in the presentation even though the students had already had some presentation practice in the control class. From the results stated in the table above, two students (SUSC1 and SUSC3) have an opportunity to re-do the examination because their score was very low. Their score indicated that they were unable to present their research with clear research content. They also had a lot of hesitation, which made them lack fluency. Frequent errors in grammar and inappropriate vocabulary used also commonly occurred. The students were expected to achieve 60 or above. With this score, she/he would have achieved the minimum expectation from the examiners. However, the students had to learn harder to increase their competence.
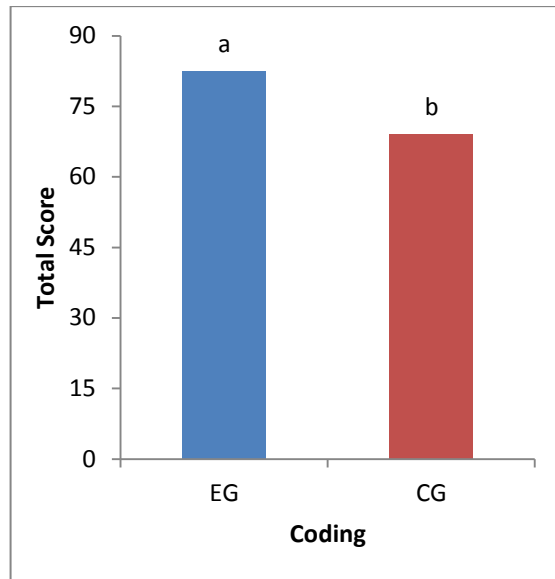
6.5.2 Experimental group

The following table shows the students' post-test results in the experimental group. Three components were also used to assess the students' competence in the TDE.

Table 6.9: Results of students' post-test in the experimental group

Coding	Research genre English		Presentation clarity	Total
	Fluency and pronunciation	Grammar and vocabulary		
NUSE1	29.75	11.75	39.25	80.75
NUSE2	29.5	12.25	43.5	85.25
NUSE3	28.5	9.75	36	74.25
NUSE4	30.75	13.5	44	88.25
SUSE1	32.75	12.75	41.75	87.25
SUSE2	29.75	10.5	35	75.5
SUSE3	30.5	13.25	42.75	86.5

Table 6.9 above shows that the lowest score was 74.25 and the highest was 88.25. These scores were sufficient enough to show the students' competence. The student with the lowest score, NUSE3, had achieved in between levels 2 and 3. This means that the student had satisfied the examiners in explaining their research content as clearly as possible with minor grammatical errors, vocabulary used and with few hesitations in presenting and defending a thesis. The student with the highest score, NUSE4, had achieved the maximum expectation of the examiners. This score indicated that the student spoke with very fluent English with consistent grammar and vocabulary used. The explanation of the research content was also very clear. The scores indicate that the students' performances were good, because they achieved the expected result to pass the TDE and graduate from the university.

To compare the results of post-test results obtained by students in the control and the experimental groups, a statistical tool was used and the result is shown in Figure 6.3 below.

Note: EG = Experimental group
        CG = Control group

Figure 6.3:   Comparison of post-test results between the control and the experimental group

The figure above describes three components: the total score, the coding and the letter. Each of these components has meaning. The figure shows that the highest average scores in the post-test was achieved by students in the experimental group with is as much as 88.25. Meanwhile, the highest average score achieved by students in the control group is 75.5. This indicates that students in the experimental group performed better in their presentation compared to students in the control group. The gap between the two averaged scores is 12.75. Based on the statistical software, the difference between the score of students in the experimental and control groups is significantly different. The significant difference can be seen from the different letter marked above each bar. The bar of the experimental group is marked with the letter a, while the bar of the control group is marked with the letter b. Letter a means high, and letter b means low. These different letters indicate a significant difference between the scores of the two groups in the post-test. This significant difference has been tested by the Minitab 16 statistical packet software and has also been analysed using Analysis of Variance (Anova). This significant difference can be seen from the letter appearing on the top of the bar chart. This significant difference also shows that the use of the GA in a TDPU can better help students to prepare for a competent presentation in the TDE, compared to the use of CLT.

Table 6.8, Table 6.9 and Figure 6.3 above show the results of the students' post-test after having the treatment in both groups. The results indicate that the level of competence of the participants in the control and experimental groups were significantly different, where, the experimental group performed better than the control group. This significant difference occurred for several reasons, one of which is that the students of the experimental group have understood the TDE genre, while this information is absent in the control group. An understanding of the TDE genre is essential for helping students to be competent in the TDE.

The criteria in presentation clarity were closely related to how much the students understood the TDE genre. In this section, the examiners focused on the content of the research (research knowledge) and the ability to deliver their research orally (presentation skills) and defend it. By having clear information about the TDE genre, the students know the generic structure in the TDE and also understand what the examiners expect from their presentation. So, understanding research knowledge and presentation skills with clear TDE genre could increase students' competence in the TDE. In this third section of the assessment criteria, the students in the experimental group were taught clearly through the use of the GA, while in the control group, this explanation was taught in brief and very generally. This might influence the students in the experimental group to perform better than those in the control group because of their understanding of the TDE genre. In the other two sections, fluency and pronunciation and grammar and vocabulary, the students' score was not significantly different.

The students in each group had eight sessions in total, instead of the fourteen sessions in their normal class at their universities. However, the information about the TDE genre given to students in the experimental group helped them to be confident in making their presentation as well as defending it in front of the committee members. In other words, students' understanding of the TDE genre benefited their performance in the TDE. As quoted from a student in the experimental group, NUSE 3:

> The treatment in this experimental group helps to increase my self-confidence in the research presentation. Frequent practices with colleagues under the lecturer's supervision have helped me to perform sufficiently in the real TDE.

A similar experience was also related by another student in the experimental group, NUSE 2, as in her statement:

> After following the treatment in this experimental group, my confidence is increasing. I have clear understanding of my research such as how to write and how to defend them in front of the examiners.

Both students above explained about their increased level of confidence to face their real TDE in the near future. They were confident because they were taught clearly about the TDE genre, so they were not questioning themselves about what to do in the TDE. In addition, frequent practice of the TDE also occurred in the class.

Despite the success, they also had some difficulties during the treatment. The most difficult thing for them was understanding the technical terms, such as the word genre, segments, generic structure and the definition of gaps in the literature, because they had never heard these terms very often before. NUSE 3 said that "I am still confused with the terms used in this experimental group". Another student, NUSE 1, stated:

> This is a very new lesson, which makes me unfamiliar with the stages of presentation and the terms used in the presentation. We also struggle with sequencing ideas in the thesis.

According to NUSE3 and NUSE 1, most information was new for them and they needed more time to understand. With more practice in the experimental group, students became more familiar with and could understand the terms.

In general, this experimental group provided a lot of opportunities for students to practise doing the presentation based on the TDE genre which helped students to perform well in the TDE. Students already knew the steps in the presentation and the information about the research that they had to deliver when presenting their thesis. Students also could predict possible questions the examiners would usually ask about their thesis, because they knew the assessment criteria used by the examiners. In addition, students also knew the number of segments and activities (generic structure) involved in the TDE. By knowing these pieces of information, students are well prepared to perform in the TDE. Moreover, the psychological factors of nervous and anxiety could be reduced because of the familiarity with the TDE genre. Giving clear information about the TDE genre through the implementation of the GA in the class benefits the students in preparing

for as well as to perform well in the TDE. Providing equal information of research knowledge, presentation skill with clear TDE genre to all students is essential to prepare the students to perfom well in the TDE.

To sum up, the post-test results have indicated that the application of the GA by introducing the TDE genre in preparing students' understanding of the research knowledge and presentation skills, when compared to the use of CLT, is more beneficial for students for improving their performance in presenting their thesis at the TDE event. The possible reason is that the GA gives more detailed information about the TDE genre and the frequent practices were based on the genre, while the CLT focuses only on the ability of the students to talk in English without introducing clearly the TDE genre. Both teaching methodologies were appropriate to help students speak fluently in English, but to be successful in the TDE, then the GA is more appropriate than CLT in the preparation units because the GA focuses on the TDE genre.

6.6   Interview

The interviews in the experimental phase were conducted twice: before and after the treatment. The interviews with the students participating in both the experimental and control groups were done to confirm the trustworthiness of the data obtained from the pre-test and post-test. These in-depth interviews had two major aims: firstly, to investigate students' understanding about the TDE genre and what students learnt from the TDPUs at the university where they are studying; and, secondly, to find out students' experience of using the GA in the experimental group and CLT in the control group to improve the presentation performances in the TDE. The before-treatment interview was conducted to fulfil the first aim, while the after-treatment interviews were conducted to fulfil the second aim of the interviews.

6.6.1   Students' understanding about the TDE genre and the activities in the TDPUs

Students' understanding of the TDE genre could help them to develop ideas in a sequenced presentation. Therefore, it is important to investigate with the students how much they understand the TDE genre from their study of the TDPUs. In this initial interview, the thirteen students in this experimental phase argued that they

were not familiar with the TDE genre, such as the generic structure and values. Their lecturers had never introduced this TDE genre in the TDPUs. As quoted by NUSE4:

> In the TDPU, the students were asked to conduct a presentation about their research topic and then it is assessed and commented by the lecturer, but the overall TDE genre was never introduced, therefore all the students find the information about the TDE genre outside the TDPU.

Similar information provided by NUSE2. According to this participant, the lecturer divided students into groups and then they were asked to present their research topics. The students were not given a proper guideline, such as stages of presentation.

> In the TDPU, the students were divided into several groups to conduct a mini research based on the topic given by the lecturer. The students were not given an instruction, for example, the presentation stages. So, the students present their topic freely.

The two quotations from students of Nanggroe University show that the TDE genre was not introduced in the TDPUs. A similar experience also occurred at Syiar University. The students did not have information about the TDE genre, which resulted in them lacking a description of the TDE. As quoted from SUSE3:

> The students were divided into groups and each group was responsible to explain one section of thesis, for example, section of research methodology or result. Meanwhile the stages of presentation were never given to the students.

Another participant, SUSE1, stated that the lecturer asked the students to conduct a presentation. The presentation was based on the information of the senior's thesis that they took from the library. There was no explanation of the presentation stages from the lecturer. As quoted from SUSE1:

> We were not taught explicitly about the presentation stages. We only follow the information which had been written in the senior's thesis. The lecturer never taught the students that we had to start from introduction and so on.

Four quotations from students of the two selected universities in the experimental group indicate that the lecturer asked the students to practise the presentation without informing them of the TDE genre. Information about the TDE genre is important in helping students to present the information sequentially, as is expected by the examiners. With this sequential information, the examiners can see

that the content is solid and convincing, which impacts on the score that the students achieve.

Information about the genre was also gathered from students of these two universities in the control groups. One student in the control group, coded SUSC2, shared information about the activities in their TDPU. According to this student:

> In the TDPU2, the students discussed a research topic in the class. One group was presenting the research paper and other groups asked questions about the topic. During this activity, the lecturer only observes the activities without giving feedback or other scaffoldings.

From this response, it can be seen that during the classroom activities, their lecturers encouraged the students to be more active than them. During the teaching and learning process, the students were divided into several groups. In each group, the students were required to present a research project. From the response above, there is no indication that the lecturer introduced the TDE genre to the students in the TDPU. Thus, the students presented their findings freely in an oral presentation without following any stages of the TDE genre. The students were not able to imagine the real situation of the TDE, because the TDE genre was never introduced in the TDPU properly, even though the purpose of TDPUs is to prepare students to perform competently following the stages in the TDE genre. On the other hand, the examiners expected that the students would be able to conduct a good presentation.

From the information given by the students, it can be seen that in these two important elements (research knowledge and presentation skills) to prepare students to be competent in the TDE, the information about the TDE genre is missing. This omission disadvantages students in the real TDE. Giving clear information about the TDE genre is important for preparing the students to perform competently in the real TDE.

A mismatch between the examiners' expectations in the real TDE and the students' knowledge about the TDE from the TDPU also occurred. With regard to this mismatch, SUSC1, SUSC2 and SUSC3 experienced difficulties in preparing themselves for a real TDE. As stated by SUSC1:

> In the TDPU, we were asked to present information about types of teaching methodology by using presentation slides. While the presentation was in progress, the other students were required to ask questions and the lecturer

gave comments at the end. Information about the way and stages to conduct the presentation for the thesis defence event were never introduced and practised.

The above response indicates that the TDE genre is not introduced by the lecturers in the TDPU. Moreover, the information presented by students in the TDPU is not related to the research topic they are doing. Instead, students were asked to present types of teaching methodology, which is not related to research knowledge. Another student, SUSC3, shared a worse experience. According to her, the lecturer only came to the classroom once to collect students' research proposals as a final task. She stated:

> The lecturer of the seminar class (TDPU2) never came to the classroom to teach, except once in the last meeting to ask the students to submit their proposals as the final assignment. Therefore, I found many difficulties when writing my proposal because I did not gain any knowledge about writing a proposal from this unit.

The above response shows that the teaching practice in the TDPU2 that SUSC3 attended was inadequate. The lecturer never came to teach the students about presentation skills. In fact, the TDPU2 aims to help students to gain knowledge in presentation skills. Even though undergraduate students have to be able to study independently, but the absence of teaching is not appropriate. The students deserve to obtain proper teaching in order to help them be competent in the TDE.

Compared to SUSC1 and SUSC3, SUSC2 had a luckier experience in her TDPU. She was informed in general about the ways to attract the audience's attention during the real TDE, as in her quotation, "the lecturer gave the students information of how to attract audience". The skill of attracting the audience is, for example, having proper eye contact, smiling, etc. This skill is also important. In the case of the TDE, being able to attract and impress the examiners with the knowledge and skill helped the students to obtain a high mark for their TDE result.

From the responses above, this study assumes that some lecturers provided support to help students to be competent in the TDE, while some other lecturers only made little effort to improve students' competence. Another example of support given by the lecturers is in the form of consultation time, which was a replacement of the lecturers' absence from teaching the students in the TDPU. This consultation time was then regarded as a class meeting, which was expected to increase the

students' knowledge, skills and opportunity to know about the TDE. However, according to the students, this support did not make any significant contribution to preparing them to perform competently in their TDE. As stated by NUSE1:

> The lecturer provided a group consultation service outside class time to support students for the thesis examination. This consultation meeting was also regarded as a class meeting. After the consultation time, the students were encouraged to do a group presentation to present their mini research project. The students were also given the opportunity to communicate with the lecturer through email regarding their mini research project. The lecturer asked the students to submit their mini research reports through email so that the lecturer could effectively and efficiently examine the issues that arose in their mini research reports.

The response above indicates that the lecturers in the TDPU provide consultation for students outside classroom hours. This was done because the lecturers were absent from some classroom meetings. So, the consultations can be regarded as the replacement for the classroom meetings. However, there is no indication from the responses that the lecturer introduced the TDE genre, except information about research knowledge and presentation skills, to the students, even though face-to-face and online consultations were provided. Therefore, students responded that the consultations did not help them much to perform competently in the TDE. In addition, studying during the weekend as a replacement for the absence of the lecturer during weekdays did not please the students. As quoted from NUSE3, "We practice presentations during the weekend. We feel like this is not real class".

From the above responses by NUSE1 and NUSE3, this study also assumes that the group consultations impacted on the material given to the students. In other words, the lecturer often explained the material to each group separately and not to the whole class. Therefore, the students might not have the same knowledge. In addition, asking and answering questions were seldom practised in the class. Replacing the absence of the lecturer by studying at the weekend did not make the students happy because weekends are a rest time for them; the students went to the class because there was no other choice. The lecturer who taught this unit was very busy with her study.

The TDE has its own genre, such as generic structure and values. Having a clear understanding of the TDE genre is believed to help students to prepare themselves to perform competently for the real TDE. Results of the before-treatment

interviews indicate that students who participated in the experimental and control groups of this study lacked an understanding of the TDE genre, which includes the generic structure and values (the assessment criteria), from the TDPU. Also, the lecturers in the TDPU did not focus on providing clear structures or patterns to prepare the presentation slides. In fact, this understanding helps the students to be confident and perform to their maximum potential in the real TDE.

6.6.2 Students' experience in the treatment groups using the GA and CLT

In the after-treatment interviews, the experimental group students shared their experience using the GA to prepare them for doing a presentation in a TDE. Similarly, the control group students also shared their experience using CLT. Generally, students in both groups benefited from participating in the treatment because they were given opportunities to practise doing presentations as preparation for the TDE. However, the different methods used in these different groups provided different experiences for the students in their preparation for the TDE. The main difference was found in terms of the information about the TDE genre. In the experimental group, students benefited more from the understanding of the TDE genre. As stated by SUSE1:

> This experimental group helps us a lot because we know steps of presentation, for example, we start from introduction, etc. In our previous TDPU, we were only asked to conduct a presentation using our senior's thesis. We hope that the teaching treatment in this group can be implemented in the TDPU at Syiar University.

A similar argument was given by SUSE2. According to this participant, the treatment in the experimental group helped the students to understand the details of the TDE genre, one of which was the steps of presentation. As quoted from SUSE2:

> The experimental group had informed them about the detailed segments and activities in the TDE. This information helped the students to perform competently in the TDE.

Another student, SUSE3, said that the treatment in this experimental group helped the students to increase their confidence in delivering their research topic. In her statement, she says: "the GA class helped me to be confident in presenting my research topic in front of the audience".

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In addition, all students in the experimental group agreed that they benefited from this class because they understood the TDE genre, which helps them to understand the activities in each segment and the assessment criteria used by the examiners in the TDE. In contrast to the response given by the students in the experimental group, the students in the control group said that they really needed the detailed information about the stages of conducting the thesis presentation. NUSC1 said:

> Honestly, when starting the presentation, I was confused because I did not know what to present and explain to my peers in the classroom. I never knew whether the steps of my presentation were correct. I never had this knowledge in my TDPU.

The above response indicates that NUSC1, who participated in the control group, still felt nervous when doing the presentation during practice sessions. NUSC1 also still questioned whether the steps for the presentation practised in the classroom were correct. The same experience was also stated by SUSC2:

> This group is similar to the previous TDPU. The topics of discussion in this group are not enough to increase students' competence in the thesis defence examination.

A similar argument was also given by SUSC3. According to this student, the activities in the control group helped her a little to understand the general guidelines compared to the TDPU that she attended, but this class is still not enough to help her to perform confidently in the TDE. In her quotation, she says:

> This group is not significantly satisfied me; even though it helps to inform general guidelines to direct the presentation. Indeed this group encourages me to speak English but it is not enough to perform confidently in the TDE.

Students in the control group were unsure whether their presentations would fulfil the expectations of the examiners. They were not taught in detail about the the TDE genre; therefore, they were not informed adequately or deeply about what they should do in the real TDE, and what was to be assessed by the examiners. As a result, students were confused about what to present, and in what order or steps the presentation should be conducted. Students found that the approach in the control group was quite similar to what they had followed in the previous TDPU at their universities. The students practised their presentations freely and took part in question and answer sessions. In the role-play, the other students acted as the

audience and gave unpredictable questions to the student-presenter. Students in the control group felt that this practice is not sufficient preparation to do a presentation.

From the responses, it is clear that the students in the control group were not satisfied with the teaching method implemented in their group. This method was suitable for preparing students to be competent in general English speaking, since there was more free spoken practices available during the class. For the TDE, however, which has its own genre with specific procedures and values, the students need to have a clear understanding of the TDE genre.

Despite the lower post-test results achieved by the control group students compared to the post-test results of students in the experimental group, the students in the control group responded that the free presentation practice they did and the learning materials they obtained in the control group were helpful in increasing their competence a little compared to their real TDPUs. In each session, they were encouraged to speak in English and practics their free presentations. This control group was a little different from the actual TDPU at their universities. In the actual TDPU, the students only learned the theory of research and the way to hold the audience's interest, which was then followed by free presentation practices. While, in the control group class, the theory of research and the general situation of the TDE were introduced briefly. The students in the control group argued that this method could not increase their self-confidence, even though they may be a little more fluent in speaking English because of the frequent participations in the group. In addition, these practices are not able to increase their research knowledge and presentation skills because they were not taught about the TDE genre in detail. The students' competence in these two groups can be seen clearly in the above tables and graphs, in which their score is significantly different based on the statistical tool, Minitab, used in this study.

6.7   Discussion and conclusion

The results of this experimental phase clearly indicate that the experimental group was more successful than the control group in the realistic TDE. The success and progress of the students in each group are summarised in the two tables below, starting with students in the control group.

Table 6.10: Summary of control group students' scores in the pre- and post-tests

Student	Research genre English						Presentation clarity			Total		
	Fluency and pronunciation			Grammar and vocabulary								
	Pre	Post	note	Pre	Post	note	Pre	Post	note	Pre	Post	note
NUSC1	20	27	Up 7	7	6.75	Down 0,25	38	33.7	Down 4.3	65	67.5	Up 2.5
NUSC2	24	28.7	Down 4.7	8	11	Up 3	39	35.7 5	Down 4.75	71	75.5	Up 4.5
NUSC3	24	27.5	Down 3.7	7	11,25	Up 4.25	39	35,7 5	Down 4.75	68	74,5	Up 6.5
SUSC1	23	28.5	Up 5.5	6	11.2 5	Up 5.25	35	32,7 5	Down 3.75	64	54,5	Down 9.5
SUSC2	24	27	Up 3	7	11.2 5	Up 4.25	38	29.7 5	Down 8.25	69	68.2 5	Down 0.75
SUSC3	20	20.5	Up 0.5	4	6.5	Up 2.5	28	27.7 5	Down 1.75	52	54.7 5	Up 2.75

The above table shows that from the pre-test to the post-test, four students in the control group increased their score for presentation. NUSC1 added 2.5 points in the post-test to become 67.5. NUSC 2 increased 4.5 points and scored 75.5 in the post-test. NUSC 3 increased 6.5 points to 74.5. SUSC3 was able to add 2.75 points in the post-test, which raised the score to 54.7. On the other hand, two students experienced a decrease in the post-test. SUSC1 lost as much as 9.5 points in the post-test, while SUSC2 decreased 0.75 points. Overall, most of their scores increased. The average score increased as much as 1 point from 64.8 to be 65.8. The lowest score obtained by students in the control group were the scores in level 4, such as SUSC1 and SUSC3, which is very low. These students only obtained 1.0 out of 4.0 for their grade point average, while the highest score was placed in level 2, which was good. This student, NUSC2, obtained the score 3.0 out of 4.0 for their grade point average. Two students decreased their score in the post-test, SUSC1 and SUSC2, but others increased.

There are several possible reasons for the increased scores. Firstly, in the control group, the students had opportunities to do more presentation practices. Secondly, the students had given a lot of presentation practices with their peers in the

group. These practices could be done frequently and intensively because the number of students was not as many as in their normal TDPU at their own universities. This is also related to the small number of the students in the group, which impacts on the ability of students to receive learning materials. From the score, it could also be seen that CLT is also able to increase the performance of the students in two areas, fluency and pronunciation, and grammar and vocabulary, but the score in the criteria for the presentation clarity, which is the understanding of the steps of presentation, did not increase. All students in the control group experienced a decrease in the score for the presentation clarity section. This finding indicates that students' understanding of the presentation steps (included as an element in the TDE genre) is important for increasing their score for the criteria of presentation clarity. The pre-test and post-test results for the experimental group are now presented.

Table 6.11: Score for the pre-test and post-test of the experimental group students

Student	Research genre English						Presentation clarity			Total		
	Fluency and pronunciation			Grammar and vocabulary								
	Pre	Post	note	Pre	Post	note	Pre	Post	note	Pre	Post	note
NUSE1	23	29.75	Up 6.75	7	11,75	Up 4.75	35	39,25	Up 4.25	65	80,75	Up 15.75
NUSE2	20	29.5	Up 9.5	7	12,25	Up 5.25	33	43,5	Up 10.5	60	85,25	Up 25.25
NUSE3	23	28.5	Up 5.5	6	9.75	Up 3.75	29	36	Up 7	58	74.25	Up 16.25
NUSE4	28	30.75	Up 2.75	8	13.5	Up 5.5	35	44	Up 9	71	88,25	Up 17.25
SUSE1	30	32.75	Up 2.75	13	12,75	Down 1.75	36	41,75	Up 5.75	79	87,25	Up 8.25
SUSE2	20	29.75	Up 9.75	6	10.5	Up 4.5	31	35	Up 4	57	75.5	Up 18.5
SUSE3	30	30.5	Up 0.5	10	13.25	Up 3.25	38	42,75	Up 3.75	78	86,5	Up 8.5

From Table 6.11 above, it can be seen that all students made an improvement in the total score achieved in the post-test. The majority of the students increased their score to one level above. In the pre-test, NUSE1 was in level 3, with a total

score of 65, but after undertaking the treatment in the group, his score increased as much as 15.75 to 80.75. This score brought him to the higher level of performance, which is to level 2 according to the assessment criteria. A similar progress happened to NUSE2. She added more points compared to NUSE1 in the post-test total score by as much as 25.25 points. The total score made her performance up to level 2. Some students, such as SUSE1 and SUSE3, levelled up their score from level 2 to level 1 by adding as much as 8.25 and 8.5 points respectively. NUSE3 commenced the experimental group with a performance marked in level 4. After the treatment, she or he levelled up his or her performance to level 3 by adding as much as 16.25 points to the post-test total score. Similarly to NUSE3, SUSE2 was also at level 4 when commencing the treatment. In the post-test, however, she lifted her performance to level 2 with an increase by as much as 18.5 points. NUSE4 started from a score marked as level 3, but at the end of the treatment he could level up his performance to level 1. Six students in the experimental group lifted their performance by one level in the post-test. Interestingly, one student, SUSE2, lifted her performance as much as two levels.

Table 6.11 above also indicates an increase for each assessment criteria. For fluency and pronunciation criteria, all students increased their scores. For the grammar and vocabulary criteria, only SUSE1 decreased her score by 1.75 points, while other students increased their scores on this criterion. For the criteria of presentation clarity, all students increased their scores. Overall, all students in the experimental group increased their performance in presentation clarity. The possible explanation for these results is that the students in the experimental group were aware of the TDE genre, such as the generic structure and assessment criteria. Because the TDE has its own genre, students who understand it could perform competently in the TDE. This understanding made it easier for the students to perform well in their TDE. The students in this experimental group knew what they had to say in the presentation; therefore, they spoke fluently with clear stages and in sequence. In addition, the students in the experimental group understood the examiners' expectations through assessment criteria in the class. This understanding brought a lot of benefit for them, such as having clear direction and less mental burden. In contrast, the control group did not show significant improvement, despite the scores in the post-test being a little higher than in the pre-test. This shows that

CLT used as the teaching methodology in the control group was beneficial to help the students to speak fluently, but they failed to understand the specific genre of the TDE. The students in the control group seemed to be worried about their presentation performances because they were unsure if they did it correctly. This feeling of worry and uncertainty prevented them from performing competently.

Based on the discussion above, a conclusion can be drawn that the GA should be able to help students to perform competently in their TDE. This conclusion is drawn from the data obtained in the literature and the research results found in this experimental research. Since the TDE has its own genre, students need to understand the genre of this communicative event. Understanding the TDE genre can help students to understand the activities in every segment in the generic structures and the examiners' expectations as the values of the TDE. This understanding can reduce the mental burden. As a result, the students are able to perform competently in the TDE. From this experimental result, it can be concluded that the GA is truly effective in the thesis defence preparation units with regard to helping student to perform competently in the real TDE.

CHAPTER 7

General discussions, Conclusions and Recommendations

7.1   Introduction

The central focus of this research was on the problem of poor performance by students in the Thesis Defence Examination (TDE) at undergraduate level of Indonesian universities, especially in English Education Departments. The aim was to identify the factors contributing to the problem and recommend the most effective way for students to become competent in the TDE. As discussed in Chapter 1, this research stemmed from four pieces of anecdotal evidence found in the English Education Departments (EEDs) of the two universities selected for this study. Firstly, many undergraduate students are good in general English, but lack the competence to perform successfully in the TDE. Secondly, most lecturers do not have a standardised syllabus for each unit either across classes or the university. Thirdly, teaching guidelines do exist, but they are often not evaluated by the lecturers to see if the guidelines are adequate to prepare students for a TDE. Fourthly, the marking by examiners in the TDE is subjective. These four pieces of anecdotal evidence, which highlight factors that may negatively affect students' performance in the TDE, have never been investigated and explored properly. These pieces of evidence motivated this study.

The TDE is important for several reasons. Firstly, the TDE is conducted to test the students about their knowledge of the research that they conduct for at least one semester and, secondly, to assess students' presentation skills. The research knowledge and presentation skills are learnt by students in Thesis Defence Preparation Units (TDPUs) before they undertake the TDE. In the TDE, the students are required to explain the results of their thesis and to defend their arguments orally. For students, this is the time to show their ability in a certain field. All students need to gain at least a pass mark in this TDE in order to graduate. In the EEDs in Indonesian universities, particularly in Aceh, the TDE is conducted in English; therefore, the students are required to have good English communication skills to perform adequately in the TDE.

As discussed in Chapter 1 of this thesis, there are two factors students need to prepare to perform competently in TDE: research knowledge and presentation skills

(Kiley, 2009; Maingueneau, 2002). Research knowledge is the students' understanding about their research topics and presentation skills are the ability of the students to conduct a research presentation based on theTDE genre, which is the generic structures and assessment criteria of the TDE. The TDE genre is included based on the theory of genre by Swales (1990) and generic structures of the TDE in US universities by Grimshaw et al. (1994), Burke (1994), Hasan (1994), and Swales (2004). Based on the anecdotal evidence mentioned previously, this study assumes that there must be some problems contributing to the poor performance of students in the TDE, and these problems are related to the two factors. Therefore, the two factors impacting on students' performance in the TDE were further investigated in this study. This study investigated whether the two factors were associated with the teaching of TDPUs. This investigation was preceded by an investigation into the nature of the TDE genre employed in the two EEDs of universities selected for this study, which was considered necessary for further investigation into the problem. The information from this investigation is also important for filling the knowledge gap in the literature regarding the TDE at undergraduate level, especially in Indonesian universities. This investigation was conducted using an ethnographic approach, and was referred to as the ethnographic phase in this thesis. The results of the investigation were used by this study for the ensuing phases up to the experimental phase. This chapter discusses the findings that have been presented in Chapters 4, 5 and 6 of this thesis and draws some conclusions and recommendations.

This chapter is divided into seven sections. The first section is the introduction, which gives an overview of the content of this chapter. The second section discusses the findings of the TDE genre at the two universities in Aceh. The findings regarding the problems of the Thesis Defence Preparation Units (TDPUs) are discussed in Section 7.3. Section 7.4 discusses the findings of the students' understanding of the TDE genre after studying the units. The results of the experiment in using the genre approach (GA) in teaching students are discussed in Section 7.5. Section 7.6 presents the conclusions, and Section 7.7 offers some recommendations.

7.2   Thesis Defence Examination (TDE) genre

The TDE genre, which includes generic structure and values, was analysed through the lens of the concept of genre and the genre approach (GA) proposed by Swales (1990). The TDE genre includes the generic structures and values. The discussion starts from the generic structure.

To identify the generic structure of the TDE in two selected universities in Aceh, four generic structure models of TDE found by Grimshaw et al. (1994), Burke (1994), Hasan (1994) and Swales (2004) were used. With these models, the generic structures of the TDE at Nanggroe University and Syiar University could be identified.

The generic structure of the Nanggroe University TDE consists of five segments and several activities in each segment. The detail of this generic structure can be found in Table 4.1 of Chapter 4. This is different from the generic structure of the TDE found at the Syiar University, which consists of three segments and several activities in each of the segments. The difference between these two universities is that Syiar University does not have in-camera and closing segments. The examinees at this university were asked to visit the English department to see their results one month after the examination. So, this university does not have these two segments. The detail of this generic structure can be found in Table 5.1. The segments and activities have described the commonalities of the generic structure of the TDE at these two universities. The segments are considered to be larger themes, and activities are actions that occurred within each segment. The segment in this context is equivalent to the definition of "move" in Swales (1990). Furthermore, the terms "obligatory" and "optional" as mentioned by Hasan (1994) are also shown in this generic structure. An activity is marked as "obligatory" with italics and as "optional" with square brackets. Obligatory activities always occur during the TDE (occured 100% in all the TDE samples), while optional activities occur in less than 80% of the samples. According to Hasan (1994), therefore, obligatory is defined as an element that must occur in a particular genre, and optional is defined as an element that may occur in the samples. The generic structures at these two universities have similarities and differences with the US generic structures, due to the different countries, cultures and levels of education.

Basically, the generic structures of the TDE in Indonesian universities, particularly the universities in Aceh, and those in the US universities consist of segments. So, the TDE is conducted sequentially through some segments in any of these universities. The numbers of segments in each university are different from one another. For example, in Nanggroe University, there are five segments, while in Syiar University there are three segments. In the US universities, the number of segments is also different, being mostly four segments. In each segment, the activities and the number of activities involved are also different. For example, the Nanggroe University and the US universities do not have the activity of the official speech from an important official, such as head of department or a dean for academic affairs, in the opening segment. While in Syiar University, this activity is obligatory in the opening segment. Another example is the activity of signing the documents in a TDE. In Syiar University, the signing of the documents is not done in any segment. At Nanggroe University, however, the signing of documents sometimes occurred at the beginning of the examination and sometimes at the end of the examination. In US universities, this activity occurs in the closing segment. In the defence proper segment, the way the examiners ask questions of the examinees is different among universities in Indonesia and the US. In Nanggroe University, the examiners ask questions based on the sections allocated to them; for example, examiner 1 asks questions about the introduction of the research, examiner 2 asks about the literature review and examiner 3 asks about the methods and results. In Syiar University and US universities, the examiners can ask questions related to the students' research freely. Syiar University provides fifteen minutes for each examiner to ask questions, while the US universities does not allocate a particular time for each examiner.

This study suggests that the number of different segments and activities occurring in the TDEs of different universities may happen for two reasons: university regulations for a conducting TDE, and the cultural context where the university is established. The first reason can be seen in one activity done in the opening segment of the TDE at Nanggroe University. In this university, there is an activity where the examinee is obliged to show their ID even though he/she has already completed all required documents as evidence that she/he is still enrolled at this university. This is a regulation issued by the university officials to be implemented by all departments in this university. The impact of the cultural context

can also be seen in the opening segment of the Nanggroe University TDE. In this segment, the examinee is required to be able to read the Islam holy book, the Qur'an. This requirement is issued because Nanggroe University is an Islamic university that expects its graduates to be able to recite this holy book. This shows that different cultures practise the event in different ways. Nevertheless, the main similarity among universities in US and Indonesia is found in the defence proper segment. In this segment, examinees are doing a presentation on their research, and the examiners are assessing the examinees by asking questions and observing the presentation.

In terms of the values of TDE, it was hard to find clearly detailed descriptors of assessment in Nanggroe and Syiar universities from the observations. However, they are formulated based on interviews with examiners. The four generic structure models of the TDE found by Grimshaw et al. (1994), Burke (1994), Hasan (1994) and Swales (2004) also do not show clearly the assessment criteria set by the universities to assess an examinee in a TDE. However, in general, the examiners in these universities focus on the students' understanding of their research content and on students' presentation skills. In the presentation, the examinees use English, so their ability to use language (language skill) is also assessed.

Swales (2004) calls on many researchers to conduct research in the field of TDE to fill in the knowledge gap in the literature. The information of the TDE genre found by this study, particularly the generic structure, of the two selected universities in Aceh can expand information on the generic structure with knowledge from the undergraduate level. This information is considered to be a knowledge contribution in the field. So far, the information on the generic structure of the TDE is limited to the doctorate level, and very few researchers focus on the undergraduate level. Research on this topic has never been undertaken in Indonesia.

The information on the TDE genre, as one of three factors important for the TDE, can also help students to prepare themselves to perform competently in the TDE because it includes information about the generic structures and values. These genre elements are required for the students to understand. Thus, the findings of the TDE genre contribute to knowledge and the practical world, for example for improving education at the tertiary level.

7.3   Thesis Defence Preparation Units (TDPUs)

This section discusses the second finding of this research which is about the nature of teaching in the two TDPUs that may provide the reasons for students performing poorly in the TDE at the two selected universities in Aceh. There are two main problems that make students unable to perform adequately in the TDE: 1. Incomplete teaching, and 2. Mismatch between the knowledge and skills expected in the TDE genre and the knowledge and skills provided in the TDPUs. The knowledge of research includes an understading of the research content, and research principles and procedures at undergraduate level. The skills are the ability of students to conduct a research presentation, to answer questions and to use research genre English.

1. Incomplete teaching impact on learning.

As shown in Chapters 4 and 5, incomplete teaching results in incomplete learning. Incomplete learning results in weak understanding of research knowledge and skills. Weak understanding of research knowledge and skills results in poor confidence and poor performance. Incomplete learning occurred for four reasons. Firstly, there is not enough teaching material, which is due to the absence of a coherent syllabus. The syllabus is often ad hoc and sporadic. Parkes and Harris (2010) said that to have a maximum result, teaching material should have a central aim with some detailed objectives to build knowledge and skills that are necessary to match the assessment criteria of the TDE with sufficient material and practice. The findings show that the absence of the syllabus led to incoherent material being provided to students. This existence of this incoherent material is confirmed by the lecturers and the students, for example the students did not know the details of the TDE values (assessment criteria). Although the students attempt to contact their seniors and alumni to find the details, it is still insufficient because most of the examiners' criteria remain, unknown to the students, as sometimes these criteria are highly subjective. Secondly, the practice of the necessary skills is insufficient. TDPU 2, which is supposed to cover the skills needed for the TDE, did not provide the materials with activities that make the students prepare and do the necessary practice to develop them (the skills). The lecturers only make them do so in a very small amount, a few times. Consequently, the students ended up with weak skills. This is confirmed by the students and lecturers as shown in Chapters 4 and 5. Both of these

problems are worsened by the third and fourth problems, namely a high level of absenteeism and an excessively large class size. When the lecturers cannot come to the classes, for either official or personal reasons, most of the time they do not give students material to read or tasks to practise the necessary skills. This absenteeism leads to incomplete teaching of the course material and students lack proper guidance from the lecturers. The absenteeism impacts negatively on the students' clear understanding of research knowledge and presentation skills (Miller, Murnane, & Willett, 2008; Clotfelter, Ladd, & Vigdor, 2007; Duffo & Hanna, 2006; Norton, 1998). Excessive class size limits the amount of time the lecturers can provide for coaching the students, and , at the same time, it also limits the opportunity for the students to practise and receive feedback. The lecturers do not provide them with tasks to practise outside the class time either. In the TDPUs, students need frequent practise along with adequate knowledge of research, skills in conducting presentations and clear information of the TDE genre. Each practise by each student takes more than thirty minutes, so small classes that consist of fifteen students or less is more appropriate for providing enough time for the students to practise and to receive feedback. In short, looking at the teaching and learning practices in the two universities, it is clear that the students lack the knowledge about the TDE genre with its associated expectations as well as the practise in the use of research genre English in oral presentations because of the problems of incomplete teaching discussed above.

2. Mismatch between the teaching materials and the knowledge and skills expected in the TDE.

    There is evidence showing that the lecturers have general ideas regarding the TDE, but they do not translate these ideas into an appropriate and systematic syllabus and teaching materials that reflect the detailed generic structure and values expected in the TDE genre. This is due to the absence of detailed knowledge regarding the TDE genre. None of the interviewees, either lecturers or students, have this knowledge in its entirety. If any, they only have patchy information. All of the interviewees said that they never had such knowledge in full. Consequently, the students never had it either. The importance of such complete knowledge is evident in the experiment, whereby the treatment group gained at least two benefits: a. better

confidence as they knew in detail the knowledge and skills of the genre and, therefore, developed them accordingly; b. the results suggest that the students taught using the genre approach performed better compared to those taught using only the traditional CLT (Communicative Language Teaching) approach. CLT can help students to improve their general English, but it is less helpful to make students understand the thesis presentation. This teaching methodology does not seem appropriate to prepare students to be competent in the TDE, since this teaching methodology does not inform the students about the specific steps of thesis presentation. Although the difference in the results among the students was not much, with much more time to prepare the teaching material and teach them (the experiment was conducted for eight meetings of the normal semester-length teaching time), the result could be better. Such results confirm the findings of other studies, which show the advantages of using the genre approach (Khatibi, 2014; Forey & Sengupta, 2007; Derewianka, 2003; Christie, 1999; Kay & Dudley-Evants, 1998; Firkin & Devitt, 1993). In this research, the GA has been shown to help students perform well in the TDE due to their understanding of the TDE genre and the increased opportunity to interact with lecturers and peers using the target language.

In the TDPU, the lecturers commonly assess students based on their participation in the unit; for example, the students are eager to make the presentation, to ask questions, and to respond to the questions. These students are given high marks. In the TDE, the students are given marks based on their oral performances and their ability to respond to the examiners' questions related to the research. Therefore, based on the information obtained in the TDPU, the students have assumptions that responding to the questions is better than remaining silent. The lecturers and examiners at these two universities do not write descriptors of the assessment criteria properly; however, they have these criteria in their minds. In other words, these lecturers and examiners know what they have to assess when marking the students or examinees, but at least most of the criteria remain hidden from the students.

In conclusion, it is clear that these two problems (the mismatch and inadequacy of teaching materials and skills developed in the TDPUs) prevent students in the TDPUs from obtaining enough knowledge of research and presentation skills necessary to prepare them for performing competently in a TDE.

This is because this knowledge and the associate skills are crucial to helps examinees perform confidently in the TDE. The knowledge provides them with the understanding of what need to be done in the TDE, and the skills allow them to perform it competently.

7.4 The students' understanding of the TDE genre

This section reports students' understanding of the TDE genre from two TDPUs at Nanggroe University and Syiar University. The report starts from information obtained from Nanggroe University. As mentioned previously in Section 7.3 above, TDPU1 focuses on research writing, and TDPU2 focuses on research presentation. The combination of the two focuses in two units is aimed to help students to perform competently in the TDE. This section shows one major problem in the TDPU, which is a mismatch between the teaching materials and the knowledge skills expected in the TDE.

There is evidence suggesting that lecturers devise their teaching materials in their units very individually. They do not follow a single pattern, so variations and gaps are highly likely. In contrast, the students have a different point of view compared to that of the lecturers regarding the teaching of TDPUs. Most students said that they do not have complete knowledge about research, presentation skills and of the TDE genre from their TDPUs. In TDPU1 and 2, the students assert that they were not clearly taught information about conducting research. In addition, the presentation skills are not taught to achieve what is expected in the TDE. Furthermore, knowledge of the TDE genre is not introduced in detail. In other words, they are taught only to present and to answer questions. The whole structure and assessment criteria of the TDE are missing. Therefore, the students have little information about the knowledge and skills expected in the TDE.

Students at Nanggroe University took the initiative to observe and visit their seniors as well as the secretary of the department to obtain this information about those three important aspects. The students at this university can observe their seniors' presentation in the TDE because it is conducted in an open mode. This observation gives them some idea regarding the actual event. However, the observation does not guarantee that students understand the TDE, because the lecturer does not give the students instruction as to what points should be observed.

Similar information was reported by students from Syiar University. They reported that teaching materials provided in the TDPUs were not fully matched with the expectations of the examiners in the TDE. Even though writing skills are taught and presentation skills are introduced, this knowledge is not completely taught to help students prepare for performing adequately in the TDE. Therefore, these two important aspects were not covered in the teaching materials. Consequently, the materials taught in the unit were not matched with the examiners' expectations in the TDE.

The difference between students from Nanggroe University and students from Syiar University is that the students at Syiar University find it more difficult to pursue knowledge of the TDE genre than students at Nanggroe University, because Syiar University conducts the TDE in closed mode. The closed mode does not allow other students, especially prospective TDE examinees, to come and observe the conduct of the TDE, which makes them unable to gain an understanding of the TDE genre. If the students can observe seniors' presentation, at least they can find out the generic structure of the TDE, which is absent from their units. The students seek this information from their seniors who have passed the examination, which is not necessarily the same as the information gained from a direct observation of the TDE.

Generally speaking, the students at these two universities understood the roles of panel members in a TDE. For example, students understand that the role of the examiners is to ask free questions related to the research topic in an allocated time for each examiner. However, the students never know the questions commonly asked by the examiners in a TDE, and they never get a chance to practise the generic questions in TDPU2. The students understood some general information of the values (assessment criteria) of the TDE; however, the detailed descriptors used in the assessment criteria are not known precisely. The students only have brief information about the defence proper segment; it is limited to information about the obligation to present their thesis, which is followed by asking and answering of questions. The steps in the presentations and the questions being asked by the examiners in the defence proper segment are never known by the students. They do not understand the assessment criteria in its entirety, is considered crucial for a competent performance in TDE in this study.

Students' clear understanding about the process and procedures of the TDE (Holbrook & Bourke, 2004) and the assessment formats used by their institution (Tinker & Jackson, 2000) helps them to fulfil the examiners' expectations. However, in TDPUs, detailed information about the generic structure (including presentation stages), and assessment criteria was never clearly presented in class. Looking at the issues through the lens of the GA, the lack of information about the TDE genre in the teaching materials and the inappropriate teaching methodology used in the TDPUs may negatively affects students' competence in their oral performance as discussed in the next section.

7.5   The result of the experiment in using the genre approach (GA)

This section discusses the impact of the implementation of the GA in the experimental phase of this study on students' achievement in the TDE. As mentioned several times in this thesis, the TDE has its own genre; therefore, the students' understanding of the genre is required for a competent performance in TDE. A sound understanding of the TDE genre makes it easier for student to perform adequately in the TDE. The basic teaching using the GA is to teach students based on the generic structures of the TDE of the university where they are enrolled. In other words, teaching using the GA follows the stages of the examination. This section discusses the impacts of the mismatch between the teaching materials and the knowledge skills expected in the TDE on students' performance as presented in Chapter 6.

The experimental data in Chapter 6 showed that the students who knew about the TDE genre (the experimental group) performed better than those who did not (the control group). The students in the experimental group could speak fluently in a clear sequence of stages, and they understood the examiners' expectations or the detailed assessment criteria used for the examination. In contrast, the students in the control group did not show any significant improvement, despite their score increasing in the post-test. This may have been due to the teaching approach used for this group, the Communicative Language Teaching (CLT) which has helped to improve their fluency, but it did provide detailed and specific information about the genre of the TDE. They seemed to be worried during their presentations because they were unsure whether they were performing correctly.

The possible reason for the better performance of students in the experimental group is that they were informed in the classroom about the TDE genre in detail: its generic structure (including the presentation steps) and examiners' expectations that have been written on an assessment criteria sheet (values of TDE). In their use of the target language, the students in the experimental group had more interaction with the lecturer and their peers. Through this frequent interaction, they easily improved their knowledge and skills in preparation for the TDE. They were also encouraged to create a group for additional practice outside the class, in which they could use their first language when discussing the presentation of their research topics.

The data from Chapter 6 shows that that the genre approach (GA) has helped the students to increase their performance in the TDE. Even though in both groups the students were introduced to the elements of thesis and provided with opportunities to practise doing presentations, the reason that the GA is better for teaching students in TDPUs is because the students are clearly informed about the TDE genre, which is matched with the examiners' expectations. Consequently, they can perform accordingly.

7.6   Conclusions

The main rationale for conducting this study was the poor performance of EED students in the TDE, which concerns many lecturers in Aceh, especially at the two universities selected for this study. Four pieces of anecdotal evidence existed that explained the problem, but they had not been studied. This study investigated the problem, including the anecdotal evidence and other possible issues using theory (principles) of genre as proposed by Swales (and other researchers) as a theoretical framework. This study offers two important conclusions.

1. There are two major problems that form two factors that contribute to the presence of the poor perfomance: incomplete teaching in the TDPUs and a mismatch between expectations in the TDE and what is presented to the students in the units. These problems are due largely to the absence of a coherent body of knowledge about the genre of the TDE, especially its generic structure and the associated rules and values (the assessment criteria—knowledge and skills expected to properly measure students' performance) employed at the two universities, and perhaps in other universities in Indonesia generally, as there is no study found in the literature that has

addressed the problem. It seems that the problems found in the analysis of the TDPUs strongly suggest that no academic has successfully filled this gap with a satisfactory substitute that addresses the poor performance satisfactorily. This study has filled this gap and offers some recommendations to minimise the concerning problem.

2. This study has offered an important contribution to the literature, that is, it has contributed to the gap in research into the TDE at undergraduate level. Therefore, it also offers further research recommendations.

All the recommendations made in these two conclusions are presented in the next section.

7.7   Recommendations

The genre approach (GA) gives the students clear information about the TDE genre. By implementing this approach, the students can also be taught knowledge of research and presentation skills. The results of the experimental phase indicated that through the use of GA in the classroom, students could obtain complete information about the TDE genre, research knowledge and presentation skills, which match the expectations of the TDE (TDE assessment criteria). Students are also provided with sufficient opportunity to practise doing presentations. Moreover, the results of the post-test have confirmed that students taught with the GA in the experimental group could improve their performance in the realistic TDE. Therefore, this study has proven that the GA can help students to prepare more for performing competently in a TDE. Two recommendations are derived from this study: practical and future research recommendations.

7.7.1 Practical recommendations

From the findings and discussions, this study presents six practical recommendations to help students perform satisfactorily in their TDEs. First, to prepare the students to be competent in a TDE, appropriate design is essential. In the TDPUs, typically, several components are included; for example, unit objectives, teaching materials, teaching methodologies and assessment criteria (Gambescia, 2011). Setting the objectives of the unist is the first thing that the lecturer should do prior to commencing the teaching. In the TDPUs, the goal of the unit is preparing

students to perform competently in the TDE. The lecturer has to find ways to help students to reach this goal. The lecturer can reach this goal by preparing and teaching appropriate materials. In selecting the teaching materials, the lecturer can provide the lists of the topics that are taken from textbooks, and other non-textbook-related materials, for each session, which helps the students to achieve the goals of the units (Gambescia, 2011). Since the TDE has its own genre, so the lecturer must include this genre in the teaching materials. In addition to this, the lecturer has to set the assessment tasks and criteria to measure the oral competence of the students. With regard to this study, lecturers in Thesis Defence Preparation Units (TDPUs) have to understand the TDE genre, develop a coherent syllabus and teach it to their students adequately and appropriately. With a good understanding of these aspects and with sufficient practice, students will be well prepared for the real TDE. They will be less confused, have more knowledge and skills, and more confident in the examination, thus improving their performance.

The second recommendation is that lecturers should provide a lot of opportunities for students to conduct a presentation of their research based on the TDE genre. Through such interaction and proper guidance, students can build their self-confidence in using the research genre based target language, as well as understanding the content of the research.

Third, lecturers should appreciate the different opinions that emerge during classroom practice. Students' ability to present their knowledge in the classroom is an indication of their hard work in finding information important for their thesis. Lecturers may find that some students lack motivation to find journal articles, books or any other sources of information important for their thesis. Rather than judging the students negatively because of this lack of motivation, the lecturers could help them find materials important for them. Lecturers can be strict in the class to ensure that students study seriously in preparing themselves for the final thesis examination. However, this strictness should be in the context of a structured curriculum and appropriate teaching.

The fourth, the idea of commencing the TDPUs early in the semester needs to be considered. The teaching of writing a proposal or a thesis should be introduced earlier in semester two, so they have enough time to write their research proposal and

submit it in semester six. The earlier the students know, the easier it is for them to understand their research or writing problems.

The fifth, the authority at the university needs to pay attention to the lecturers who are absent during the teaching period, as it hinders students in using the target language in the class. If they have to be absent, they need to leave the students with adequate and appropriate tasks so that they can study and practice amongst themselves. This authority also needs to allocate smaller numbers of students to the TDPU classes so that the lecturer are be able to give adequate attention and training to the individual students.

Sixth, this research suggests that Syiar University should announce the results of the examination on the same day so that examinees know the final result of their studies. Announcing the results of the examinees' performances approximately one month after the examination is not helpful for the examinees, because the examinees do not know whether or not they have passed the examination. Furthermore, the examinees are unable to receive an official transcript necessary for applying for a job soon after they have successfully completed their TDE.

7.7.2 Future research recommendations

This study has undertaken research at English Education Departments at two selected universities across two different ministries. Nanggroe University is under the Ministry of Religious Affairs and Syiar University is under the Ministry of Education and Cultural Affairs. Nanggroe University is an Islamic University, under the Ministry of Religious Affairs, so the TDE genre found in this research is based on the convention of an Islamic university only. In the future, it would be interesting to expand similar research to other universities under the Ministry of Religious Affairs, for example, Catholic universities. Research into TDE genre at other universities under the Ministry of Education and Cultural Affairs is obviously necessary to confirm or otherwise the findings of this study.

Finally, this study employed 52 participants from two public universities in Aceh (Sumatra Island), consisting of undergraduate students, alumni, examinees, examiners and lecturers. It would be good if similar research could be conducted by employing a larger number of participants across different private universities and

islands in Indonesia (Sumatra, Borneo, Sulawesi, Java and Papua). Thus, the findings of the TDE genre could confirm or otherwise the findings of this study and expand the body of knowledge in the field.

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APPENDICES

APPENDIX A

LISTS OF INTERVIEW QUESTIONS WITH EXAMINEES FROM NANGGROE AND SYIAR UNIVERSITIES DURING ETHNOGRAPHIC PHASE

1. What did you feel when you did a thesis presentation?
2. Were you stress when you did the presentation?
3. What are factors that inhibiting you when you conducted a presentation before your examiners and audiences in the room?
4. Were you informed about the stages of the thesis presentation in your Seminar on ELT class?
5. Were you informed about the aspects and criteria of assessment of this thesis examination?
6. Do you know what you should say in each part of the presentation?
7. What should you say in the introduction of the presentation?
8. What should you say in the conclusion of the presentation?
9. What should you say in the discussion of the presentation?
10. Are you sure that you pass this examination with exceptional results? Why or why not?

EXAMPLE OF EXAMINEES' RESPONSES OF NANGGROE UNIVERSITY TO THE INTERVIEW DURING ETHNOGRAPHIC PHASE

I : oke NUE2, gimana perasaan ketika ikut thesis defense kemaren?

Iw : emm.. sama seperti kawan kawan yang lain, kalau misalnya sidang itu sudah pasti kita dituntut walau gak perfect kita harus punya persiapan untuk presentasi kemudian menjawab setiap pertanyaan yang diajukan oleh examiner, yaa otomatis perasaan deg-degan, perasaan eeeehhm kurang enak, perasaan merasa akan dibantai itu pasti ada

I : nah,, perasaan dibantai, menarik juga kata-katanya. Nah itu lebih dikhawatirkan dari examiner atau dari supervisor pertama dan kedua?

Iw : examiner..

I : nah kemudian apakah NUE2 tau bahwa setiap examiner itu, chair, member kedua semuanya itu, mereka punya porsi masing-masing gak?apakah sudah diketahui sebelumnya?

Iw : ya itu sudah ada semuanya. Sebelum sidang dilaksanakan itu mahasiswa terlebih dahulu mengurus yang namanya nota sidang munakasyah skripsi. Nah di nota itu sudah ditentukan pembimbing 1 atau yang akan menjadi chairman itu akan bertanya tentang motede penelitian kemudian di awal-awal skripsi, kemudian second supervisor akan bertanya tentang "......." dan yang menjadi examinernya akan bertanya tentang hasil penelitian dan collecting data

I : ada merasa tertekan kira-kira kemaren?

Iw : eee kalo kemaren di awal memang saya merasa tertekan namun ternyata 5 menit setelah berjalan ternyata semuanya biasa saja, rileks.

I : merasa tertekan nya itu kira-kira kenapa?

Iw: yang pertama karena pengaruh sering mengikuti sidang kawan-kawan yang lain, jadi melihat sidang kawan-kawan yang lain kemudian membanding-bandingkan, merasa mungkin akan sama dengan kawan-kawan yang lain yang akan dibantai tadi, jadi saya berfikir akan mengalami hal yang sama, namun ternyata itu semua defend on the examiner, jadi itu tergantung. Yang kemaren itu malah saya merasa rileks. Examiner yang biasanya kata kawan-kawan itu kiler kemaren malah dia yang paling easy gitu.

I : nah kemudian yang dibantai itu,apakah dia tidak mampu menjawab atau mungkin tingkah nya yang membuat examiner tersinggung?

Iw : kalau menurut ihwan kawan-kawan yang istilahnya merasa dipersulit saat sidang itu sebetulnya kembali ke tulisan mereka sendiri. Katakanlah tulisan mereka tidak

sempurna kemudian pada saat mereka mempertanggungjawabkan tulisan meraka pun mereka tidak maksimal, kemudian mereka istilahnya sama seperti ihwan pun lebih mengutamakan feeling mereka before ikut sidang seperti itu..

I : oke, nah tadi ada bilang tulisan. Apakah itu related dengan grammer nya atau vocabullary nya atau apa nya itu?

Iw : biasanya yang sangat-sangat diperhatikan itu lebih ke idea nya, idea dalam penulisan, namun biasanya yang sering membuat examiner jengkel itu adalah kesalahan-kesalahan kecil yang seharusnya tidak terjadi, grammer bisa jadi

I : ada pref reader di departemen untuk mengecek kesalah grammer?

Iw : gak ada

I: jadi memang student sendiri?

Iw : ya.. pure.

I : nah tadi dikatakan ketika ambil nota munakasyah itu diberikan porsi dari setiap examiner, apakah di dalam kelas waktu ambil mata kuliah ELR misalnya. Apakah hal itu ada disampaikan di dalam kelas?

Iw : mengenai sidang?

I : ya mengenai sidang

Iw : hmm..gak ada, pada saat mengikuti mata kuliah ELR itu murni lebih bagaimana melakukan penelitian, penulisan skripsi dan lain sebagainya, sama sekali tidak ada pelajaran tentang bagaimana sidang akan dilaksanakan nanti, kemudian apa-apa saja yang akan ditanyakan dalam sidang, itu sama sekali tidak ada. Jadi mahasiswa sendiri yang harus berusaha untuk mencari tahu bagaimana sidang itu kemudian apa-apa saja yang akan ditanyakan, itu kembali ke mahasiswa sendiri. Contoh misalnya mahasiswa yang akan mengikuti sidang, ia terlebih dahulu menonton sidang kawan-kawannya seperti itu.

I : nah apakah dengan melihat sidang lain, apakah itu membantu atau membuat kita lebih takut?

Iw : itu bisa dipandang dari 2 sisi sebetulnya. Bagi orang-orang yang istilahnya mampu menghandle perasaan sendiri sebetulnya sangat membantu karena istilahnya dia sudah lebih berpengalaman, dia sudah tahu bagaimana atmosfer di dalam ruang sidang itu sendiri, kemudian dia juga bisa menghandle jenis-jenis pertanyaan yang kemungkinan sama akan ditanyakan kembali oleh examiner yang lain untuk skripsi dia seperti itu. Namun bagi kawan-kawan yang istilahnya merasa bahwa nanti dia akan dipersulit itu akan menjadi bumerang bagi dia sehingga membuat sidang dia malah menjadi masalah untuk dia.

I : nah kemudian kemaren dinyatakan lulus. Apakah memang sudah yakin pada saat sebelum diumumkan akan lulus?

Iw : 50-50

I : gak begitu yakin ya,,walaupun padahal saya lihat cara defense nya bagus, tapi gak begitu yakin juga ya?kenapa itu gak yakin?

Iw : eeehm sebetulnya seperti ini. Kalau yakin 100% tentunya persentasi kemaren itu perfect. Gak akan ada gap dari setiap pertanyaan yang ditanyakan oleh examiner. Cuma karena yang pertama persiapan itu kurang karena memang setiap mahasiswa yang mau sidang itu dituntut untuk mempersiapkan diri sebaik mungkin, Cuma ini kembali ke diri ihwan pribadi, pada saat mau sidang ihwan buka skripsi malah gak tau mau belajar apa, jadi karena merasa persiapan kurang , pada saat pertama masuk merasa kurang PD, namun kesini sininya ternyata yang ditanyakan examiner lebih ke apa yang sudah ihwan tau mengenai penelitian ihwan sendiri seperti itu..

I : bagaimana dengan aspek-aspek penilaian itu sendiri. Apakah memang dikasih tau misalnya pada vocab sekian nilainya, mengcounter argumen sekian nilainya. Apakah sudah tau kira-kira kriteria-kriteria penilaian itu?

Iw : kalau kriteria penilaian itu sama sekali tidak diberitahukan bahkan kami sebagai mahasiswa itu mungkin hanya tergantung beberapa kawan yang sidang kemaren itu yang dikasih tau langsung nilainya apa gitu, kebanyakan itu bahkan nilainya tidak dikasih tahu. Jadi jangankan untuk mengetahui aspek penilaian, nilai nya saja tidak tahu seperti itu.

I : waktu pelajaran research gak dikasih tau juga ya?

Iw: gak ada..

I : bagaimana waktu ambil nota munakasyah itu, ada dikasih tau disitu?

Iw : gak ada.. gak ada form khusus yang menyediakan katakanlah misalnya ini bagian grammer, ini bagian idea,coherent atau whatever.

I : nah jadi di pelajaran ELR itu, tadi kan dikatakan belajar tentang penulisan, bagaimana dengan step-step dalam penulisan itu sendiri, misalnya pada introduction ini yang harus dibuat, kemudian pada bab literature ini yang harus dibuat. Apa ada dijelaskan sampai seperti itu?

Iw : iya , itu memang dijelaskan dari pertama, first ELR sampai second ELR, itu memang dijelaskan pembagian di dalam skripsi itu sendiri dimulai dari latar belakang masalah kemudian sampai diakhiri dengan suggestion, itu apa-apa saja yang harus dituliskan kemudian kembali saya ulang lagi di dalam ELR itu bukan hanya mempelajari tentang penulisan saja tapi juga tentang bagaimana membuat research itu sendiri. Jadi dalam ELR itu complete diajarkan bagaimana melakukan research kemudian hasil research itu dituangkan dalam bentuk tulisan yaitu skripsi.

I : nah bagaimana tentang role model daripada thesis defense. Apakah ada diajarkan juga?

Iw: itu tidak ada..

I :menurut ihwan apakah berbeda topik pelajaran di dalam kelas ELR dikarenakan beda dosen atau gimana?

Iw : bisa saja,karena berbeda dosen topik diajarkan berbeda, namun yang harus diketahui disini meskipun topik yang diajarkan berbeda, mata kuliah ELR itu sendiri punya gold yang harus dicapai. Jadi ketika mahasiswa sudah menyelesaikan mata kuliah ELR itu sendiri, mahasiswa dituntut untuk mampu melakukan sebuah research dan membuat sebuah tulisan seperti itu. Tulisan pra skripsi.

I : nah kira-kira supaya apa yang NUE2 alami kamaren, katakanlah deg-degan. Nah kira-kira untuk menghilangkan rasa itu bagi student, apa syarat kira-kira?

Iw : yang paling utama itu kalau ihwan pribadi itu lebih ke believe, i believe everything gonna be okay and it will be okay if i think it's okay. Saya yakin aja bahwa segala sesuatunya akan baik-baik saja , karena saya yakin yang pertama itu doa itu yang pertama sekali. Kemudian yang kedua jangan terlalu berfikir negatif, karena sering melihat sidang kawan-kawan,melihat bagaimana kawan-kawan disidang, itu kan ada perbedaan, ada kawan yang katakanlah dia mudah dalam sidangnya kemudian ada kawan-kawan yang katakanlah menurut dia ia sulit dalam sidangnya, jadi jangan terlalu berfikiran negatif seperti itu. Kemudian yang ketiga persiapkan diri sendiri, persiapkan dengan bahan-bahan kemudian persiapkan dengan materi-materi yang memang ada dalam tulisan kita.

I : ya karena examiner bertanya berkenaan dengan apa yang kita tulis kan. Kalau kemaren sendiri, apakah ada merasa bahwa panel comite itu ada menanyakan diluar area research nya NUE2?

Iw : sama sekali tidak ada.

I: masih ingat gak apa yang harus disampaikan ketika pembukaan?waktu disuruh berdiri, suruh sampaikan background of reserch. Apa-apa saja yang disampaikan disitu?

Iw: oke, pada saat presentasi sebelum pertanyaan-pertanyaan diajukan oleh examiner tentang skripsi, yang pertama dipresentasikan itu background of study kemudian research question, the aim of study kemudian methodology yang ihwan pakai kemudian alasan kenapa ihwan mengambil penelitian ini kemudian kesuksesan-kesuksesan dari defenerisation yang pernah di apply oleh orang-orang sebelumnya sehingga itu membuat ihwan punya bukti bahwa defenerisation ini memang bisa di apply disini, kemudian bagaimana cara ihwan mengkoleksi data kemudian hasil dari penelitian itu sendiri.

I : nah dalam pelajaran ELR, apakah ke 8 aspek ini diajarkan? Atau mungkin hanya background aja dan result?

Iw : dalam ELR itu complete, semua diajarkan, dimulai dari pemilihan judul itu diajarkan bagaimana memilih judul yang baik kemudian masalah variabel terikat, tidak terikat dll, itu dimulai dari situ sampai ke akhirnya. Jadi dimulai step-step yang memang ada dalam skripsi itu semua dibahas dalam ELR.

I : nah bagaimana pada bab pembahasan?ada gak dalam skripsi ihwan?

Iw : itu ada pada data analisis, jadi di data analisis itu sudah ada pembahasannya, katakanlah misalnya ihwan sebarkan quesioner,ada sekian persen jawaban-jawaban segala macam jadi dibawahnya itu ada pembahasan kenapa opsi-opsi di quesioner itu seperti ini dan kenapa jawabannya seperti ini dan kenapa responden nya menjawab sekian persen seperti itu.

I : jadi pembahasan ini lebih berkait dengan hasil yang didapatkan berdasarkan research methode tadi. Bagaimana pada bab kesimpulan sendiri?apa-apa aja yang dijelaskan disitu?

Iw : bab kesimpulan itu tidak panjang lebar, hanya menjawab research question itu sendiri, jadi kalau misalnya research questionnya 2 hanya ada 2 kesimpulan juga. Kesimpulannya apakah research question ihwan terjawab seperti yang diharapkan atau tidak. Kalau memang mau memberikan jawaban-jawaban lebih, itu lebih kepada suggestion.

I : nah ELR 1 pada semester berapa diajarkan?

Iw : semester 6

I : ELR 2?

Iw : 7

I : oh jadi sambung ya,bersyarat?

Iw : ya bersyarat.

I : apakah menurut NUE2 seandainya ELR ini diajarkan lebih awal lagi, katakanlah di semester 4 misalnya, apakah ini lebih membantu kira-kira?

Iw : ehhm kalau menurut NUE2 sebetulnya itu kembali ke dua sisi lagi, yang pertama ke mahasiswa itu sendiri, bagaimana mahasiswa ini menyimpan ilmu atau mengaplikasikan ilmu yang sudah didapatkan, namun secara umum kita bisa melihat kalau misalnya orang sudah belajar lama kemudian tidak pernah dipraktekkan itu ilmunya bakal hilang. Kalau misalnya ELR diajarkan disemester 4 sementara skripsi itu katakanlah di semester 7 baru dimulai, kemungkinan besar skripsinya amburadul seperti itu. Katakanlah dia bisa melakukan reseacrh, di penulisan dia salah.

I : bagaimana seandainya stages-stages ini, stages presentasi ini diajarkan pada speaking 4 misalnya, kemudian menulis skripsi itu diajarkan selain dari ELR juga diajarkan pada academic writing itu. Apakah itu sangat membantu kira-kira?

Iw: itu memang sangat membantu namun dalam hal ini kalau seandainya terjadi dualisme misalnya dalam 1 semester diajarkan hal yang sama, itu malah mubazir waktunya. Jadi sebaiknya waktu academic writing ini diajarkan lebih kepada betul-betul diajarkan writing, tidak terfokus pada thesis atau skripsi, jadi siswa punya 2 skill, begitu selesai semester dia bisa menulis thesis dan academic writing selain thesis seperti itu.

I : dulu dosen ElR siapa ?

Iw: yang pertama buk nasriah yang kedua pak faisal

I : kedua-kedua mereka ini gak buat role model ya untuk thesis defense?

Iw: gak ada. Sebetulnya untuk masalah presentasi itu kami sudah diajarkan pada mata kuliah speech. Jadi pada matakuliah speech di semester 5 itu kami diajarkan bagaimana melakukan presentasi yang benar, yang baik kemudian bagaimana mengatasi perasaan yang pastinya muncul ketika presentasi, mengikuti seminar atau panel atau apapun itu.

I : oke, nah dalam menulis sendiri, apa kendala yang paling berat?

Iw : itu lebih kepada ide, kadang-kadang kalau lagi dapat ide lancar nulisnya tapi kalau misalnya lagi macet gak ada ide itu sudah berhenti seperti itu. Misalnya ihwan sudah mulai menulis skripsi itu dari semester 7, berhubung karena ide nya kadang lancar kadang macet jadi kalau lagi macet berhenti kalau lancar jalan.

I : nah saya yang sanga berkesan adalah pembacaan ayat suci al quran. Nah suratnya itu sudah ditentukan atau kita pilih sendiri?

Iw: itu free, gak ada istilah pilih sendiri, kalau examinernya bilang buka ditengah, buka ditengah, kemudian kalau dibilang buka dimana yang kamu suka silahkan, seperti ihwan kemaren buka al quran ditengah ya uda ihwan buka dimana saja, disitu bacanya.

I : oh gitu ya, jadi bukan terserah kita?

Iw : tergantung examiner sebetulnya

I : jadi orang IAIN mereka sudah harus siap bisa baca quran dengan tajwid yang benar dan lain-lain ya.

Iw : ya

**EXAMPLE OF EXAMINEES' RESPONSES OF SYIAR UNIVERSITY TO
THE INTERVIEW DURING ETHNOGRAPHIC PHASE**

I   Emm…Baik SUE4, apa kabar hari ini? Baik ya? Ya jadi SUE4, kami akan bertanya beberapa pertanyaan, emm…apa ini berdasarkan pengalaman SUE4 ketika mengikuti ujian skripsi yang lalu ya, jadi ini relaks saja, tidak usah tegang, karna apa ini yang ditanya berkaitan dengan pengalaman SUE4 sendiri ok, apa bisa diceritakan sedikit emm…bagaimana perasaan ketika emm…melakukan atau menghadiri ujian tesis yang lalu?

Sv   Perasan yang saya rasakan yang pastinya nerves, nerves, emm…saya takut kalau saya tidak bisa melewati ujian ini, jadi emm…rasa khawatir akan pertanyaan yang tidak bisa saya jawab itu muncul, pada saat sebelum sidang.

I   Iya, iya, iya, emm…bagaimana dengan ketika menghadapi ujian itu sendiri?

Sv   Iya, emm…memang sebelumnya merasa nerver, tapi saat terjadi ya sidang itu berlangsung ya perasaan lebih yakin,

I   Iya, Ok, jadi ketika….

Sv   Atau lebih santai lah,

I   Itu sebelumnya kapan itu, sebelum masuk ruangan, atau pas masih di rumah ini?

Sv   Ya emm…masih di rumah saja terfikirkan, bagaimana sidangya, tapi setelah mulai dengan satu dosen jawab pertanyaan ya semakin lancar, ya semakin baik perasaannny.

I   Ok, nah, nerves, itu terjadi kenapa itu nerves?

Sv   Maksudnya, khawatir tidak bisa menjawab pertanyaan dari dosen,

I   Apakah emm…misalnya belum pernah, apakah pertanyaan dosen itu tidak bisa di prediksi sama sekali?

Sv   Yah, kalau prediksi bisa, dikarnakan teman-teman yang sudah sidang sebelumnya, tentu saja kita takut kalau ada yang tidak bisa di jawab.

I   Nah, Yang tidak bisa di jawab ya, ok, tidak bisa di jawab, yang maksudnya disini yang berkaitan dengan isi, atau yang berkaitan dengan metodologi penelitian, atau apa yang paling dikhawatirkan pertanyaannya?,

Sv   Yang paling dikhawatirkan ya bukan dari isi skripsi itu sendiri,

I   Ok, di luar ya ?

Sv   Diluar

i   Apakah yang berhubungan dengan emm….review of intelligence atau apa? Maksudnya yang di khawatirkan apakah emm…misalnya tacit dengan personal a take misalnya?

Sv   iya

I   Apakah itu yang di khawatirkan?

Sv   Iya, pertanyaan yang buat kita bingung misalnya.

I   Iya, iya, iya. Ok, Nah, bagaimana dengan perasaan tertekan, apakah ada merasa tertekan pada saat ujian itu? Misalnya tertekan karna, bisa jadi wah dosennya ini killer ini misalnya?

Sv   Insya Allah tidak itu,

I   Tidak ya, kenapa itu? Soalnya sebagian orang itu ada yang tertekan, sebelum bertemu sudah sangat tertekan, karna ada dosen yang melakukan personal a take, bagaimana dengan examiner yang lalu, apakah ada terjadi personal a take di situ? Personal a take dalam artian tidak berkaitan dengan isi, tapi berkaitan dengan personalitas kita?

Sv   Sama sekali tidak, dikarnakan emm,…yang examinernnya, dosennya itu bertanya emm…sesuai dengan konteks, isi dari skripsi, dan mereka banyak member suggestion kepada saya,

I   Ok, nah, kembali ketika melakukan presentasi, itu emm…apakah ada sulit kira-kira, ketika melakukan presentasi didepan examiner ?

Sv   Iya, emm…kalau sulit ya sulit, dikarnakan karna perasaan nerves tadi,

I   Nah, jadi apa ini perasaan ada sulit ya?

Ib   Sebelumnya di rumah sudah tahu tidak, presentasinya itu, saya mau bilang yang pertama ini, yang kedua saya mau bilang ini, ada dipersiapkan?

Sv   Ada, ada

Ib   Yang dipersiapkan itu apa saja tahap-tahapnya,

Sv   Yang dijelaskan itu kan berdasarkan power point yang sudah di buat, jadi isinya itu, ada research of problemnya, ada significantnya, method of study, congclution, emm…yang sudah di buat itu yang di pelajari, jadi kan supaya waktu presentasinya berurutan. Jadi dipersiapkan.

Ib   Ok, waktu presentasinya itu sendiri, yang sudah dipelajari di rumah, yang mau di bilang itu, kira-kira terbilang semua atau, ada berapa persen kira-kira

	tahapan presentasinya?
Sv	Pada saat, emm…menghadapi dosen yang pertama, sesuai dengan paparan yang dipelajari, setalah dosen yang kedua, emm…dosen hanya bertanya apa masalah, lalu memberikan pertanyaan, jadi tidak semuanya harus ada presentasi.
I	Apakah pertanyaan antara dosen satu, atau pembimbing 1 dengan penguji ke 2 dan ke 3, apakah ada pertanyaan yang sama? Ada ya?
Sv	Permasalahannya yang ditanya ya, masalah dari skripsinya itu yang sama, tapi kalaau yang lainnya itu tidak sama, ada dosen yang melihat reference, ada yang lesson plannya, tidak sama.
I	Ok, nah, berarti, ketiga-tiganya itu, harus di, harus di tampilkan. Harus di….melakukan presentasi begitu?
Sv	Iya
I	Jadi misalnya ke pak. Hendra , harus melakukan presentasi, kemudian pak, mas rijal, dan pak, saiful, itu semuanya harus dilakukan presentasi, apakah presentasiyang dilakukan di depan pak.hendra sama dengan yang dilakukan di depan pak. Saiful dan pak. Mas rijal. ?
Sv	Hampir sama, tidak sama secara total,
I	Iya, Apakah mengikuti slide yang sudah dipersiapkan,
Ib	Isi berdasarkan slidenya ada yang tidak berurutan,
I	Oh begitu,
Ib	Tidak beberurutan, ada yang miss tidak antara, misalnya antara penguji 1, penguji 2, dan penguji 3, miss di bagian resultnya gitu ada tidak?
Sv	Ada.
I	Ada ya, Slide itu sendiri ada ya? Kenapa tidak dibaca saja?
Sv	Kita untuk, bukan baca, kita bukan baca, misalnya SUE4 berikan power point kepada bapak, jadi bapak melihat ke power point dan SUE4 menjelaskan.
I	Apakah SUE4, emm..sebelum melakukan performent itu, presentasi tadi, apakah sudah terhafal langkah-langkahnya, misalnya pada pembukaan, saya akan menjelaskan misal background of research, kemudian setelah itu emm…mungkin research problem, kemudian emm…research question, dan seterusnya sampai result, apakah sudah terpola dalam pikiran SUE4?
Sv	Ya, Awalnya sudah terpola, prakteknya tidak sama,

I   Itu karna perasaan nerves tadi?

Sv   Iya. Karna perasaan…

I   Nerves itu karna terlalu senang, atau terlalu khawatir?

Sv   Karna terlalu khawatir.

I   Khawatir tidak lulus, apakah tahapan-tahapan yang dilakukan pada saat presentasi, apakah itu ada di perkenalkan dikelas seminar, atau kelas research?

Sv   Tahapan dalam presentasi?

I   Iya, yang jelas tahapan-tahapan ketika menulis skripsi juga ya, misalnya ada introduction, kemudian research problem, kemudian research question, itu ada diperkenalkan? Pada pelajaran apa itu?

Sv   Pelajaran research

Ib   Misal ya, Kalau presentasinya?

Sv   Seminar

Ib   Ada diajari juga?, pertama kalian harus bilang tentang background of research, kemudian yang kedua bilang tentang….

Sv   Ada, tapi waktu seminar emm…pelajarannya kurang, kurang memadai, jadi tidak dapat dari seminar saja, dari luar seminar juga ada.

I   Pada saat itu, apakah ada latihan-latihan presentasi?

Sv   Ada

I   Ada, itu bagaimana itu modelnya? Apakah modelnya sama dengan melakukan tesis defind yang asli, ujian skripsi yang asli, jadi bagaimana? Bisa ceritakan sedikit? Mungkin waktu presentasinya, apakah ambil punya orang kemudian kita free saja, atau memang harus melalui tahapan-tahapan?

Sv   Hanya emm…kita menjelaskan saja sebagai pembukaan, tidak ada tahapan yang sudah ada.

Ib   Yang dijelaskan itu proposal apa?

Sv   Oh, Proposal, proposal,

Ib   Proposal itu buat sendiri, apa punya….

Sv   Yang sudah ada

Ib   Oh yang sudah ada,

I   Punya orang lain ya?

ib   Iya ada teori tidak dari dosen, misal memang di ajarkan betul-betul, kalau kalian mau presentasi, yang pertama pembukaan, introduction,

memperkenalkan diri kalian, yang ke dua kalaian harus, emm…menjelaskan background researchnya apa, yang ke 3 problemnya apa?, ada tidak di ajarkan secara formal?

Sv   Ada

Ib   Ada, Untuk presentasinya? Waktu pemeriksaan….

Sv   Untuk presentasi Ada di ajarkan,

I   Apakah yang diharapkan oleh dosen pada saat seminar, pada saat pelajaran seminar, itu emm…apa ini, persis seperti yang terjadi pada saat ujian tesis?

Sv   Tidak,

I   Tidak ya? Dimana bedanya?

Sv   Waktu seminar, waktu pelajaran seminar, emm…kami, SUE4 ya, dikelas, diminta untuk menjelaskan apa yang sudah SUE4 buat?

I   Iya

Sv   Itu saja, yang bertanya pun bukan dosennya, tapi mahasiswa yang lain,

I   Mahasiswa, Ok, yang telah dibuat maksudnya, emm…apakah tentang bacaan, atau….emm….yang sudah dubuat punya orang lain ini kan?

Sv   Iya

I   Iya, maksudnya, emm….ini kalau kita kembali ke ujian tesis kemaren, itu kan, pada slidenya kan sudah jelas tahapan-tahapannya, pertama mau bulang apa, ke dua bilang apa, ke tiga bilang apa, nah, apakah dosen pada pelajaran seminar juga mengharapkan SUE4 bisa menjelaskan bertahap seperti itu?

Sv   tidak

I   Tidak ya? Yang penting kaju, kemudian jelaskan secara general, secara umum, apa yang sudah….

Sv   Apa isinya,

I   Apa isinya, jadi tidak mesti beraturan, yang penting bisa tampil dan berbicara? Ok, Nah, bagaiamana dengan ujian tesis yang lalu, apakah aspek-aspek penilaian, kan ada criteria-kriteria yang misalnya, yang pronountation misalnya atau apa ya? Nah, Apakah itu sudah diperkenalkan sebelum ikut ujian?

Sv   Seingat SUE4 tidak ada, SUE4 pun saya melihat di lembaran penilaian dosen, SUE4 lihat apa yang dinilai, writingnya, isinyanya.

I   Itu kapan diberiakan?

Sv Seminggu, ah saat diberikan SK.

I Itu kira-kira kapan?

Sv Seminggu sebelum sidang,

I Oh, seminggu sebelum, itu baru diperkenalkan ya? Sebelumnya belum tahu ya?

Sv Belum tahu

I Emm…apa ini yang, persentasenya juga tahu berarti, presentase, misalnya ini sekian persen, ini sekian persen?

Sv Oh iya, karna sudah ada ketasnya,

I Tapi dipelajaraan seminar sendiri tahu ya?

Sv Tidak tahu

I Nah, kemudian bagaiamana dengan, dengan melihat apa ini, dengan melihat performant orang lain, apakah itu ada dilakukan sama SUE4, apakah sebelum di ujian tesis, ada melihat kawan-kawan lain yang melakukan ujian tesis?

Sv Tidak pernah.

I Ok, apakah itu yang membuat SUE4 nerves?

Sv Iya, karna tidak pernah lihat, hanya dengar cerita-cerita kawan saja,

I Cerita kawan kadang-kadang mengeriakan gitu ya?

Sv Ngeri, tidak sesuai dengan kenyataan.

I Mungkin, ya itu lah karna tidak pernah lihat jadi tidak tahu bagaimana ya? Bagaimana dengan, apa ini, emm…dengan performent kemaren itu, apakah yakin dengan kelulusan?

Sv Iya

I Yakin ya? Nah, kenapa begitu yakin kalau SUE4 bisa lulus?

Sv Yah, karna apa…pas ditanya sama dosen, ya SUE4 jawab yakin trus.

I Nah, kira-kira apa saran SUE4, mungkin untuk teman-teman yang lain ya? Supaya menghilangkan rasa nerves tadi, rasa khawatir, tidak lulus, padahal di akhir begitu jalan, yakin kita lulus, apa kira-kira sarannya?

Sv Sarannya ya percaya diri saja, emm…kalau bisa, karna kita harus belajar, belajarnya kan sudah tahu, mau di Tanya apa saja, kalau kita belajar,pasti bisa,jadi saran itu saja, yang penting berani, kalau ditanya jawab.

Ib Kalau dari, misalnya dari dosennya sendiri ya, setiap presentasi, biar siswanya tidak nerves, tahu apa yang harus dibilang, kira-kira emm…dosen sendiri

dalam pelajaran seminar khususnya, apa yang harus di…perbaiki lagi, dari apa yang sudah ada, supaya mahasiswa itu siap, siap untuk presentasi?

Sv Diberikan materi yang cukup, mengenai hubungan ujian skripsi itu sendiri. Apa-apa saja, Jadi mahasiswa itu sendiri tahu, bagaimana ujian skripsi itu.

I Baik SUE4, emmm….kelihatannya ini banyak informasi yang telah kami dapatkan, apa ini, terima kasih atas waktunya, kemudian seandainya data kami belum cukup, kami juga minta kesediannya untuk wawancara seperti ini lagi di lain waktu. Terima kasih atas waktunya.

APPENDIX D

LISTS OF INTERVIEW QUESTIONS WITH LECTURERS FROM NANGGROE AND SYIAR UNIVERSITIES DURING ETHNOGRAPHIC PHASE

1. How long have you taught for Seminar on ELT subject (unit)?

2. How many times have you involved to be an examiner of the thesis defence examination?

3. What are the hindrances that you face in preparing students being competent in presenting their research topics?

4. Do you teach them moves and steps to conduct a present of their research proposal?

5. What are your suggestions to improve the poor performance of students in the thesis defense?

APPENDIX E

EXAMPLE OF LECTURERS' RESPONSES OF NANGGROE UNIVERSITY TO THE INTERVIEW DURING ETHNOGRAPHIC PHASE

I   Bagaimana dengan mata kuliah yang ibu asuh, resect metodologi apakah sekuensi daripada penulisan tesis juga diajarkan disana?

Kh   Diajarkan, kalaupun research methodologi yang kebetulan saya mengajar disana itu masih basic sekali dimana nanti akhirnya bukan menghasilkan skripsi tapi proposal kan proposal itu skripsi mini jadi sekuensi itu memang sudah dikasi tau, karna bukunya kan dikasi tau oke kamu untuk menulis dan sebagainya kamu refer kepada buku ini akhirnya mereka kan seperti itu, biarpun kita secara general juga menjelaskan bahwa ea kalau difakultas tarbiah kita menggunakan buku ini tetapi bisa saja ketika kamu mengambil kuliah diluar bisanya mereka pakai MBI atau sebagainya, jadi begitu kita berikan masukan juga kepada mereka karna itu masih basic dan general istilahnya bukan pelajaran yang khusus bahasa inggris tapi pelajaran tarbiah pelajaran tarbiah dimana mereka harus mengetahui semua tentang metodologi resect metodologi jadi not English jadi secara keseluruhan, karna kita punya nanti resect english jadi nanti lebih focus ke englishnya jadi bukan teori-teori lagi tapi lebih ke practicnya tapi kalau diresect basic feel biarpun terakhir untuk finalnya itu ada practice untuk membuat proposal tapi kan dia lebih general.

I   Mungkin ketika mereka membua proposal apakah ada kontrak untuk presentasi?

Kh   Ya setelah kita suruh menulis proposal itu kemudian kita kasih waktu sedikit karna waktunya tidak banyak 5-7 menit seorang untuk mempresentasikan proposal mereka jadi nanti paling tidak jika da hal-hal yang masih belum tepat dalam penulisan proposal itu bisa kita kasih masukan kepada mereka.

.

I   Iya ok Apakah pada pelejaran ini juga diperkenalkan situasi waktu ujian tesis?

Kh   Ada, tapi tidak semua harus diperkenalkan dulu karna kita punya mata kuliah resect in English memang ada yang kita bayang-bayangin emm...nanti ketika, emm...snanti kita kan punya difinding proposal lagi emm...waktu dippinding proposal itu tetapi diresect in inglish mungkin karna saya tidak mengajar beliau mengatakan kalau kita difinding tesis seperti ini, walaupun kadang proposal juga yang ditampilkan kan gak mungkin waktu gak mungkin dibuat tesis, Cuma kerangka berfikir daripada tesisi sudah pasti sudah diajarkankan ketika research in english, kalau dibayangkan bagaimana mempertahankan proposal karna kita mendipinding proposal, mungkin mereka sudah terbiasa dengan mendinpending malah kalau dalam mendipinding proposal kita sudah terbiasa menggunakan laptop

I   Emm, infokus?

Kh   Ya infokus, tapi ketika didalam proses oral examination atau ujian munakhasyah ya yang mau menggunakan fine ya bagi yang tidak mau tidak di paksakan tetapi finding proposal memang wajib sehingga ketika kita mau meregister menilai proposal itu mudah dan kita juga minta DVDnya.

I   Ok, sangat menarik ya?

Kh   Maksudnya kalau dosennya mau menggunakan seperti itu ya seharusnya seperti itu, ya kadang kita memberikan silabus kepada studentnya ya karna system mereka kan berbeda antara satu orang dengan yang lain ya kita bisa memberika silabus walaupun sama-sama mengajar tentang resect kan metodenya berbeda-beda

I   Itu disemeter berapa bu yang resert method berarti setelah research method baru ada English one?

Kh   English Second Language.

I   English language reserc ya kalau g salah saya, da IMR 1 IMR 2?

Kh   Apakah resect method ini sebelum IMR

I   Ya sebelum resecr method semester berapa ini ?

Kh   Semester 4, 5, 5 kalau g salah

I   Berarti setelah semerter 3 nah menurut ibu semakin cepat diperkenalkan cara menulis tesis semakin bagus hasil mahasiswa tadi atau sudah pas disemerter-semester akhir?

Kh   Ya, menurut saya perlu diperkenalkan di awal, karna kan tesis itu punya proses, bukan diregly difact dia punya proses kalau terlalu lama diperkenalkan mereka tidak bisa menulis proposal sementara untuk difact proposal semester 5, 6 mereka sudah bisa mengajukan judul untuk proposal, kalau diakhir diprkenalkan takutnya mereka akan shok seperti itu kalau ini kan disemerter 4 mereka sudah tahu, kemudian mereka akan mencoba mencari title sesuai dengan apa yang sudah mereka pelajari, kemudian semester 6 mengajukan proposal kalau terlalu lama kan mereka susah bagaimana cara saya mendapatka title atau bagaimana cara mendapatkan permasalahan mereka kan tidak tahu, jika awal kita berikan mata pelajaran itu katakanlah pada semester itu 4 mereka dengan sendirinya pada semester-semester mendatang ketika dia tahu ada permasalahan akan dimunculkana karna mereka sudah tahu bagaimana memunculkan sebuah masalah.

I   Kalau diperkenalkan dari semerter dua siapa lebih bagus tu buk? Daripada semester 4?

Kh   Semerter dua itu masih tahap writtingnya saja belum masuk resect metodeloginya.

I   Ok, kalau tahap writingnya sal diperkenalkan misalnya begini cara menulis paragraph 1 dan 2?

Kh   Oh sekues

I   Sekuen n sekues

Kh   Oh itu memang ada sebab kami writing 1 diperkenalkan paragraf dan jenis-jenis paragraf writing ke-2 kita perkenalkan esing, kan disit ada esing sekues ya semua ada disitu.

I	Ok ok ya ya
Kh	Kemudian kami ada academic writing, academic writing itu sudah focus pada tesis sampai nanti bagaimana cara mengambil footnote dan sebagainya, setelah academic writing nanti kan udah da resect in english jadi mereka sudah tahu semua baru mereka bisa menulis sebuah tesis.
I	Berarti kalau bisa saya pahami disini, berarti emm...apa ini posisi dari setiap mata pelajaran sekarang sudah tepat bu ya?
Kh	Ya.
I	Misalnya pada writing satu tentang paragraf...
Kh	Paragraph, essay,
I	Essay disitulah diajarkan bagaimana cara?
Kh	Bagaimana menulis dengan benar, membuat antar paragraph dengan paragraph itu sekuen dan sebgainya
I	kalau diacademic writing lebih focus dan luas ya bu?
Kh	Iya, iya.
I	Ok, kemudian ibu ada saran bu, ibu sebagai examiner, dan sebagai dosen juga ketua jurusan juga ya,misanya untuk mempertahankan kualitas dari siswa itu sendiri yang sudah baik-baik atau yang kurang untuk ditingkatkan lagi misalnya dengan mmberikan training khusus bagi yang lemah-lemah atau apa kira saran-sarannya?
Kh	Oh sebenarnya kami sudah pernah sebenarnya, saya liht biarpun kita ada mata kuliah tadi tapi memang apapun cerita mereka lemah untuk resect saya melihat itu anak-anak, jd kami pernah melakukan sejenis tryning tetapi tidak semua bisa jalan, karan istilahnya limitit dari pada lecture kami karna banyak dosen IAIN sekarang yang sedang sekolah, jadi ketika seperti itu tidak disen yang cass untuk mengajarkan khusus tentang resect sebelum, seperti tryning seperti itu, dulu pernah kami buat, misalnya anak-anak yang sudah mengambil resect in English dan mereka mau menulis proposal untuk diseminarkan kami buat tryning dalam satu minggu untuk melatih mereka secara intensif bagaimana menulis dengan benar itu memang pernah kami buat tapi karna mandet mandetnya karna banyak yang sekolah dosennya dan Cuma tinggal beberapa orang dan studennya pun ramai jadi tidak ada dosen untuk inchat khusus untuk bidang itu, dalam beberapa tahun ini sudah tidak kami buat, tapi untuk kedepannya kami akan mencoba membuatnya lagi
I	Iya, kemudian inisiatif dari jurusan atau dosen sendiri atau memang ada dukungan support dari segi dana, tempat atau dari fakultas
Kh	Pada saat itu kami memang punya dana makanya kami berani kalaupun kami tidak punya dana pernah juga untuk membuat proposal, dan ketika tidak ada kami akan meminta dari mahasiswa, karna memang mereka mau belajar dan mahasiswa dengan senang hati mau, dan jurusan juga sedikit membantu, karna jurusan dana untuk itu memang tidak ada cuma ada sediki yang kami bisa bantu disamping iuran dari mahasiswa itu sendiri.
I	Itu kalau Dana?
Kh	Dana dari mahasiswa itu pun untuk memfotocopy material-material yang akan diberikan.
I	Iya iya berarti bukan untuk...?

Kh Ya kalau untuk dosen kami mengambil dari jurusan dan ada juga yang dari fakultas dan itu kami membuat proposal untuk bisa apa namanya mengandalikan hal itu.

I   Iya iya betul tapi misalnya ibu berinisiatif tentang hal itu kan tidak semua jurusan sanggup untuk mencari dana kan dana jurusan sangat terbatas beda dengan fakultas. Berarti itu memang inisiatif ibu dan...?

Kh Dan mahasiswa itu sendiri karena saya lihat anak jurusan kami, mungkin karna intinya juga mereka yang sudah bagus, mereka memang berinisiatif dan ketika kami tidak buat mereka tanya, jadi ketika ditayakan ya kami bilang memang tidak ada dosen yang inchat dibidang itu.

I   Iya iya.

Kh Ya kami sangat berharap untuk bisa membuat idition cursus atau training seperti itu.

I   Training memang sangat...

Kh Didalam program kerja kami itu memang selalu kami buat training, untuk mentraining mahasiswa untuk menulis dengan bagus, bisa menunjukkan proposal-proposal yang memang sesuai dengan yang diharapkan jurusan. Memang ada selalu dalam program. Ya walaupun ada dalam program kadang-kadang memang jalan, ya kalaupun tidak jalan kadang kami juga ada membuat training sehari dua hari itu juga kami ada buat. Disamping kami libatkan mahasiswa juga dosen-dosen pembimbing yang masih baru juga diikutsertakan.

I   Ok ok Jadi dosen ikut juga?

Kh Jadi supaya singkron emm...ketika memberikan masukan-masukan kepada anak-anak dalam menulis itu, itu biasanya dosen-dosen muda,yang mereka baru pulang dari belajar, bukan dosen-dosen senior.

I   Iya iya, wah terima kasih banyak bu. Ini kami sudah dapat semua informasi yang kami butuhkan, Nanti kalau ada perlu-perlu kami datang ke jurusan tau mengkonfirm apa yang kami tulis, terima kasih banyak bu atas informasinya.

APPENDIX F

**EXAMPLE OF LECTURERS' RESPONSES OF SYIAR UNIVERSITY TO
THE INTERVIEW DURING ETHNOGRAPHIC PHASE**

Pak Is (I) : Pak SUL2 apa kabar hari ini?

Pak SUL2 (H) : Baik, Alhamdulillah Pak Is.

I : Iya (tertawa kecil) ini ee.. saya ingin menanyakan beberapa pertanyaan sama Pak SUL2. Karena bapak juga mangajar pelajaran seminar. Saya juga ingin mengetahui beberapa hal tentang pengajaran seminar di dalam kelas. Yang saya tahu beda dosen itu mempunyai hak untuk mengajarkan beda pelajaran gitu pak ya dalam mempersiapkan orang hebat dalam ujian tesis. Kalau bapak sendiri sudah berapa lama pak? Mengajar pelajaran seminar ini? Sudah berapa tahun begitu pak?

H : seingat saya, saya mengajarkan mata kuliah Seminar On ELT itu selama 2 semester atau alias satu tahun

I : dari tahun berapa itu pak?

H : seingat saya itu tahun mungkin sekitar 2007 atau 2008. Saya lupa itu, antara 2007 atau 2008 saya pernah diberi kesempatan untuk mengajar mata kuliah seminar.

I : iya pak ya. Kalau menguji udah sering pak ya dari semenjak itu ya. Kemudian dalam pengajaran seminar pak, apa-apa saja yang bapak ajarkan seingat bapak pak ya, dalam mempersiapkan siswa ini bisa kompeten dalam melakukan presentasi di ujian tesisnya pak?

H : pertama kali saya menekankan ke mahasiswa cara berkomunikasi di dalam seminar. Dalam artian begini, saya mengajarkan ke mahasiswa bagaimana kita membuka sebuah presentasi, kemudian memulainya, kemudian menyampaikan pokok-pokok atau hal-hal yang akan kita sampaikan, ya kemudian bagaimana menutupnya. Itu saya sampaikan.

I : jadi, itu lebih banyak ke prakteknya pak?

H : ke prakteknya.

I : ke prakteknya pak ya. Nah kemudian yang dipresentasikan itu pak, apakah hasil penelitian atau proposal dia sendiri atau memang bab I dari Tesis orang yang kita presentasikan, yang mereka presentasikan di kelas?

H : jadi saya menyuruh mahasiswa memilih salah satu topic yang menurut dia tertarik untuk dipresentasikan. Saya memberikan kebebasan itu kepada mereka. Silahkan pilih. Kalau mereka mengalami kendala, saya bisa bantu memberikan topic yang lain untuk dipresentasikan. Tetapi, poinnya adalah dia menarik untuk mempresentasikan poin hal tersebut. Kemudian harapan saya ini akan menjadi judul proposal dia nanti ketika dia naik seminar. Itu harapan terakhir, karena setelah mata kuliah seminar itu, jadi dia bersambung. Siswa akan mengambil mata kuliah research methodology. Di mata kuliah research itu ada tugas akhir. Dimana mahasiswa disuruh membuat semacam proposal penelitian. Itu yang saya sangat dorong ke mahasiswa. Bagaimana melalui mata kuliah seminar ini, apa yang sudah anda tulis terkait dengan topic yang akan anda teliti atau anda senangi, mudah-mudahan itulah yang akan menjadi judul skripsi anda dan menjadi untuk diseminarkan nanti pada seminar proposal nanti, seperti itu.

I : iya iya. Berarti, seperti bapak jelaskan tadi, bapak kan lebih banyak ke praktek pak ya? Praktek bagaimana cara opening kemudian dimelakendibengs. disitu.

H : kemudian meyakinkan examiner. Bahwa ini bagus. Kemudian, teknik juga kita kalau ada pertanyaan begini bagaimana. Saya mengajarkan ke siswa tolong anda pikirkan cara mengantisipasi kalau ada pertanyaan-pertanyaan ini. Yang mungkin mereka tidak terpikirkan. Jadi saya sangat dorong begitu. Mungkin bagi anda, anda tidak terpikirkan akan ada pertanyaan ini. Coba anda pikirkan, kalau ada pertanyaan begini, ini kan sudah lazim ditanyakan, sudah biasa. Tapi, coba pikirkan diedentifikasi kalau ada pertanyaan begini, bagaimana anda menjawab.

I : ok, berarti memang lebih ke memang betul-betul ke oral performance pak ya?

H : iya seperti itu.

I : kemudian kalau dari segi tahapan menulis itu kapan diajarkan pak? Apa di pelajaran seminar atau di pelajaran research pak? Kalau penulisannya, tahapan-tahapan penulisannya itu?

H : saya, karena kita research lebih banyak ke practice kalau saya. Kalau kita lihat memang menulis isi itu memang masih banyak salah-salah. Masih ada salah-salahnya. Karena saya berasumsi mahasiswa itu sudah mengambil mata kuliah writing 1, writing 2, writing 3, sekarang ada lagi academic writing. Jadi, saya menganggap itu sudah bagus. Tetapi walaupun dalam kenyataan saya melihat dari segi penulisan masih banyak yang salah. Jadi saya consent nya ke content. Coba kalau kita melihat dari segi grammar, vocabulary, yang kita sebut micro writing itu dari segi spelling, vocabulary, grammar itu mungkin masih banyak yang salah ya. Tapi saya melihat lebih masuk kepada micro writing itu content dan organization.

I : iya, jadi organization yang saya maksud pak, apakah organization yang ditulis ddalam skripsi. Apakah itu yang bapak praktekkan? Yang bapak harapkan dalam seminar. Jadi persis seperti yang di tulis? Tapi dia dalam bentuk oral.

H : o iya, betul betul. Saya tulis itu di papan tulis. Jadi dalam kita nanti memulai atau menulis sebuah proposal, nanti itu dimulai dengan background of knowledge, terserah apa macam-macam dikasih istilahnya mau introduction, kemudian nanti ada problem formulation, research question, kemudian in of study dan same of trationse sansi topsia.

I : jadi, tahap-tahapan itu pak. Organization itu, itulah yang bapak praktekkan pak ya?

H : ya ya. jadi ini yang harus ada dalam paper anda nanti. Begitu saya tekankan ketika anda presentasi

I : kemudian pak, melihat fenomena ketika menguji kemaren, di situ ada yang grogi pak ya? Ada yang cemas. Sementara dia sudah belajar di pelajaran seminar. Sebagian yang kebetulan sama bapak misalnya ya. Menurut bapak, apakah cukup hanya pada saat seminar saja diajarkan atau dipersiapkan mahasiswa supaya dia mampu dalam melakukan defends pada ujian tesisnya atau mungkin perlu ada tambahan lagi misalnya pada speaking 4 misalnya. Bagaimana menurut bapak?

H: mungkin, mata kuliah seminar itu sudah baik ya, sudah bagus. Mungkin yang lebih ditekankan adalah pertama, prakteknya lebih banyak. Kemudian bagaimana didorong mahasiswa ini disemangati agar lebih berani di dalam berbicara. Sebab

begini, saya paham betul ketika saya menjadi mahasiswa S1, jujur saya katakan ketika pada waktu ujian sidang itu saya tidak tahu orang lain. Tapi saya sampaikan diri sendiri, memang ada sifat cemas, grogi. Itu saya akui dan mungkin in juga dirasakan oleh mahasiswa, nah karena itu mungkin di mata kuliah seminar itu marilah kita lebih perbanyak practice. Kemudian kita dorong mahasiswa apa bahasanya dia lebih leluasa dia berbicara, lebih berani, lebih percaya diri. Seperti itu

I : bagaimana dengan nuansanya pak? Ketika bapak menyuruh mereka untuk melakukan presentasi, apakah nuansanya seperti nuasa pada the real thesis defend? Atau hanya biasa saja?

H : Oiya, jadi ada beberapa mahasiswa saya suruh ke depan. Bisa satu orang mempresentasikan, bisa sekali maju dua atau tiga. Kepada orang2 tertentu yang saya pilih, saya sudah siapkan. Kamu tolong siapkan pertanyaan ke ini. Dan ini juga berbicara menghemat waktu ya. Kemudian kalau kamu tolong persiapkan ini dengan waktu. Jadi kamu dengarkan pemaparan mereka presentasi mereka. Kemudian kamu mencari kira-kira hal-hal apa saja yang menurut kamu perlu kamu pertanyakan untuk mendapatkan penjelasan lebih jauh lebih jelas begitu. Jadi kita buat suasananya seperti betul–betul dalam the real situation seperti itu. Siswa maju ke depan, 1 boleh atau 2 orang, paling banyak 3 lah. Dan yang lain saya sudah siapkan ibaratnya semacam panelist lah beberapa orang bertanya. Yang lain juga listener, audience, tapi boleh mereka bertanya juga. Tetapi yang paling utama yang penanya ini yang kita sudah siapkan. Yang seperti itu.

I : kemudian pak, apakah bapak tau pertanyaan dari examiner yang lain untuk selvi tadi? Kan ada tiga orang pak ya?

H : saya tidak tahu pertanyaan karena begini, kebetulan kita kemaren itu kan mejanya pisah. Ujian. Kecuali kita ujian itu satu meja. Ini saya tidak mendengarkan pertanyaan dari dosen lain ke selvi. Seperti itu. Sehingga saya tidak tahu. Karena selama ini kita ujian tetap satu meja. Ada 4 penguji dan 1 mahasiswa di depan kita. Tetapi karena kemaren itu terlalu rame, sehingga saya tidak tahu apa pertanyaannya.

I : kemudian pak apakah ada pembagian antara pertanyaan dari examiner 1 misalnya cerita tentang introduction, misalnya yang ke 2 mungkin lebih ke grammar, yang ke 3 lebih ke content misal. Apakah ada pembagian seperti itu pak?

H : sehemat saya yang saya tahu tidak ada. Ini mungkin yang menarik untuk perlu kita pikirkan, kita atur ke depan. Artinya, mungkin ada misalnya katakan pembimbing 1 dia menanyakan content dan pembimbing 2 mungkin dari segi bahasa. Atau bagaimana disepakatan nanti. Karena yang selama ini pengalaman yang saya lihat yang kita ujian satu meja. Apa yang ditanyakan penguji A itu boleh jadi ditanyakan lagi penguji B, C, dan D. jadi, dan jawaban mahasiswa pula anehnya kadang sedikit juga lucu bisa pula berbeda-beda begitu. jadi itu membuat kita, jadi kalau ditanya penguji A dia jawab begini, penguji B dia jawab lain lagi sedikit. Jadi seperti itu.

I : baik pak. Kalau gitu pak. Kemudian, mungkin ini pertanyaan terakhir pak. Apa saran bapak supaya ke depan semakin sedikit orang yang gugup tapi semakin banyak orang yang confident dalam melakukan performace apa ini oral performance dalam thesis defend, apa saran bapak? Apa yang harus kita kuatkan pak?

H : saya kira, harapan saya kepada seluruh teman2 dosen yang mengajar. Pertama sekali, mari memberikan kesempatan seluas-luasnya kepada mahasiswa kita untuk berbicara lebih banyak mengekspresikan ide-ide opini mereka. Artinya bukan kita tidak boleh berbicara, artinya berilah kesempatan kepada mereka untuk lebih leluasa berbicara di kelas dan kepada kita didorong untuk membuat mahasiswa lebih confident, lebih berani, dengan apa, dengan mengatakan anda tidak usah khawatir dengan apa yang anda sampaikan, karena kita disini sifatnya adalah diskusi, sharing, semua orang bebas memberikan pendapat apapun. Jadi, ada pendapat dari dia, ada pendapat dari orang lain, ada pendapat dari kita, mari kita diskusikan sama-sama, dimana salahnya kita betulkan, dimana kurangnya kita perbaiki. Jadi begitu. Dan itu kita tekankan bukan di mata kuliah2 tertentu, misalnya speaking yang lain-lain tapi seluruhnya, seluruh mata kuliah atau seluruh kelas. Berilah kesempatan ke mahasiswa, artinya boleh kita balik mungkin student center approach lah, teacher center approach yang selama ini terjadi di sekolah. Jadi beri kesempatan dengan terbiasa kita mulai dari awal, maka anak2 saya yakin dia semakin berani dan satu hal yang terpenting juga mungkin menurut saya, tetaplah kita menghargai sekecil apapun pendapat anak-anak itu. Sekecil apapun kita hargai begitu, jadi jangan kita tidak hargai. Kalau pun mungkin kita berbeda pendapat atau tidak sependapat, tapi mungkin disampaikan dengan cara-cara yang baik sehingga anak itu dalam diri dia,

ah saya memberikan biarpun salah tetapi dosen saya juga menghargai. Memberikan. Saya tau mahasiswa sering-seringnya salah, tapi saya tetap bilang, ah you are good that's good. Saya katakan seperti itu. Mungkin ada pendapat lain yang bisa membantu dia begitu saya sampaikan. Ah, pendapat kamu sama pendapat ini sama saja. Walaupun saya tahu itu salah sebenarnya, nanti kita luruskan bersama-sama. Bukan kita biarkan dia dalam kesalahan. Bukan, bukan begitu maksudnya. Tetapi mungkin, siapapun orang ingin juga dihargai. Artinya bagi saya ketika seorang mahasiswa sudah mau memberikan ide-idenya, mengungkapkan pendapatnya, itu bukti dia mempunyai apresiasi yang tinggi terhadap pelajaran yang kita ajarkan di kelas. Seperti itu.

I : betul pak. Wah pak SUL2, terima kasih banyak ini pak. Ini banyak sekali informasi yang sudah saya dapatkan pengalaman bapak mengajar di pelajaran seminar begitu juga sebagai examiner pak ya. Terima kasih banyak pak, mudah-mudahan ini bermanfaat bagi kita semua pak.

H : sama-sama pak Is.

I : makasi banyak

H : sukses (tertawa kecil)

APPENDIX G

LISTS OF INTERVIEW QUESTIONS WITH EXAMINERS FROM NANGGROE AND SYIAR UNIVERSITIES DURING ETHNOGRAPHIC PHASE

1. What do you expect from the examinee during this thesis defence examination ?

2. What expectations have you obtained from this performance?

3. According to your observation and experience, has this student performed appropriate move and stages of the thesis defence examination?

4. What obstacles have you faced when you assess this student?

5. According to you, what the student should do to help him performing well in thesis defence examination?

APPENDIX H

EXAMPLE OF EXAMINERS' RESPONSES OF NANGGROE UNIVERSITY TO THE INTERVIEW DURING ETHNOGRAPHIC PHASE

I   Ok pak NUX1 saya ingin menanyakan beberapa pertanyaan tentang situasi ketika menguji pada saat itu. Pertanyaan saya yang pertama, emm...apa harapan anda sebagai examiner terhadap mahasiswa sidang tempo hari yang bernama Ikhwani? Apakah ada harapan-harapan yang ingin didapatkan dari mahasiswa ujian itu?

F   Unsur harapan dalm bentuk apa?

I   Harapan, emm katakanlah cara dia mempresentasikan tesis misalnya. Apakah itu sudah mencapai harapan anda sebagai examiner?

F   Oowh...okey, nah sebagai penguji (examiner) berharap kesemua mahasiswa, saya berharap mereka semua mampu menjelaskan tulisan mereka, karena tujuan utama bagi kita mengadakan ujian lisan itukan sebenarnya agar mereka dapat mempertahankan apa yang mereka tulis. Artinya apa yang mereka tulis bisa di jelaskan dengan lisan. Nah, itu yang minimal kita harapkan. Kalau saya pribadi sebenarnya tidak mencari benar salah, karena disini pembelajaran yang harus banyak dihadapi mahasiswa, karena saya melihat ujian sidang ini, kalau di tarbiah namanaya ujian munaqasah sebenarnya bukan untuk menguji saja, tetapi sebenarnya juga pembelarannya. Kan pembelajarannya kalau penguji menanyakan sesuatu kan mahasiswa bisa menjawab. Disamping kita menguji apa yang mereka tahu, mereka paham apa yng mereka lakukan. Tentunya asasment ada penilaian-penilaian di situ, jadi seperti itu. Nah, terhadap Ikhwani saya tahu dia mengambil mata kuliah, kalu tudak salah nama mata kuliah itu English Language Research dan didalam kelas nampak lebih above average. Kemampuan speaking dia bagus, kemampuan bidang research dia sebenarnya sama, tapi saya lihat dia mau dan lebih mau kritis(mau bertanya-tanya). Jadi sebelum saya menguji dan di kasih surat perintah menguji oleh ketua jurusan saya langsung berpikir nih, sidang kali ini mungkin tak terlalu sulit, karena saya tau saya sebagai examiner, saya tahu apa yang saya tanyakan dan ketika itu saya confide dan bisa menjawab dan ketika sidang

juga seperti yang bapak lihat, emm......seperti yang saya bilang tadi, saya tidak melihat salah benar. Tapi saya melihat dia mampu tidak mempertahankan apa yang dia tulis dan saya lihat secara umum he was exellent jadi memang lumayan, emm...kalau boleh saya bilang mungkin di atas rata-rata. Kalau dari pemberian nilai makanya saya bilang di atas rata-rata karena saya menguji 8 orang dalm semester ini dia yang kasih A. Hehe..itu mungkin menjadi gambaran bahwa bagaimana saya puas. Bukan apa namanya, bukan A gemuk atau A$^-$ yang sedang-sedang saja. Tapi saya terkesan bukan karena tulisan dia, tapi bagaiman dia mempertahankan dan juga dia berusaha menjelaskan walaupun yang saya tanya itu di luar persiapan dia tapi dia mampu menjawab dan mungkin jawabannya itu saya perhatikan calculated answer. Jadi gak asal jawab, nah itu yang membuat saya terkesan. ya saya pikir itu secara umum.

I   Berarti apa ini...emm secara ini sudah jelas bahwa pak NUX1 puas dengan peformance dia?

F   Ya bisa dikatakan demikian.

I   Nah kemudian kalau kita kembali...emm, melihat presentasinya sendiri ketika cher nya itu menyuruh dia untuk berdiri untuk mempresentasikan, di situ kan ada tahap-tahap. Kalau tidak salah saya dia mempresentasikan abstraknya. Apakah tahap-tahapan yang dia presentasikan itu sudah memenuhi syarat yang diingikan oleh Pak NUX1 sebagai examiner.

F   I belive so. Karena ketika itu, minimal yang kita harapkan dari presentasi singkat yang mereka lakukan sebenarnya apa masalahnya yang ingin diteliti, apa yang ingin dia teliti, bagaimana dia meneliti, metodelogi apa yang dia gunakan, hasilnya apa dan analisanya apa. Kan minimal itu dan ini semuanya terdapat dalam abstrak. Nah jadi saya pikir tidak ada masalah. Misalnya saya pribadi masih memberikan kesempatan kepada dia untuk menjelasakan lebih mungkin. Tidak mesti harus abstarak, mungkin bisa lebih menjelaskan lebih dari sekedar abstrak, contohnya mungkin dia bisa menjeaskan masalah yang terjadi dilapangan. Karena ini bisa memberikan emm...bagaimana car bilangnya ya..mungkin bisa memberi nuansa lebih lebih lebar. Jadi, untuk si penguji dan tidak semata-mata hanya menanyakan hal itu saja, tapi inikan tergantung ketua sidang waktu itu, tapi kalau dia menjelaskan abstrak tidak

da masalah karena kan merut saya itu minimalnya dia menjelaskan abstraknya. Tapi saya pribadi tak ingin dia membaca., karena ini adalah oral. Dia harus menjelaskan dengan bahasa, karena bahasa oral dengan bahasa itukan beda.mungkin seperti itu.

I   Iya, ok. Nah ketika memberikan penilaian terhadap peformance dari mahasiswa tadi, apa yang paling sulit dari penilaian itu sendiri. Misalnya salah satu aspeknya pada confidencenya misalnya.apakah itu salah satu kesulitan dalam memberikan penilaian?

F   Sebenarnya ada beberapa aspek ya. Kalau kita lihat dari kemampuan speaking sendiri kitakan harus melihat dari fealitinya. Kalau saya pribadi melihat itu juga, feality, pronounsation juga. Itu kalau kita mau lihat speaking, tapi itukan bukan hanya jadi penilaian semata-mata, tapi banyak yang lainkan. Nah yang pertama mungkin kita harus perhatikan itu secara umum, kemampuan speaking. Karena disini ini terakhir kalinya dia membuktikan di depan dosen-dosennya bahwa dia adalah competence english speakers kan itu secara umum. Walaupun sebenarnya yang dicoba pertahankan adalah tulisan dia, tap saya melihat ini kesempatan terakhir, this is the last cance for the studies untuk menunjukkan competence english speakers kan begitu. Saya bisa melihat itu sebenarnya, jadi saya tetap melihat dari situ. Cara dia berbicara, baru saya lihat cara dia analisa dan kemampuan analar dia , ini penting. Kemampuan logik dia digunakan disaat itu bagaimana, jadi itu hubungannya kesitu. Hubungan juga ujungnya ke minat. Yang terakhir baru kemampuan riset dia. Kemampuan riset itu, mungkin itu saya lihatnya sebagai content dari ujian hari itu. Contentnya adalah apa yang dia tulis, tapi di luar content itu ada kemampuan nalarnya, bagaimana dia menjawab. Kemudian kemapuan bahasanya bagaimana, jadi disini bukan hanya comunicative competence, tapi juga language competencenya juga kita perhatikan saya pikir. Jadi ada beberapa hal yang perhatikan. Secra umum itu yang kita perhatikan. Nah, yang mana paling sulit yang kita bahas. Saya pribadi saya mungkin akan mengatakan yang di...emm, bagaimana ya saya bilang...mungkin yang dicontents yang ke research itu sendiri. Kenapa saya bilang seperti itu, diantara 3 penguji yang ada kadang kita punya pendapat yang berbeda-beda, nah ini saya pribadi sering kali beradu

argument, ujungnya gak enak. Kita lagi menguji mahasiswa, tapi ada saling bantah, gak enak ujungnya. Pada saat penilainan pernah ada suatu ketika. Ketika saya memberikan nilai ini saya tidak mau memberikan nilai A. Saya sebagai penguji ketiga. Ini sudah terjadi. Umumnya pembimbing pertama sebagai ketua sidang dan mereka punya kecenderungan untuk membela mahasiswa bimbingannya, nah pernah kejadian say tidak harus mengatakan siap mahasiswanaya. Saya tidak mau memberikan nilai yang bagus tapi saya secar tidak langsung digiring untuk memberikan nilai bagus oleh si ketua sidang yang notabennya pembimbing pertama dia . sperti itu

I   Apakah itu ada hubungannya dengan hirarki dari kalangan dosen itu sendiri?

F   Itu ada...emm ada saya lihat. Ketika itu saya jadi tidak enak karena alasannya, aduh pak ini gak enak. Dikit lagi udah A. Hal seperti itu, itu retorika sering digunakan. Saya sebenarnya hati kecil saya tidak rela memberikan dia nilai A. Karena sebagian dari pertanyaan saya itu tidak dijawab. Tapi ujungnya lago ad orang menyatakan, ah kamu jangan lagi menanyakan yang susah-susah. Pertanyaan kamu terlalu susah makanya dia gak bisa jawab. Tujuannya bukan sengaja membuat pertanyaan susah, tapi saya pingin tau mereka tau tidak apa yang mereka lakukan. Saya paling takut dalam skripsi itu adalah, takut dan benci adalah plagiasment. Itu sangat emm...bagaimana kita bilang ya..sangat rentan.

I   Karena itu kan dengan mencuri juga ya. Mencuri ide.

F   Nah itu yang terjadi. Terkadang pembimbing, karena dia pembimbing dia akan mempertahankan. Beda sekali dengan saya. walaupun saya pembimbing ketika sidang saya tidak akan pernah membela dia.

I   Apakah itu ada pengaruh dengan studi di luar negeri?

F   Bisa jadi. Saya memang ya mungkin bisa jadi. Choosen degree untuk tingkatan tertentu saya sangat dipengaruhi dengan cara saya dididik dulu ketika kuliah. Ketika saya masih S1 saya tidak berpikir demikian, is ok. Sekarang saya tidak berpikir demikian. Maka ada dari penguji itu yang tidak melihat demikian. Mereka terlalu melemahkan. Udahlah gak papa mereka juga masih kuliah. Padahal itukan pembeljaran mulai dari sekarang. Jadi mereka belajar bahwa menghargai orang lain itu, karya orang lain itu penting. Pertama disitu hasilnya. Kemudian sulit bagi saya memberikan nilai

ketika berhubungan dengan meyakinkan diri saya, apakah ini karya dia atau tidak. Salah satu cara untuk meyakinkan diri saya, walaupun ini saya bisa salah, saya lihat bagaimana mereka menjelaskannya. Kalau mahasiswa itu skipsinya ditulis oleh orang lain ataupun banyaknya hasilnya itu dia copy sana-sini mereka biasanya tidak mengerti. Kalupun mreka menjawab tidak jelas.di situ sya melihat.

I   Berarti dengan demikian tesis defence sangat penting gitu ya?

F   Sangat penting karena disini mahasiswa menunjukan intregritas akademiknya. Academic integritynya terlihat mulai dari sini. Kalau kita bilang 100% tidak plagiat mungkin tidak mungkin. Mungkin belum sampai kesana. Mahasiswa kita belum karena masih S1. Saya paham juga, tapi yang saya cari minimal ada usaha dari dia, si mahasiswa itu untuk jujur dengan emm...kemampuannya. jangan asal copy. Saya tau pribadi dia sehari-hari dia berbicara tidak bisa. Tetapi ketika saya baca skripsinya kok dari grammer saja tidak ada yang salah. Pokoknya betul sekali. Ioni sepertinya saya pernah baca di mana . hal itu bisa membuat kita bertanya. Ketika sidang, ketika saya membaca skripsi demikian, saya kan coba konfirm tentunya dengan cara pertanyaan-pertanyaan yang kalau terjawab ya ada kemungkinan. Katakanlah speakingnya juga biasa aja, tidak bisa ngomong, tulisanya juga tidak baus tapi bisa jawab juga berarti ada kemungkinan. Memeng betul ditulis oleh orang lain san dia mempersiapkan diri dengan betul-betul dan jawabannya. Ini nanti kalau di tanya begini, berarti ini jawabannya. Yang kedua bisa jadi dia selama proses penulisan skripsi itu dia berubah.

I   Iya betu, krena ini kan progres, jadi itu ya perubahannya itu ya.

F   Jadi kita gak bisa nge guess orang itu selamanya bodoh. Karena saya pribadi demikian merasa ketika masiswa dulu susah. Tetepi selam S2 saya sudah banyak tau. Hal-hal seperti itu. Karena orang berubah. Jadi itu, tapi umumnya, logikanya kalau saya lihat sehari-hari speakingnya gak bagus, writingnya gak bagus, dan tulisan skripsinya sudah bagus. Ketika sidang gak serta-merta mereka bagus. Itu terbukti mereka bukan nulis. Ujungnya demikian, ini dilema lagi. Saya sangat ingin menggagalkan si mahasiswa atau minimal rewrite dan sidang kembali.

I   Atau miger addition atau apa seperti itu.

F	Nah di konfrontir lagi oleh pembimbing yang jadi penguji juga, nah itu jadi permasalahan.
F	Dan itulah hirarki dan itu terjadi dimana-mana.
I	Nah, terjadi permmasalahan. Mereka bilang aduh kasihan ini semester terakhir kalau kita gak luluskan sekarang.... Nah itu persis seperti kejadian seperti itu, mahasiswa akhir, " kasihan mereka nanti kalau tidak diluluskan mereka akan di DO, kasihan itu gimana dia, atau kita luluskan saja dengan syarat dia perbaiki. Ujungnya itu jadi solusi terakhir. Tapi saya sangat ingin menggagalkan.
I	Tapi menurut pak NUX1 sendiri, kira-kira...
F	Ini semacam pertempuran dalam batin kita sendiri.
I	Jadi pak NUX1 ingin merubah sebenarnya ya, walaupun pun pada saat itu lebih ke kita luruskan saja begitu ya. Karena ada beberapa faktor-faktor external ya, mungkin katakanlah di DO seperti itu ya.
F	Ada sainpoke that, karena nanti ketika saya terlalu, bagaiman saya bilang tadi terlalu...
I	Stritc..
F	Ya idealistritc, itu pimpinan juga bakal ya...
	Dan satu lagi hal membuat keadaan worst adalah itu akreditasi. Saya lihat secar umum memang akreditasi kita bagus untuk meningkatakan kualitas. Ini bukan maksud saya untuk mengalihkan pembicaraan, tapi itu juga tujuan kesitu. Nan nanti kalau dia tidak lulus nanti dia DO, akreditasi kita jelek. Nah kesitu juga ujungnya, jadi pak boy juga bisa mengerti maksud saya. Seperti itu, ujungnya kesana, ujung-ujungnya kesana. Padahal ketika kita menjaga kualitas, kita harus apa...realistislah jadi jangan melihat yah....
I	Menurut pak NUX1, untuk kedepan katakanlah 5 tahun kedepan. Apakah idealistis kita ingin terapakan dijurusan? Dan tujuannya adalah agar siswa lulus dan kompeten. Apakah kira-kira bisa dilaksanakan dengan generasi-generasi baru tentunya?
F	Tentunya bisa tapi saya sedikit ada skatis dalam hal ini karena yang menjadi...
	Kita sendiri katakanlah ada beberapa tenaga dosen muda yang sudah dididik dari sekarang, itukan sebenarnya secara tidak langsung kita sudah diarahkan

kesitu. Gimana, contohnya begini, ketika saya melakukan A, maka orang yang lebih tua akan mengatakan jangan begitu, nanti begini-begitu. Nah setiap hari dia ngomong seperti ini maka si yang idealis bisa berubah terbawa dan saya meragukan itu, tapi dibutuhkan satu sosok yang kuat untuk mengarahkan hal ini,

I   Jadi seperti dilema ya.

F   Ya pendidikan di indonesia seperti itu. Contohnya ketika seoramg anak SD yang tidak mau berbagi kepada kawannya ketika UN. Guru-guru malah marah "kenapa kamu tidak mau berbagi?" , jadi kita sudah dididik seperti itu. Jadi ada something wrong with the system. Mulai dari tingkat pendidikan yang paling rendah sampai pendidikan yang paling tinggi.

I   Nah, ini mugkin pertanyaan yang terakhir berkaitan dengan yang tadi pak NUX1. Supaya kita bisa meluluskan mahasiswa yang bena-benar konsisten yang bisa dilihat dari ujian tesisnya. Apa kira-kira yang harus kita lakukan baik sebagai dosen maupun sebagai pembimbing supaya dia benar-benar mampu jadi nilainya itu bisa di berikan...

F   Betul –betul he earname bukan he was given.

I   Thats right...sebab kita harapakan kedepan ini kan examiner dan termasuk chernya juga itu betu-betul orang yang idealis. Nah apa yng harus dilakukan oleh orang-orang yang lemah ini, seperti yang tadi? Apakah harus kita berikan training khusus dengan mencari dana sedikitt dari mana saja begitu?

F   Kita harus sadar bahwa kemampuan mahasiswa kita itu tidak sama. Mulai dari proses masuknya ya. Dari proses masuk memang mungkin betul terkadang dia memang lewat, tapi terkadang ya memang rekomendsi yang tidak seharusnya di berikan seperti itu dan sehingga mereka lulus dan tidak mampu. Saya lihat mulai dari situ, ya terserahlah prosesnya. Tapi sekarang permasalahannya mereka sudah ada didepan kita. Kan itu sekarang permasalahannya. Saya punya pikiran dalam, apa istilahnya... my imagine my idea classroom, mungkin kita tidak boleh mencapur aduk. Karena kekurangannya ketika kita mencapur aduk terhadap mahasiswa yang pintar dan tidak. Itu serba salah, kita mau memberikan yang rendah..salah...

I   Jadi maksudnya tidak mencampuradukan antara yang pintar dan yang tidak?

F   Ya mungkin saya pikir harus dibedakan, tapi ketika dibedakan ini agar

nampaknya adil jangan langsung dibedakan "kamu dari kelas yang tidak pintar, kamu gak boleh ikut ini". Saya berpikir seperti itu, kalau misalnya anak pintar kita mengajarkan tentang A, kita hanya 2x masuk, anak yang kurang kita masuk 4x. Sehingga mereka bisa menangkap itu, dan selama ini saya melihat tidak seperti itu, tetapi disamain tritmentnya. Tritmentnya seharusnya tidak disamain. Orangnya ka n beda-beda.

I   Apakah ada pengaru dana mungkin, karena kalau 2 orang. Karena inikan pada honorarium bagaimanapun kan berpengaruh. Misalnya katakanlah yang normalnya itu 2x pertemuan seminggu karena si ini kurang pintar, katakanlah 4x seminggu.

F   Disini lagi terjadi idealisme guru itu, karena bayaranya tetap sama mau sekali mau 10x seminggu otomatis tidak menambah biaya. Tapi disini keiklasan sensirity dari si dosen pembimbing itu. Sekarang khusunya saya berbicara tentang pembimbing untuk membimbing. Apakah dia membimbingnya bagus. Saya bukan ingin mengata-ngatai ini, tapi pembimbing hanya terkadang "oke mana, ini sini, mana saya teken". Sebenarnyakan tidak demikian. Mereka berpikir seperti ini "semakin banyak yang saya bimbing makin banyalk uang di ujung semester kan seperti itu.

I   Iya betul.

F   Padahal, saya pribadi, say tidak pingin banyak-banyak, saya 2 orang juga cukup. Disiti lebih jelas saya dapat menjalankan peran saya. Walaupun disemester sebelumnya itu mereka kuliah, mereka masih lemah. Mungkin selama membimbing itu saya bisa merubah. Contohnya, ketika saya membimbing saya akan mulai dari bab 1, chap 1 misalnya disitu saya bisa melihat "ow ni kalau menulis ingat saja bahwa,..paragraf itu harus punya topik sentence" gitu-gitu. Itu saya anggap pembelajaran, itu sangat lama memang membimbing seperti itu. Lama sekali. Saya akan melakukan itu. Tapi karen aterlalu bnayak di serahkan kepada saya, ini masalah lagi bagi saya. Semester lalu saja, ada 10 orang yang harus saya bimbing. Saya tidak sanggup. Yang mampu saya lakukan adalah mengatakan dengan sekilas, bahwa ini begini dan yang mampu menangkap itu hanya beberapa orang yang dia mumpuni. Ketika orang yang tidak mumpuni melakukan hal yang sama. Nah itu dilema lagi. Saya inginnya sebenarnya tidak. Saya tahu kamu

kurang bisa, terkadang saya silahkan "ow ketika kamu mengambil ide orang,.." bahkan saya mengambil rate analogi, dia akan mengukur ide sesuatu itu bukan serta-merta mengkopi, sampai saya bilang " kamu tau sandwich tidak?, ada berapa lapis sandwich" sampai saya bilang demikian." Ada 3 kan ada bans, lowbans, uperbans dan ada isi ditengah-tengah" saya bilang sperti itu. "demikian juga ketika kamu kuote mengambil tulisan orang katakanlah "kamu mengambil tulisan Rol Ellis, kamu ambil bidang apa misalnya" katakanlah demikian, "maka jangan langsung mengkuote yang terjadi coba state your opinion first..bla..bla..kamu ambil Rol Ellis, kemudian setelah kamu ambil, lapis ketiga conect them. Before yuo make conclusion" saya bilang sperti itu. Ada yang dapat, ada yang tidak, jadi memang susah.

I Mungkin itu da pengaruh pada gaya menulis pada satu budaya juga saya kira.

F Betul.

I Karenakan sistem mereka seperti yang pak NUX1 bilang.

F Kita ingat aja seperti sandwich...

I Iya...iya..

F Gak boleh langsung mengkopi. Ide kita, ide orang, gabungkan ide ita dan ide orang baru bikin conclusion kan seperti itu. Jadi jangan bilang " I agree with them". Boleh, tapi ujungnya tidak nampak a voice. Jadi disini yang saya permasalahkan di sini, saya mencoba untuk mengajarakan mereka bahwa menulis itu is about you, is not about other, is not about expert. Banyak saya lihat diskripsi itu gak ada the sense of your voice itu gak ada,. Karena mereka, copi ini, copi ini, copi ini, bagus ada tahun bapak ini, ow bagus sekali tulisannya, dia meng-aknowladge tulisan...well, where is you! saya selalu bertanya "where is you?" walaupaun saya tanya " where are you?" tapi "where you write inside here". Sensenya itu gak ada. Saya lihat itu.

I Betul, betul.

F Saya memang agak sedikit, bagamana saya biling ya... saya agak sedikit stict dengan itu. Karena saya ditugasi untuk mengajar akademic writing udah beberapa tahun belakangan. Kalau acdemic writing memang saya mengajar semua.

I Udah berapa lama pak?

F   Permasalahan saya mengajar academic writing setelah saya pulang dari amerika. Saya mangajar mereka sejak tahun 2008, semester genap 2008.

I   5 tahunlah ya pak kira-kira.

F   Saya sebenarnya tidak tahu kenap mungkin orang lain tidak mau mengajar atau tidak ada kesempatan, tidak ada waktu atau bagaimana, mungkin tidak ada kesempatan karena sulit, karena memang academic writing, disamping sulit juga demanding untuk pekerjaannya workloadnya lebih demand, kita jarus membaca lebih banyak, twice as much, karena kalu kita tidak menugaskan mahasiswa menulis, gak da praktik disitu. Nah saya melihat itu, seperti yang saya bilang sebelumnya susah sekali pak. Karena memang ketika saya mengajar acedemic writing itu, ujungnya saya arahkan mereka untuk mampu menulis skripsi, tapi susah!, hanya beberapa orang yang bisa menulis. Mulai dari mereka tidak bisa mempromosikan ide sampai merka tidak bisa mengembangkan. Setelah masalah dengan pengembangan juga masalah dengan organisasinya. Yang seharusnya di paragraf pertama, mereka letakkan di paragraf terakhir. Jadi ujung-ujungnya seperti itu, karena tulisan akademis itu kan permasalahannya dalah kan ide. Pengembangan idenya apa ketika kita bilang, katakanlah, durian dari lhong terbagus, itu topik sentencenya, selanjutna kita tulis apa, banyakkan sedang menulis itu dia langsung membuat dalam satu paragraf itu ada 3 ide, 4 ide. Itukan salah. Karenakan dalam 1 paragrafkan harus 1 ide.

I   Iya betul.

F   Hal itu susah sekali pak dan my insist special is ada kecurigaan saya ada hubungan dengan first language, yaitu kebiasaan mereka menulis dengan bahasa Indonesia dan dalam bahasa Indonesia saja mereka jarang menulis. Kerena kebanyakan dari mahasiswa ini beranggapan bahwa writing is about talence, we not have the talence, we can write. Yang saya sudah mati-matian merubah bahwa is not about talence, this is about practise. Satu lagi yang saya coba lakukan adalah class writing saya itu fokusnya bukan ke product, tapi lebih ke proses. Ada yang belajar banyak, tapi ....ini memang perang yang memang harus menangkan ini.

F   Oke, dalam mengajar writing ini seperti yang pak NUX1 bilang, pak NUX1 lebih mengarahkan ke mereka untuk menulis skripsi?

I   Iya untuk skripsi.

F   Dengan ILR itu siapa duluan ini pak.

I   Emm...duluan ILR.

F   Dia kok gak salah ILR one and ILR two.

I   Ow...ini barengan dengan ILR two. Ow..ow.. barengan dengan ILR one, di semester genap ya.

F   ILR one ya, di semester genap ya. Pak NUX1 kalau mengajar ILR itu sudah berap lama?

I   Ow...saya hanya mengajar tahun lalu. Saya hanya mengajar 1x.

F   Jadi bapak lebih banyak konsntrasinya pada witingnya juga atau lebih ke oral?

I   Kalau kelas yang saya ajarkan kemarin. Saya minta mereka menulis contohnya, belajar bikin proposal, tapi lebih ke arah mereka....kebetulan saya punya buku yang ditulis oleh Sanders Limikey, Researching Second English Classroom. Itu judul bukunya. Bukunya bagus sekali tentang meneliti kelas bahsa inggris. Tujuannya apa!, saya tidak ingin anak-anak tebagi-bagi lagi. Ini kuantittatif, ini kualitatif tapi gak. Lakukanlah sesuatu yang mereka lakukan. Ingat what you feel, anda ngomong bahasa inggris ini contoh-contohnya. Karena dalam buku itu di kasih contoh-contoh. Survey research bagaimana contohnya. Jadi mereka menulis. Jadi mereka menulis paper, bukan paper ya tapi lebih ya. Saya minta mereka research dan saya harap mereka bisa they can turn this seminar research to their tesis. Ada beberapa yang melakukan itu, ada yang tidak. Ada yang setelah itu mereka ubah lagi. Tujuannya itu. Malah kelas itu pernah saya jadikan semacam mini tesis observation, karena " saya menganggap saya mengajr kalian, dan minimal saya membimbing bab 1 kalian" ketika mereka skipsi sudah gampang.

I   Intinya kan diproposal itu

F   Sebenarnya academic writing is not about that. Tapi ILR ini...ada yang mengajrkan hanya teori saja. Tapi saya tidak ingin mengajrkan tentang teori, say ingin mereka melakukan. Jadi itu, tapi saya tidak dikasih lagi. Mungkin belum ngajar semester ini.

I   Tapi pada ILR ini pak NUX1, emm.. pak NUX1 kan tadi mengharapkan

mereka menjadikan mini tesis, seperti ujian lah ya seperti itu ya.berarti ada di ajarkan jugalah ya bagaimana cara menulis introduction atau methode of research?

F Tapi saya lebih focus ke finding the problem and finding the gap. Karena kita perlu ajarkan mahasiswa finding the gap. Seperti contoh diawal saya bilang seperti PPL tadi itukan gap=gap yang harus kita lihat. Saya bahkan mengajarkan, coba lihat masalah disekitar anda yang tidak beres. Contoh paling kecil biasa saya ajk mereka untuk melatih. Dirunah coba lihat letak apa...kok ada kecoak ya? Kok ada semut, misalnya apa gapnya. Itu melatih kemampuan mereka untuk meresearch.

I Iya betul.

F Saya bilang seperti itu. Tapi say tidak tahu, kenapa mahasiswa banyak tidak tahu. Apakah bahasa yang saya pakai itu terlalu tinggi. Banyak yang tak mampu tangkap.

F Kemudian saran umtuk kedepan pak NUX1. Apa yang harus dilakukan?

I Dalam hal apa ini?

F Dalam perbaikan mereka itu bisa mengerti, bahwa seperti yang bapak bilang tadi, sebagian mereka bisa menagkap, sebagian kurang menangkap, kira-kira menurut pak NUX1 apa yang menjadi suspiciousnya seperti itu?

I Pertama yang membuat mereka seperti itu adalah, writing habitnay perlu diperbaiki. Karena mahasiwa kita datang dari berbagai sekolah dan berbagai daerah, yang memang tidak pernah di tonjolkan, dipentingkan the important of writing.

I That right.

F Bila anda tidak pernah membaca anda tidaka akan pernah bisa menulis. Saya pikir sebagian jurusan, pakah ini bahasa Inggris IAIN atu bahasa Inggris di Syiah Kuala mungkin harus promote writing habit, apakah melalui kegiatan yang disponsori oleh jurusan atau melalui HMJ atau bahkan dalam kelas sendiri si dosen harus memang mengrahkan kesitu. Karena input yang kita berikan ke mahasiswa itu tidak boleh 1 cara. Banyak chanel, karena susah. Kenapa susah kareana ini sudah ingrain mendarah daging dalam veinnya mahasiswa, sudah mengalir, jadi memang perlu krja extra. Saya pikir kalau itu sudah dikembangkan, mereka bisa lulus karena pertama ide sudah ada,.

Ketika mereka punya ide banyak, pekerjaaan si dosen writing ataupun dosen lain, mereka hanya mengarahakan mereka untuk, bagaimana mengorganizekan ide itu untuk lebih enak dibaca, tidak sakit mata kita membacanya. Kan begitu.

F   Kemudian bagaimana dengan training atau workshop?

I   Ya saya pribadi akan coba melakukan itu. Nah, sekarangsya pikir ini tidak boleh kita serahkan hanya kepada si dosen yang mengajar reading, jadi kita gak boleh lepas tanggung jawab. Semua yang terlibat satkeholders yang dikampus itu harus pay attention and pay part.

I   Mungkin di fakultas juga sedikit menyiapkan sedikit foanding untuk pemateri karena extra.

F   Kalau cuma disediakan pustaka yang lengkap ok dan nyaman ok. Tapi itu gak cukup, harus ada...kalau di Amerika atau Australia mahasiswanya itu gak perlu disuruh, mereaka dikasih dokumen aja langsung pergi sendiri. Ketika mereka weekend mereka mengumpulkan. Tapi ketika mereka...ini perbedaanya, say juga tidak tahu kenapa beda. Apa yang masalahnya.

I   Mungkin yang reading tadi. ketika mereka important of reading mereka harus merasakan itu.

F   Saya melihat anak S1 di Amerika, mereka weakend parti kadang-kadang udah mabok, tapi begitu kuliah, begitu ketemu dengan tugas di pustaka, mereka datang semua. Tapi mahasiswa kita langsung gak datang "pak semalam saya bergadang, harus ini, harus itu", alasannya banyak. Jadi I think this is very like serius desease.

I   Thats right.

F   Oke pak. Pak NUX1 terimakasah banyak. Ini udah banyak betul informasi yang bisa kami ambil dari pertemuan kita haru ini pak ya. Makasih banyak pak atas segala infomsinya. Kalu ada yang kurang-kurang nanti kami mohon bapak beri kesempatan sedikit.

APPENDIX I

EXAMPLE OF EXAMINERS' RESPONSES OF SYIAR UNIVERSITY TO THE INTERVIEW DURING ETHNOGRAPHIC PHASE

I   Ok, emm…pak SUX4, saya ingin mendapatkan informasi tentang penampilan emm… mahasiswa yang bapak uji emm…beberapa hari yang lalu pak?

S   Iya

I   Saya tahu bapak menguji 16 orang pak ya?

S   Iya lebih kurang

I   Lebih kurang, iya dan mungkin bapak bisa menceritakan nanti emm…apa ini secara general dari penampilan ke 16 itu pak ya?

S   Iya

I   Nah, Apakah harapan-harapan yang bapak inginkan dari student itu sudah emm…terpenuhi, emm….apa ini dalam pandangan bapak sebagai penguji pak?

S   Emm…pertayaan tadi, apakah sudah terpenuhi keinginan saya ya?

I   betul pak,

S   Emm…Sebagian kecil sudah terpenuhi, sebagian besar tidak, karna begini, mereka ketika membuat skripsi itu terkesan tidak menguasai apa yang mereka buat, malah ada mahasiswa yang kita Tanya judul saja itu dia harus melihat lagi ke ke skripsinya, nah, setelah itu kebanyakan mahasiswa tidak jelas di introductionnya, di background of studynya ya, tidak jelas itu, dia tidak jelas emm…mengapa dia memilih judul itu, apa permasalahan yang ditemukan disekolah misalnya, dan kenapa misalnya, CTN itu bisa memecahkan masalah yang ada di sekolah itu,biasanya tidak bisa dielaborasi dengan jelas, jadi introduction itu sebenarnya kan harus menemukan masalahya, apa misalnya, emm…kurikulum nasioanal mengharapkan siswa menguasai apa dalam pendidikan, kurikulum nasional siswa mengharapkan apa, lalu bagaimana guru mengajar, lalu bagaimana hasilnya, lalu masalahnya apa, lalu mengapa misalnya CTN itu bisa memecahkan masalah tersebut, dan ini tidak jelas. Tidak jelas. Tidak jelas.

I   Tidak jelas semua ya, kira-kira pak, menurut bapak, emm…apa yang bisa menghambat mereka? Bahkan….

S   Saya lihat itu emm…sebagian besar pembimbing memang kurang ini membimbing dengan baik, kita harus fear melihat itu, pembimbing kurang

membimbing dengan baik, malah kita lihat terkesan ada skripsi yang tidak dibaca oleh pembimbing sama sekali, grammarnya sangat jelek, spellingnya ini itu, ideasnya tidak bagus, seperti dalam satu paragraph kadang sudah 3 main idea di situ,

I   Iya.iya

S   Sebenarnya satu paragraph satu main idea disitu, namanya juga academic writing, yang jelas skripsi mereka itu, emm…kalau kita lihat kalau kita nilai dari sudut criteria academic writing itu jauh, dari sudut academic writing

I   Ini menarik pak, berbicara dengan relationship dengan pembimbing pak ya, apakah menurut bapak, emm…siswa yang mempunyai hubungan harmonis dalam arti yang sering melakukan interaksi dengan pembimbing itu akan bagus ketika ujian tesisnya pak?

S   Ya, jelas, jelas, jadi semakin bagus hubungan antara mahasiswa dengan dosen, maka skripsinya pun semakin bagus, karna begini ada juga mahasiswa yang mungin malas konsultasi, malas, setelah itu, sudah bodoh, malas, dan tidak sopan lagi,

I   Iya. Iya betol

S   Itu sulit sekali kita diperbaiki, mungkin dosen ketika dilihat kemampuannya sangat rendah, dipaksapun tidak bisa mencapai, atau tidak bisa memperbaiki diri, mungkin di Acc saja lah skripsinya walaupun jelek-jelek,

I   Betul betul pak,

S   Itu ada ada, banyak kita temukan kasus seperti itu, misalnya diharapkan emm…70 mencapai 70, tapi tidak bisa memang kemampuan mahasiswa itu 50, ya sudah di Acc terus.

I   Betol, betol Jadi apakah itu bisa memperburuk penampilan mereka di ujian tesis?

S   Iya. Iya, mereka tidak bisa ketika diuji oleh dosen penguji yang lain, tidak bisa jawab apa-apa, ketika kita Tanya ke pembimbing eh ini parah sekali ini mahasiswa ini, iya saya tahu dia parah sekali, kalau saya tidak Acc dia tidak akan lulus, dia kemapuannya 50 kita harapkan kan minimal 70, tapi tidak bisa dia capai, 60 saja tidak mungkin dia capai. Itulah, Kalau memang real kita inginkan semacam, emm…sebatas apa namanya passing great, dia tidak bisa lulus, jadi dimaklumi saja, istilahnya semacam nilai kasih sayang.

I	Ini berkaitan dengan penilaian pak ya, jadi ketika bapak emm…menemukan siswa yang kurang-kurang ini pak, sebenarnya tidak pas, skripsinya…..
S	Skripsi tidak pas, kemampuan menjelaskan tidak pas, berargumentasi tidak pas,
I	Itu kan membuat bapak kesulitan dalam memberikan nilai pak ya?
S	Iya
I	Kemudian, pada praktiknya pak, apakah nilai kasih sayang itu bapak kedepankan setelah melihat…..
S	Biasanya saya Tanya ke prodi, saya tanya ke prodi, kalau skripsi itu minimal lulusnya kan C, jadi saya kasih nilai batas C saja, asal lulus.
I	Asal lulus ya, kira-kira kenapa bapak mengambil langkah seperti itu, kenapa tidak digagalkan pak, apakah ada dampak psikologi bagu siswa kalau tidak lulus?
S	Ada dulu pengalaman satu mahsiswa yang saya bimbing, itu kemampuannya sangat rendah, sangat rendah, dan dia memaksa-maksa untuk saya Acc, akhirnya karna kasihan saya Acc lah, ketika ujian, itu nilai bu pucut, pak hendra, saya, ternyata dia memang betul-betul tidak bisa, akhirnya bu pocut, pak hendra, mengatakan tidak lulus, dan tidak kami luluskan memang mahasiswa itu, kami katakan, kamu bukan tidak lulus, tapi kamu persiapkan lagi skripsi kamu, persiapkan lagi diri kamu yang baik, sehingga nanti bisa menjelaskan dengan baik, maka kamu nanti ujian ulang, dan sebelumnya kamu pergi lagi ke pembimbing, tapi kenyataannya dia tidak pernah lagi menghubungi pembimbing, saya telpon dia, hpnya tidak aktif lagi, tujuan saya, kalau ketemu dengan saya, saya tes dia, coba kamu depan sayan presentasikan skripsi kamu, nanti saya ajarka kamu bagaimana cara menjelaskan, ternyata dia tidak mahu lagi ketemu dengan kami, malah dia pindah ke iniversitas serambi mekkah, dan dia selesaikan di sana. Jadi ketika kita melakukan penilaian yang objective, tidak lulus, mahsiswa lari.
I	Iya. Berarti mempunya dampak spikologis berarti pak ya?
S	Iya. Dia sangat sangat terpukul
I	Sangat terpukul
S	dan dia langsung pindah ke serambi mekkah dan selesaikan di sana.
I	Kalau criteria penialian sendiri pak, apakah jurusan sudah menyiapkan emm…aspek-aspek penilaian itu?

S   Sudah, Ya, jurusan sangat jelas menyiapakan aspek-aspek penilaian, termasuk rang emm….apa namanya, rang skor itu, dari sisi sampai sini dapat apa, dari sini samai sini B misalnya, dari sini sampai sini C misalnya, sudah disiapkan oleh jurusan .

I   Namun dalam praktiknya juga?

S   Dalam praktiknya kalau kita ikuti, criteria yang diberikan oleh prodi itu, banyak mahsiswa kita yang tidak lulus,memang kemampuan mahasiswa kita sangat sangat, sangat rendah,

I   Iya, kemudian menurut bapak ini, apakah ini emm…salah satu kegagalan kita, atau kekurangan mampu lah, kekurangan kemampuan kita sebagai dosen dalam mempersiapkan mahasiswa…..

S   Ini bukan kesalahan dosen saja, tapi ini kesalahan kolektif , kesalahan berjamaah, termasuk dari kesalahan kebijakan dari universitas,

I   Ok

S   Khususnya seperti mahasiswa mandiri, itu ketika diterima di sini, itu kan rata-rata titipan, mahasiswa titipan, dan dia tidak tahu apa-apa, tapi karna dia mungkin anak pejabat, titipan ini, ponakan sekolah, ponakan si ini, akhirnya dia masuk ke sini dengan tidak ada dasar bahasa inggris yang kuat, kebanyakan saya lihat yang mahasiswa-mahasiswa seperti itu, tapi kalau mahasiswa yang lulusnya lewat tes SNMPTN itu, rata-rata bagus, tapi mandiri, rata-rata kebanyakan tidak bagus, karna itu titipan semua, seharusnya itu, ketika, makanya kalau input tidak bagus, walaupun di proses begitu bagus, tetap outputnya tidak sempurna,

I   Begitu ya!

S   Kalau inputnya bagus, prosesnya bagus, malah peosesnya kurang bagus, inputnya bagus, prosesnya kurang bagus sedikit, outputnya pasti bagus, apa lagi kalau inputnya bagus, prosesnya bagus, outputnya pasti ok punya.

I   Ok, o…berarti itu…..

S   Kesalahan kolektif dari universitas,

I   Jadi yang di sini

S   Kebijakan dari direktorat lah.

I   Iya, tidak hanya pada mahasiswa, tidak hanya pada dosen,tidak hanya….

s   Karna saya lihat, dosen kita secara umum sudah memenuhi standar kualitas

pengajaran, sudah sudah memenuhi standar kualitas, Cuma mahasiswanya yang tidak bisa. seperti disini, saya mengajar writing 1 2 dan 3, di writing 1 2, itu saya sudah betul-betul fokus mengajarkan tentang paragraf, short isi kan, isi kan, paragraph, apa itu paragraph, komponen-komponen penting dalam paragraph, bagaimana dikatakan paragraph academic, iya kan?, bagaimana ketika paragraph itu masuk, kita masukkan, kita rangkai menjadi sebuah isi yang bagus, itu sudah di writing 1 dan 2, ketika writing 2, kita suruh lagi tulis tentang paragraph, sudah tulis lagi, jadi paragraph mereka nanti, misalnya tentang keadaan universitas syiah kuala, dia menceritakan di paragraph itu tentang parkir, di paragraph itu juga diceritakan tentang kebersihan, seharusnya tidak boleh begitu, tentang parkir satu paragraph, kebersihan satu paragraph gitu kan, misalnya apa lagi, SPP satu paragraph, satu paragraph itu satu main idea, tapi itu sudah saya jelaskan berulang kali, tapi tetap saja mahasiswa itu tidak ini.

I   Itu, menurut bapak itu, pada….

S   Itu Kesalahan mahasiswa sebenarnya,

I   Pada mahasiswa, ada juga kebijakan ketika masuk tadi,

S   Bisa jadi,

I   Bisa jadi,

S   Nah, salah satu langkah yang harus kita tempuh sebenarnya, harus nilai objective memang, kalau lulus lulus memang, kalu tidak tidak.

I   Tapi itu sulit pak!,

S   Sulit sekali, karna budaya kita memang, apa namanya budaya kasih sayang itu ya.

I   Betul, nah, tadi kan bapak juga sudah menceritakan,yang apa ini, harapan yang kurang menurut bapak sebagai examiner pak ya? Apakah ada diantara mahasiswa itu, mungkin ada satu atau dua harapan, yang bapak ini sudah tercapai, misalnya, berkaitan dengan kemampuan mereka dalam melakukan presentasi?

S   Oh, ada, ada mahasiswa yang betul-betul dia sendiriy ang buat skripsinya, ketika presentasi bagus, ketika kita Tanya, argumentasinya juga bagus,

I   Ada pak ya.

S   itu memang mahasiswa yang pandai, dia sendiri yang buat skripsi, lalu ketika

persentasi bagus, pertanyaan apa saja dia bisa buktikan, bagus,,,,

I   Berarti dia menguasai pak ya?

S   Menguasai ya, Tapi ada juga sebagian besar mahasiswa yang tidak menguasai, itu saya curugai yang buat skripsi bukan dia, tapi orang lain,

I   Iya, bisa kelihatan dari dari….

S   Iya,Nampak, Nampak sekali, kita Tanya who is the title of your sprint, dia tidak bisa katakan, dia harus lihat itu, tapi kalau dia buat sendiri pasti dia bisa mengatakannya, iya kan, bukan berarti kita suruh menghafal, kalau judulkan harus diingat,

I   Mesti,

S   Judul kan , hipotesis misalnya kan, research problem, kan harus di ingat itu, tapi ini tidak, yang aneh lagi, ketika dia kasih skripsinya ke kita, coba buka halaman 40, dibuka halaman 40 sudah beda isinya dengan yang sama dia dengan yang ada sama kita, misalnya paragraph 2 sudah lain, disana lain, disini lain, itu mengalami kesulitan juga itu, tapi kalau mahasiswa yang tadi dia buat sendiri, argumentasinya bagus, itu biasanya tidak, halaman 40, itu tetap, mulai dengan reading, ini dengan itu sama.

I   Ok. Mungkin ini pertanyaan terakhir pak ya, emm…kira-kira apa yang bapak bisa sarankan, supaya penampilan-penampilan yang kurang-kurang tadi pak, apa ini emm… supaya mereka bisa memperbaiki diri, atau orang setelah mereka lah, mahasiswa-mahasiswa ini lah, supaya dia lebih confident, lebih kompeten dalam dia melakukan presentasinya pak?

S   Kalau saya lebih cendrung, emm…nasehat ini, atau apa namanya emm…saran ini kita berikan ke dosen pembimbing, jadi dosen pembimbing itu betul-betul harus serius lah, melihat dari chapter pertama, 2 3 dan selanjutnya, harus serius itu.

I   aPakah , mungkin serius, ada yang serius ada yang tidak, apakah ini ada hubungannya dengan keuangan pak?

S   Ada, ada mungkin ada, terus terang aja kan, gaji kita atau biaya bimbing skripsi itu kan sangat rendah, jadi mungkin dosen tidak, banyak dosen mungkin tidak begitu fokus memeriksa skripsi mahasiswa, karna bagi dia, kalau fokus banyak menghabiskan waktu disitu, dia tidak bisa melakukan pekerjaaan yang lain, pekerjaan sampingan yang lain, ituad a hubungan dengan pembayaran.

I Mungkin kalau sekarang, apakah sampai 50.000 per orang pak?

S untuk BB kan sekitar 150.000

I Itu semester pak ya?

S Satu satu satu skripsi,

I Satu skripsi, Mungkin kalau ditambah, mungkin di dowblekan, atau mungkin di treeple kan, mungkin….itu akan lebih….

S Mungkin bisa Lebih bagus ya, ada dampak ke situ,

I Iya

S Makanya kalau di luar negeri itu kan, skripsi, tesis, disertasi, itu seberapa itu tebal pun, setiap kata itu dibaca, satu spelling salah pun terdeteksi, kalau disini tidak, kalimat abruradul, argumentikel, tidak terdeteksi. luar biasa.

I Terima kasih banyak pak, nanti kalau ada apa-apa, kami mau bertanya lagi kepada bapak, terima kasih banyak pak.

APPENDIX J

OBSERVATION FORM AND VIDEO

No	Aspects	Tick	Comments
1	Student's performance Anxious Shyness Fluent in speaking Understand what she/he is presenting (Concentration)		
2	Grimshaw, et al. Model 1. Opening segment The members settle in The chair outlines the procedure of examination The candidate gives a brief statement Her personal and intellectual background Introducing her project and major findings The candidate summarises the dissertation 2. Defence proper The members take turns in asking questions: Theoretical conceptualization, research design, data, analysis, findings, interpretations, implications, and so on. The questions about for future plans and prospects		

	are asked		
	2. In-camera segment		
	The committee sends the candidate out of the room for ten minutes		
	The members evaluate the verbal performance and written dissertation		
	Most commonly, the candidate passes with some minor revisions		
	3. Closing		
	The candidate returns to the room		
	Congratulations are given to the candidate		
	Documentation completed (signing forms, etc)		
	Leave-takings		
3	Burke Model		
	1. Introductory background		
	Personal background of Lee		
	Review of dissertation		
	2. Questions		
	Pat : 1 – 2 – 3		
	Sherm : 1 – 2 – 3 – 4 - 5		
	James : 1 – 2 – 3		
	Pat : 4 – 5		
	Lee : 1 – 2		
	3. Assessments		

	James
	
	Sherm
	
	Pat : 1 – 2
	
	4. Interlude
	
	5. Wrap-up
	
	    Signing
	
	    Pat's questions			

4	Hasan Model
	
	1. Opening
	
	  G: Greeting.
	
	    In this stage, the student greets the examiners and audience.
	
	  PI: personal introduction. (opt)
	
	    In this stage, the student introduces him/herself to the examiners and audience.
	
	  PO: Procedural Orientation.
	
	    In this stage, the student presents an overall plan of the proceedings in their thesis defense.
	
	2. Defence Proper
	
	  CP: Candidate's Preface.
	
	    In this stage, the student presents his/her study, background of thesis and family background in front of examiners.
	
	  CQ: Committee's Queries.
	
	    Committee asks questions			

	with regard to the
	
	findings.
	
	CE: Candidate's Enquiries.
	
	    The student tries to answer any questions raised by
	
	the examiners.
	
	CD: Candidate's Dismissal.
	
	    The student is asked to leave the room while the committee discusses the student's performance.
	
	3. In-Camera segment
	
	CO: Committee's Opinion.
	
	    The committee members combine their opinions of the student's presentation to obtain a consensus decision.
	
	CR: Candidate Recall.
	
	    The student is asked to come back in the room to hear the committee's decision on his/her performance.
	
	4. Closing
	
	VA: Verdict Affect. (opt)
	
	    The student is congratulated for his/her
	
	presentation.
	
	VR: Verdict Ratification.
	
	    The student listens to the committee's decision
	
	AC: Advice to Candidate (opt)
	
	    The examiners give advice for the student for		

	future improvement. TC: Task Closure. In this stage, the successful student is congratulated whereas an unsuccessful student is sympathized with. LT: Leave Taking. Signing papers.		

VIDEO:

Video recordings of TDE observations cannot be included in the appendix because the file cannot be put in the Thesis Pdf file, and it is too big to send around electronically. However, some scene have been included in Chapters 4 and 5.

APPENDIX K

LISTS OF INTERVIEW QUESTIONS WITH STUDENTS FROM NANGGROE AND SYIAR UNIVERSITIES DURING EXPERIMENTAL PHASE

Before treatment

1. What score did you obtain for Seminar on ELT unit?

2. Could you please explain to me about types of teaching methodology used by the teacher in the Seminar on ELT unit?

3. What types of activities did the teacher use in the Seminar on ELT unit?

4. Were you taught about the stages and moves for the thesis presentation?

5. What problems did you face when you followed the Seminar on ELT unit?

6. Could you please inform me about what teachers should do in the future with regard to improving students' competence in thesis defence examination?

After treatment

1. What benefits did you get from the application of GA in this class?

2. Are you confident to follow the thesis defense presentation now?

3. In what semester this approach should be applied?

4. What are your suggestions and advise for the teachers to help students being competent in thesis defense presentation?

**EXAMPLE OF STUDENTS' RESPONSES OF NANGGROE UNIVERSITY
TO THE INTERVIEW DURING EXPERIMENTAL PHASE**

IS Emmmm……baik, emmm….saya sedang berbicara atau mewanancarai NUSE1, beliau adalah salaha satu participant di kelas experiment, emm…NUSE1 how are you today?

A Fine

IS Fine, ok, mungkin kita ber bicara dalam bahasa Indonesia saja pagi ini, saya ingin mendapatkan informasi tentang suasana pengajaran dikuliah dulu begitu ya, dan juga pengalaman aziza selama mengikuti kelas experiment kita disini ya? ok, nah NUSE1 saya mahu tahu ya? dulu dapat nilai apa sih di kelas ELR?

A ELR 1 dan 2,?

IS iya

A kalau ELR 2 belum keluar nilainya, kalau ELR 1 alhamdulillah dapat B.

IS B, ok very good, bisa tidak dijelaskan bagaimana sih suasana di kelas ELR itu, misalnya bagaimana guru ketika menjelaskan, siswanya itu bagaimana interaktifnya dikelas itu?

A Ya kalau di ELR 1 kami antusias kami belajarnya karena dosennya itu master dibidangnya, dibagian penelitian, kami belajarnya seperti group seperti itu, seperti group, tapi lebih kepada teori, teori penelitian itu, misalnya tentang cara emm..tentang cara-cara collecting data , itu teori-teori semua, jadi tidak terfokus bagaimana buat skripsi itu sendiri tidak, tapi hanya belajar lebih mendalam apa itu namanya teori-teori yang harus kita pelajari, jadi kalau di ELR 2, kami labih belajar kepada penulisan, penulisan misalnya seperti food note, habis itu bagaimana cara emmm,,,,menggunakan sistem APA, kami lebih kepada penulisan.

IS Ok, Nah bagaimana dengan presentasi itu sendiri, apakah itu ada diajarkan di ke 2 pelajaran ini?

A Yah tentunya tidak, cara presentasi tesis defind itu tidak diajari, tapi kami coba belajar dari mana punya abang-abang letting yah dari abang-abang letting kami belajar, apa yang seharusnya emmm…..kita katakan pada tesis defind, sehinggan kami lihat di skripsi-skripsi kami buka-buka lagi,

yah sehingga kami tahu,tapi kalau secara pembelajaran tidak diajarkan bagaimana seharusnya tesis defind itu diatur begitu sehingga terpola secara struktur sehingga apa yang point yang kita sampaikan itu tertuju begitu.

IS   Ok, nah bagaimana dengan aktivitas dikelas itu sendiri? Apakah emm….setiap kelompok harus melakukan presentasi di dalam kelas, ataupun mungkin presentasi di kantor begitu per kelompok atau bagaimana suasananya?

A   Kalau dalam ELR kami lebih kepada presentasi emm….teorinya, misalnya kami dikasih tentang emm….tentang populasi, atau tentang emm….populasi observasi, kami cari tentang apa itu observasi populasi, itu di ELR 1 kami pelajari, habis itu mengenai tentang penilaian , bagaimana sih penilaian yang bagus kalau dalam kualitatif dan kuantitatif, bagaimana penilaiannya, lebih kepada teorinya saja.

IS   Oya, Jadi yang dipresentasikan itu per topiknya ya? secara keseluruhan tidak?

A   Tidak, tapi kami sempat belajar di pelajaran metodologi penelitian, itu sempat kami pelajari mengenai bagaimana cara pembuatan skripsi secara umum begitu, proposal secara umum dan dicoba presentasikan di kelas metodologi penelitian sebelum ELR, itu sempat kami coba presentasi dan dosennya itu langsung mengoreksi kami, emm…bagaimana sih kesalahan kami langsung dikoreksi ditempat, jadi disitu kami mulai sudah terbaca skripsi itu bagaimana, di kelas metodologi penelitian kemudian lanjut kepada ELR kami sudah ada bayangan dan lebih mendalam lagi, tapi lebih kepada teori, tidak kepada bagaimana tesis defind.

IS   Kelas metodologi penelitian ini sebelum ELR 1?

A   Sebelum ELR

IS   Nah, good, dikelas ELR ada diperkenalkan tahapan-tahapan dalam melakukan ujian seminar, dalam ujian tesis?

A   Emm…tidak ada, tidak ada di bilang tahapan-tahapan bagaimana sih cara nanti presentasi, tidak ada, secara itu, tapi secara pembuatannya itu ada, tapi dalam seminarnya atau itunya tidak ada, jadi apa yang mahu kita katakan, yang harus difokuskan adalah background of study, research

	questions dan juga aim, dan juga emmm….nanti metodologinya saja sedikit,
IS	Jadi untuk tahu tahapan-tahapan itu kemana NUSE1 pergi, ?
A	Yah kami lebih banyak Tanya kepada abang-abang, dan lebih bertanya kepada kawan-kawan, bagaimana sih presentasi itu, oh yang penting di bilang adalah background of studynya jelas, yang penting, background of studynya jelas, masalahnya apa, tujuannya apa, kemudian metode collecting data itu jelas, itu saja yang penting.
IS	Ok, Oh seperti itu ya, nah bagaimana dengan dosen itu sendiri, apakah ada pergi ke dosen menanyakan apa yang mestid ipersiapkan atau mungkin ke jurusan begitu?
A	Iya ada, sempat Tanya ke sekretaris jurusan ya, karena sekretaris jurusan itu dosen juga, dosen saya juga, coba Tanya-tanya bagaimana caranya, yang penting kamu sudah siap emm…defind mengenai background of study kamu, masalaah kamu ya, sebab masalah kamu itu yang bakal menjadi, skripsi kamu, sehingga kamu harus mendefindnya background of studynya, habis itu research question, dan juga tujuan kamu buat ini apa, mahu capai apa, itu yang paling penting, tapi secara structural yang setelah kita pelajarai seperti ini tidak ada.
IS	Tidak ada ya? ok, nah kira-kira kesulitan apa sih yang dihadapi, dikelas, dimana kita tidak diperkenalkan tahapan-tahapan it?u
A	Tentunya sangat mengambang ya, kalau kita sebagaimana pemula tidak diajarkan secara berstruktur, kita tidak tahu harus berpatokan kemana, itu yang tentunya, jadi kesulitannya adalah susah mencari, emm….strukturnya, yang mana yang harus kita ikuti, kalau sudah pun kalau sudaha da pattennya seperti ini kita langsung ikut dan itu memudahkan, tapi itu yang tidak ada nah itu yang menyulitkan kita mengambang begitu.
IS	Betul, nah bisa tidak diberikan saran mungkin untuk guru siapa saja yang mengajar dikelas ini, kelas ELR ini, supaya siswa ini lebih tahu begitu apa yang harus dipersiapkan, sehingga dia nantinya akan menjadi lebih confident terhadap kemampuannya. ?
A	Yah, kalau emmm…ELR 1 saya berharapnya lebih fokusnya terhadap

cara penulisan, dan juga kalau ELR 2 saya berharapnya emm….cara penulisan dan juga cara tesis defind yang bakal kita wawancarai, itu kalau bisa di,….macam seperti kelas kita ini, sudah struktur sehingga kita practice itu saja, supaya nanti tesis defind atau seminar, itu suda, sudah ada pettennya, apa yang ingin dicapai oleh penguji kita bisa sampaikan begitu.

IS   Ok, itu sangat mmbantu ya? dengan memberi patten yang kjelas ya?

A   Sangat-sangat

IS   Nah, selama mengikuti kelas experiment disini, NUSE1 apakah emmm….terbantu begitu untuk mengikuti ujian skripsi nanti, bulan berapa nanti?

A   Bulan 8 insya Allah

A   Yah tentunya sangat membantu ya, pada awalnya saya itu masih BAB 1, dan masih banyak perbaikan-perbaikan tentang BAB 1, disitu juga pembimbing saya masih menulis, di skripsi saya itu, tentang apa sih gape ya, apa sih pentingnya kamu meneliti ini, setelah saya mengikuti kelas experiment ini saya sudah terbuka, oh begini rupanya untuk menentukan gape, sehingga pentingnya penelitian ini, sehingga layak untuk kita teliti, dan apa sih keunggulan dari penelitian ini dengan penelitian-penelitian yang telah diteliti oleh orang lain, sehingga penentuan gape disini lebih jelas dan juga lebih terang, sehingga saya yakin tesis saya itu bisa diangkat sebagai tesis.

IS   Oh bagus sekali, iya, berarti dengan demikian berarti kita lebih confident begitu, karena kita tahu apa yang harus kita lakukan dan pasti lebih unggul daripada yang lain ya?, nah, kemudian, mesti juga ada kesulitan ketika mengikuti section-section dikelas ini, bisa tidak dijelaskan apa sih kesulitan yang dihadapi oleh NUSE1, ?

A   Kesulitannya pertama ini adalah pembelajaran yang sangat sangat baru bagi saya sendiri, ini merupakan struktur yang belum pernah kami pelajari, jadi kami harus menyesuaikan diri, bagaimana sih structural ini, habis ini juga, banyak bahasa-bahasa baru yang emm…kami tidak tahu apa sih tujuan dari point ini point ini, habis itu susahnya lagi, emm…kami belum mengetahui cara penyusunan, karena kami belum ada bayangan

bagaimana cara penyusunan ide yang seharusnya kita capai si penguji, sehingga si penguji bisa menangkap ide yang kami utarakan nantinya, sehingga itu susah, dan juga susahnya waktu kita yang terbatas, sehingga ya pembelajaran nya kita harus agak pres itu, seandainya saya berharap seandainya ini memang satu kelas tersendiri, ya pasti semua mahasiswa yang mahu naik skripsi, naik sidang itu pasti sangat terbantu, saya berharap ada satu kelas yang khusus untuk membuat metode seperti ini, atau kita sisipkan metode ini pada pembelajaran ELR atau pada method research seperti itu.

IS   Ok, mungkin itu bisa jadi saran juga ke depan untuk jurusan ya, nah, kemudian dikelas ELR kan tadi ada practice juga, kita disini ada practice juga, membantu juga, nah kira-kira dengan seringnya melakukan practice, apakah itu bisa membantu mahasiswa meningkatkan percaya dirinya?

A   Iya, tentunya atas nama speaking dia perlu practice ya, karena speaking itu tidak instan dia perlu waktu untuk proses, kita dalam tesis defind ini kita perlunya speaking bukan writing lagi, ya kita harus sering-sering emm….practice untuk ide yang ingin kita sampaikan itu sudah terstruktur walaupun kita sudah menulis, kita tulis secara struktur tapi waktu kita nanti kita paparkan atau kita utarakan itu tidak sama, pasti kita harus perlu proses, karena writing dengan speaking itu berbeda, writing itu kita bisa kembali kita delete dan kita tambah, kalau speaking itu sekali jalan, dia perlu latihan dan terus latihan.

IS   Iya berarti dengan kata lain dengan banyaknya dengan seringnnya kita practice, itu emm…..akan sangat terpola dalam pikiran kita ya?nah, bagaimana dengan practice yang tidak diberikan polanya, apakah itu membantu juga untuk meningkatkan percaya diri kita?

A   Ya untuk meningkatkan percaya diri, bisa untk meningkatkan percaya diri, tetapi dalam pola strukturnya itu tidak terpola, sehingga dia hanya meningkatkan self confidentnya saja, tapi dalam structural, emm…atau dalam yang ingin dicapai oleh penguji atau pesan yang ingin dicapai tapi tidak tersampaikan karena tidak ada pola didalamnya, tapi dalam self confidentnya sangat tinggi, karena sering mencoba untuk praktek, ya tapi tujuan yang ingin disampaikan itu tidak tersampaikan,

IS	Karena tidak ada struktunya tadi, karena tidak diperkenalkan diawal, nah, bagaimana dengan emm....kelas experiment ini sendiri, apakah ini akan bisa meningkatkan percaya diri yang sebanarnya begitu?
A	Ini kelas ini sangat membantu, kalau kita terus berlatih, karena kita sudah diberi pola, diberi patten, dan jugak ita dicoba untuk terus practek, yah sehingga ini lebih daripada kelas yang tidak dikasi pola tapi practek saja, kita sudah dikasi pola, pattenya, dan juga kita praktek, dan itu sudah 2x lipat, seharusnya ini kelas yang sangat diperlukan dalam bangku kuliah.
IS	Ok, nah bagaimana dengan, kalau tadi mungkin lebih banyak ke lebihnya ya, diberikan patten, kemudian practice, ini akan meningkatkan pede kita ya, dan memberikan terpola ya pikiran kita, visual kita juga jalan ya, jadi lebih terstruktur, nah bagaimana dengan kekurangan daripada kelas kita sendiri?
A	Yah, mungkin kalau kekurangannya tidak terlalu, karena disini saya lihat, kekurangann ya itu hampir tidak ada kekurangannya, bahkan ini sangat sangat menguntungkan, tapi dari segi kelas ini kurangnya waktunya ya, waktunya kurang untuk dalam pembelajarannya, seandainya waktunya banyak dan juga panjang, pasti lebih bagus sangat, sangat bagus.
IS	Ok, kira-kira berapa meeting yang idealnya untuk kelas seperti ini?
A	Yah idealnya seperti kita ada 10 kali pertemuan, ya 10 kali pertemuana secara continuously, tapi kalau terlalu kurang daripada itu, ya kurang tercapai, karena ini merupakan pola-pola baru ya, ini sistem baru, ya kita harus perlu pembiasaan, sehingga meetingnya harus agak banyak sedikit,
IS	Mungkin sekitar 20 16?
A	10 cukup Cuma harus secara continuously
IS	Ok. 10 samapi 16 lah
A	10 sampai 16 cukup
IS	Nah,kemudian setelah mengikuti 10 section, itu yang kita pres kan tadi, kira-kira apa manfaat ayang NUSE1 dapatkan dari kelas ini?
A	Iya, terutama saya bisa, skripsi saya lebih terpola, lebih sudah ada arah bagaimana gape yang ingin kita tentukan, dan bagaimana cara solusinya, dan bagaimana cara collecting tindakannya, saya berharap kelas ini bisa saya bagikan untuk teman-teman saya, karena banyak dari teman-teman

saya yang tidak mengikuti kelas ini, kenapa tidak untuk kita sharing kepada mereka.

IS   Ok, Good, nah apakah dengan mengetahui gape begitu ya, struktur yang jelas, apkaah itu bisa membuat NUSE1 lebih confident ketika disuruh presentasi skripsinya nanti?

A   Iya, tentunya saya lebih percaya diri ya, karena saya yakin dengan tesis saya sendiri, yah karena saya sudah gape saya sudah dapat, ya tentunya membangun kepercayaan sendiri, sehingga dengan mudahnya kita bisa paparkan apa yang ingin kita sampaikan.

IS   That good, nah kelihatannya positif sekali apa yang NUSE1 sampaikan, kira-kira ini kapan yang baiknya, idealnya untuk kita terapkan di universitas, pada semester berapa inis aya maksudkan?

A   Saya berharapnya pada semester 7, ketika semester 7 mereka rata-rata universitas itu sedang melakukan garapan tesis ya, sehingga itu diperlukan disitu, penggemblengannya disitu, jangan terlalu cepat, sehingga mereka lupa, karena banyak pelajaran-pelajaran lain yang harus di capai, jika emm…….metode ini dilakukan waktu ketika mereka garapan tesis, itu sangat membantu langsung practek mereka,

IS   Ok, jadi dia lebih fokus ya, jadi tidak terganggu denga pelajaran reading atau apa seperti itu ya? nah bisa tidak diberikan saran kepada dosen, atau pun kepada academic evaleaser, emm…supaya mahasiswa bimbingannya itu confident selalu saat ujian tesis, apa yang harus dilakukan oleh ke2 orang ini, apakah harus diperkenalkan langkah-langkahnya, assessment, assessment kriterianya, apa yang harus dilakukan?

A   Saya berharap kepada pembingbing atau kepada penguji, itu lebih memberi emm….wawasan kepada si mahasiswa mengehai gape, sehingga gapenya dulu yang pertama, habis itu yang ke2 apa yang ingin di akses, apa yang ingin dinilai, itu yang paling penting bagi saya, karena setiap, setiap ujian kita harus tahu apa yang mereka ingin capaikan, sehingga setiap, setiap siswa yang ingin diuji itu mereka sudah siap dengan apa yang bakal di akses, jika kita tidak tahu apa yang bakal di akses, maka kita bakal tidak tahu apa yang ingin kita pelajari, kalau kita sudah tahu apa yang bakal di akses kita bakal siapin apa yang mereka inginkan, apa yang

penguji inginkan, sehingga terjadinya pencapaian yang maksimal.

IS   Ok, wah bagus sekali saran dari NUSE1, emm…terima kasih NUSE1 atas waktunya, saya kira ini sudah sangat cukup informasinya, sudah sangat mendetail , terima kasih NUSE1.

A   Iya sama-sama.

EXAMPLE OF STUDENTS' RESPONSES OF SYIAR UNIVERSITY TO THE INTERVIEW DURING EXPERIMENTAL PHASE

IS   Emmm….baik, saya sedang mewawancarai SUSC1 salah satu participant dikelas kontrol group, emm…..dek mar apa kabar hari ini?

NM   Baik pak, Alhamdulillah

IS   Baik ya, ok, iya emm….dek mar ada beberapa pertanyaan berkaitan dengan emm…pelajaran yang pernah diikuti dulu, seminar on ELT ya, dan kelas yang kita lakukan disini YA? Ok sebelumnya apa dulu dapat dulu waktu seminar A, B C ?

NM   Alhamdulillah A

Oh A ya, bisa tidak diceritakan bagaimana metode dari emmm…..sang guru itu mengajar siswanya?

IS   Iya, emm….pada saat itu mungkin agak berbeda dengan kelas seminar on ELT lain, pada saat itu siswa mahasiswanya hanya 5 orang tapi yang aktif hanya 3 orang, jadi kami dikelas seminar on ELTon kami disuruh menjelaskan kembali tentang metode pembelajaran, sebenarnya itu sambungan dari teaching method, salah satu mata kuliah sebelumnya, jadi kami dikelas ini kami hanya dieuruh emm….menyampaikan seminar.

NM   Ok,menyampaikan lebih ke teaching metodologi, misalnya grammer metodologi method, seperti itu ya, kemudian aktivitas apa yang emmm…..dikerjakan oleh guru begitu juga oleh murid di dalam kelas itu, ? bagaimana sih aktivitasnya itu?

IS   Emm…kami lebih di su…..dibuat kelompok diskusi kemudian kami menyampaikan setiapp………ada dua kelompok setiap kelompok terdiri dari 3 orang menyampaiakan tentang teaching metodologi, sedangkan dosen kami mendengarkan dan pada akhirnya memberi komen, pada tampilan slide power point kami. Cuma , hanya itu sedangkan yang lain, mahasiswa yang lain memberikan pertanyaan terhadap apa yang kami presentasikan.

NM   Ok, ok, sip, nah apakah ada diajarkan tahapan-tahapan dalam melakukan seminar proposal itu sendiri atau ujian tesis?

IS   Tidak pernah

NM	Tidak ya?
IS	Tidak sama sekali
NM	Nah kesulitan apa yang emm....dek mar hadapi ketika mengikuti mata pelajaran seminar itu?
IS	Emmm…tidak ada yang sulit, karena bahan teaching metodologi, emm….telah saya pelajari sebelumnya dan sudah sangat jelas, tinggal pada kelas seminar on ELT kami belajar bagaimana lebih mempnyai self confident dalam menyampaikan argument kami, tidak kami jumpai kesulitan yang berarti.
NM	Nah apakah maknanya itu terjadi over laping artinya itu sudah dipelajari di pelajaran teaching metodologi kemudian disini diajarkan lagi, padahal tidak penting begitu?
IS	Iya over laping, dan pada kelas ini tidak diajarkan secara teaching metodologi, Cuma kami hanya diberi tugas untuk menyampaikan apa yang kami tahu tentang teaching metodologi itu, seperting ……..method, e……..method dan lain-lain.
NM	Ok, nah bisa tidak diberikan saran atau masukan kepada guru yang seperti ini, guru untuk kelas seminar supaya dia memang bisa membantu siswanya dalam ujian tesis nanti, ?
IS	Iya saran saya, emmm…..dosen atau guru menyuruh kami untuk mencoba menulis proposal ataupun etlist mengambil proposal orang lain untuk kami pelajari, dan diposisikan kami berada dalam seminar aslinya, kemudian kami mengajarakan kepada kami bagaimana tahap-tahapan bagaimana cara menampilkan seminar secara baik, sbagai guaranty, sebagai emmm…..sebagai tahapan supaya kami bisa tampil terbaik waktu seminar,
NM	Ok, Nah apakah emm…..pengajaran yang kita lakukan di kelas kontrol ini untuk pengajaran lebih ke yang komunikatif, apakah itu membantu untuk menjadi lebih percaya diri dalam emm…menghadapi ujian tesis nantinya?
IS	Iya, sangat membantu, karena dikelas kontrol group, kami juga diberikan gambaran bagaimana situasi dalam kelas, dalam seminar, kemudian selain itu kami juga emm…saling mengsupport dikelas ini supaya lebih percaya

	diri.
NM	Ok, jadi support penghargaan itu sangat terbantu ya, maknanya ya, nah apa kesulitan yang dihadapi ketika mengikuti kelas kontrol ini?
IS	Emmm….kesulitan yang berarti tidak ada, hanya saja mungkin kesulitannya terletak pada diri sendiri, disaat kurang, kurang emmm….master, ataupun kurang siapnya pada materi yang akan disampaikan
NM	Ok, sementara teknik-tekniknya tidak ada masalah ya?
IS	Iya
NM	Ok, nah apakah model yang seperti ini cocok untuk diterapkan dikelas on ELT eh di kelas seminar kira-kira?
IS	Emmm….Cocok
NM	Nah bagaimana dengan tahapan-tahapannya? Karena dikelas kontrol ini kan tidak diperkenalkan tahapan-tahapannya, ?
IS	Iya,
NM	Iya tapi sudah memadai seperti itu?
IS	Emm…untuk secara membnagun self confident itu sudah baik, karena kami disini diberikan kesempatan untuk secara bebas, menyampaikan mengekspresikan apa yang ingin kami sampaikan tetapi akan lebih baik, kalau dosen memperkenalkan juga tahapan-tahapan sehingga kami tidak kebingungan, apa yang harus kami sampaikan terlebih dahulu, ataupun bagaimana etika dalam menyampaikan presentasi dengan baik.
NM	Ok, nah apakah emm…kalau dikelas kontrol ini kan lebih banyak practice, sedangkan tahapan-tahapan tidak diperkenalkan begitu ya, apakah dengan practice itu sendiri, sudah emm..bisa menambah percaya diri begitu? Atau tidak?
IS	Iya sudah bisa menambah percaya diri dikalangan kami.
NM	Ok, ok, nah bagaimana dengan emm…..praktek tapi diajarkan langkah-langkahnya mana kira-kira yang lebih disenangi begitu?
IS	Ya saya sebagai mahasiswa lebih senang practice sekaligus diberitahu tentang tahapan-tahapan, sehingga kami bisa lebih mantap, lebih yakin dalam menyampaikan tanpa ragu-ragu karena sudah ada tahapan.
NM	Ok, ok, ok, nah apa sih kira-kira kelebihan dari kelas kontrol ini dalam

	membantu emmm….mahasiswa tampil percaya diri dalam ujian akhir ?
IS	Ya, emm….dikarenakan tidak ada keharusan seperti apa, jadi kami menyampaikan apa yang ingin kami sampaikan, dan dan ini menambah kami untuk percaya diri, karena bahasa tanpa practice itu sama saja tidak bisa bercakap, dikelas kontrol group ini kami diberi kebebasan untuk mengekpresikan apa saja, in the lesson to materi kami.ok, nahapa sih kira-kira setalh mengikuti kelas kontrol ini apa sih manfaat yang didapatakan oleh dek mar?
NM	Pertama bisa lebih percaya diri, kemudian bisa lebih menegtahui apa-apa saja yang akan dihadapi pada seminar, semianra itu, pada saat presentasi, kemudian juga bisa bisa sedikit antisipasilah apa-apa saja yang akan dihadapi nanti, dan juga dikarenakan persiapan jadi bisa lebih menegrti dengan apa yang harus disampaikan
IS	Ok, nah , apakah sekarang sudah lebih percaya diri?
NM	Iya pak,
IS	Iya ya, nah kira-kira semester berapa ini cocok, emmm…apa ini pelajaran seminar ini, apakah disemester 6 memang sudah idealnya atau lebih cepat lebih baik, atau lebih lama lagi, ?
NM	Emmm…..kalau di prodi kami sebenarnya semester 7, semester 6 atau semester 7, dan saya rasa itu sudah ideal, karena sudah mempelajari metodologi sebelumnya.
IS	Ok, iya, apa saran yang bisa diberikan kepada guru, dimata pelajaran seminar ini, supaya gutu ini bisa membantu siswanya lebih competent dalam melakukan ujian tesis?
NM	Emm…menurut saya lebih bagus diajarkan tahapan-tahapan supaya, tahapan-tahapan, dan lebih banyak practice dalam kelas itu
IS	Ok, Dan itu lebih baik ya, tahapan-tahapan dan praktek, praktek tanpa tahapan juga kurang baik ya, tahapan-tahapan tanpa praktek juga tidak ada maknanya ya?
NM	Iya
IS	Ok, terima kasih dek mar atas informasi yang diberikan?
NM	Sama-sama

APPENDIX N

LIST OF QUESTIONNAIRE FOR ALUMNI OF NANGGROE AND SYIAR UNIVERSITIES

Survey ini dibuat dalam Bahasa Indonesia. Silakan menjawab pertanyaan suvey di bawah ini dalam Bahasa Indonesia dengan memberikan informasi sedetail mungkin.

1. Apa yang anda ketahui tentang ujian skripsi?

2. Apa yang anda ketahui tentang langkah-langkah ujian skripsi ini?
   Misalnya apa yang dilakukan saat:
   a. sebelum pembukaan ujian
   b. pembukaan ujian
   c. presentasi
   d. tanya-jawab
   e. mahasiswa disuruh keluar ruangan
   f. penutupan

3. Dari informasi di dalam kelas yang Anda dapatkan, siapa saja yang ada di dalam ruangan ujian skripsi ini?
   Misalnya: Dekan/utusan dari fakultas, Ketua jurusan, penguji, teman, dll

4. Apa tugas bagi setiap peserta yang hadir di ruangan ini?
   a. dekan/utusan dari fakultas:
   b. ketua jurusan:
   c. penguji:
   d. teman, dll:

5. Apa saja informasi yang harus disampaikan saat melakukan presentasi skripsi nanti yang Anda ketahui? Mohon diberikan informasi secara detail.

6. Apakah masing-masing penguji memiliki porsi pertanyaan tertentu?
   Misalnya penguji 1, menanyakan tentang introduction, penguji 2 dan 3 menyanyakan hal yang lain?

7. Sejauh yang Anda ketahui, apa saja kriteria yang dipakai untuk menentukan lulus atau tidaknya mahasiswa dalam ujian skripsi?

   a. Tentang kriteria penilaian untuk menilai tulisan pada skripsi:

   b. Tentang kriteria penilaian saat melakukan presentasi dan tanya-jawab:

8. Dari mana Anda memperoleh pengetahuan/informasi ini?

   a. dari kelas? atau
   b. hasil observasi pada ujian orang lain? atau
   c. dari para senior?
   d. dari bacaan?
   e. Dari dosen lain (yang bukan pengajar mata kuliah persiapan ujian skripsi).

9. Buku pegangan apa yang dipakai saat proses pengajaran di kelas persiapan ujian skripsi ini?

10. Apakah ada bahan lain yang diberikan oleh dosen saat di kelas persiapan ujian skripsi ini?

11. Khusus bagi mahasiswa Syiar University:
    Apakah semua bahan dan kegiatan yang dilakukan saat di kelas persiapan ujian skripsi (Research on ELT dan Seminar on ELT) sudah cukup untuk memberikan gambaran yang jelas saat ujian skripsi nanti?

12. Khusus bagi mahasiswa Nanggroe University:
    Apakah semua bahan dan kegiatan yang dilakukan saat di kelas persiapan ujian skripsi (English Language Research 1 dan 2) sudah cukup untuk memberikan gambaran yang jelas saat ujian skripsi nanti?

13. Seberapa sering dosen memberikan umpan balik (feedback) terhadap tugas tertulis?

14. Seberapa sering dosen memberikan umpan balik (feedback) terhadap tugas penampilan di dalam kelas?

15. Bagaimana isi umpan balik ini? Apakah sifatnya:

   a. mencerahkan sehingga Anda tahu apa yang harus dilakukan untuk memperbaiki
      tulisan atau tampilan berikutnya?
   b. menjatuhkan sehingga Anda merasa pesimis
   c. tidak jelas manfaatnya

13. Bila dosen berhalangan datang, apakah ada tugas yang diberikan kepada mahasiswa? apa saja?

14. Apakah tugas-tugas ini dinilai, dikumpulkan, atau harus dipresentasikan dalam kelas?

15. Apa saja yang dinilai dalam mata kuliah persiapan ujian skripsi ini?

16. Apakah ada komentar lain yang ingin Anda sampaikan untuk memperbaiki isi dan kegiatan belajar-mengajar mata kuliah persiapan ujian skripsi ini?

Terima kasih atas waktu dan jawaban yang telah diberikan ini. Informasi ini sangat bermanfaat bagi department pendidikan dalam membantu mahasiswa bisa tampil dengan baik saat ujian skripsi.

…………………………..   ……………………………

Participant   Date

Iskandar Abdul Samad

…………………………..   ……………………………

Researcher   Date

APPENDIX O

EXAMPLE OF ALUMNI'S RESPONSES FOR THE QUESTIONNAIRE

Survey ini dibuat dalam Bahasa Indonesia. Silakan menjawab pertanyaan suvey di bawah ini dalam Bahasa Indonesia dengan memberikan informasi sedetail mungkin.

1. pa yang anda ketahui tentang ujian skripsi?
   Merupakan Ujian Akhir untuk menguji hasil Penilitian/research yang dilakukan mahasiswa suatu Program study sebagai pengajuan untuk mendapatkan gelar Sarjana.

2. Apa yang anda ketahui tentang langkah-langkah ujian skripsi ini?
   Misalnya apa yang dilakukan saat:
   g. sebelum pembukaan ujian
      - tidak tahu
   h. pembukaan ujian
      - Pembukaan oleh moderator
   i. presentasi
      - Mahasiswa menampilkan hasil penelitian yang telah diselesaikan
   j. tanya-jawab
      - proses pengujian terhadap materi dan atau hasil penelitian yang telah diselesaikan mahasiswa
   k. mahasiswa disuruh keluar ruangan
      - tidak tahu
   l. penutupan
      - tidak tahu

3. Dari informasi di dalam kelas yang Anda dapatkan, siapa saja yang ada di dalam ruangan ujian skripsi ini?
   Misalnya: Dekan/utusan dari fakultas, Ketua jurusan, penguji, teman, dll
   - Penguji, moderator pembimbing dan mahasiswa

4. Apa tugas bagi setiap peserta yang hadir di ruangan ini?
   e. dekan/utusan dari fakultas: tidak tahu
   f. ketua jurusan: sbg moderator
   g. penguji: menguji skripsi
   h. teman, dll: N/A

5. Apa saja informasi yang harus disampaikan saat melakukan presentasi skripsi nanti yang Anda ketahui? Mohon diberikan informasi secara detail.
   - Secara singkat menyampaikan latar belakang penelitian, GAP antara ekspektasi dan kenyataan, solusi dan pemecahan masalah, dan hasil.

6. Apakah masing-masing penguji memiliki porsi pertanyaan tertentu? Misalnya penguji 1, menanyakan tentang introduction, penguji 2 dan 3 menyanyakan hal yang lain?

    - Tidak tahu. Dalam hal ini porsi (pertanyaan) sepertinya lebih fleksibel

7. Sejauh yang Anda ketahui, apa saja kriteria yang dipakai untuk menentukan lulus atau tidaknya mahasiswa dalam ujian skripsi?

    c. Tentang kriteria penilaian untuk menilai tulisan pada skripsi:
    - Isi, tata bahasa dan hal-hal lain yang merujuk pada SOP

    d. Tentang kriteria penilaian saat melakukan presentasi dan tanya-jawab:
    - Rasa percaya diri/yakin terhadap hal-hal yang dipresentasikan di depan penguji dan mampu mempertanggug-jawabkan hasil penelitian secara lugas, akurat, dan transparan.

8. Dari mana Anda memperoleh pengetahuan/informasi ini?

    f. hasil observasi pada ujian orang lain, dan
    g. dari para senior

9. Buku pegangan apa yang dipakai saat proses pengajaran di kelas persiapan ujian skripsi ini?
    - ELT Journal
      Buku hasil rangkuman dosen yang diambil dari journal-journal tentang ELT

10. Apakah ada bahan lain yang diberikan oleh dosen saat di kelas persiapan ujian skripsi ini?
    - Journal-journal lain yang menyangkut ELT Research

11. Khusus bagi mahasiswa Syiar University:
    Apakah semua bahan dan kegiatan yang dilakukan saat di kelas persiapan ujian skripsi (Research on ELT dan Seminar on ELT) sudah cukup untuk memberikan gambaran yang jelas saat ujian skripsi nanti?
    - Kurang cukup. Namun begitu 2 mata kuliah tersebut harusnya mampu memberikan pandangan dan atau penjelasan yang gamblang/jelas terhadap ujian skripsi yang akan dihadapi mahasiswa (dalam segala aspek uji)

12. Khusus bagi mahasiswa Nanggroe University:

Apakah semua bahan dan kegiatan yang dilakukan saat di kelas persiapan ujian skripsi (English Language Research 1 dan 2) sudah cukup untuk memberikan gambaran yang jelas saat ujian skripsi nanti?

13. Seberapa sering dosen memberikan umpan balik (feedback) terhadap tugas tertulis?

- Jarang.

14. Seberapa sering dosen memberikan umpan balik (feedback) terhadap tugas penampilan di dalam kelas?
- Cukup sering, dimana dosen (biasanya) memberikan feedback secara langsung terhadap hasil presentasi.

15. Bagaimana isi umpan balik ini? Apakah sifatnya:

   a. mencerahkan sehingga Anda tahu apa yang harus dilakukan untuk memperbaiki
      tulisan atau tampilan berikutnya
   b. menjatuhkan sehingga Anda merasa pesimis
   - pilihan jawaban 'a' dan 'b' mewakili kondisi kelas dan feedback yang diberikan oleh dosen. Namun begitu, tidak semua feedback yang diberikan itu memberikan pencerahan, dan juga, tidak semua feedback yang diberikan 'menjatuhkan' semangat mahasiswa. Saya pribadi ketika sekali saja mendapatkan feedback yang 'menjatuhkan', kemungkinan besar rasa pesimis saya akan bertahan lama.

13. Bila dosen berhalangan datang, apakah ada tugas yang diberikan kepada mahasiswa? apa saja?
- Kadang

14. Apakah tugas-tugas ini dinilai, dikumpulkan, atau harus dipresentasikan dalam kelas?
- Biasanya dikumpulkan dan mungkin diberikan penilaian.

15. Apa saja yang dinilai dalam mata kuliah persiapan ujian skripsi ini?
- Tidak tahu pasti. Sepertinya aspek penilaiannya tidak jauh berbeda dengan system penilaian terhadap mata kuliah lain

16. Apakah ada komentar lain yang ingin Anda sampaikan untuk memperbaiki isi dan kegiatan belajar-mengajar mata kuliah persiapan ujian skripsi ini?
- Saya kira yang harus difokuskan bukanlah pada materi. 2 mata kuliah ini harus bisa mempersiapkan mahasiswa untuk lebih siap, lebih paham dan lebih mandiri agar bisa mempersiapkan diri untuk diuji dalam seminar proposal, penelitian, dan ujian akhir skripsi.

Terima kasih atas waktu dan jawaban yang telah diberikan ini. Informasi ini sangat bermanfaat bagi department pendidikan dalam membantu mahasiswa bisa tampil dengan baik saat ujian skripsi.

SUA3   May 22, 2014

………………………..   ……………………….

Participant   Date

Iskandar Abdul Samad

………………………..   ……………………….

Researcher   Date

Note:

1. Apakah Anda masih mahasiswa? Semester berapa?
   YA. Semester 10.

2. Apakah Anda sudah menyelesaikan ujian skripsinya? Kapan?
   Belum.

APPENDIX P

ASSESSMENT CRITERIA FOR PRE-TEST AND POST-TEST

Initial of Student: Initial of Assessor

Research genre English		Presentation clarity (Max 50)
Fluency and pronunciation (Max 35)	Grammar and vocabulary (Max 15)	
Very fluent, no hesitations; consistently correct pronunciation and intonation, easily to follow the thesis arguments and evidence.	Consistently accurate reproduction, such as the use of voices, words, prefixes and suffixes are always correct, making the flow of arguments in the thesis clear and easy to follow.	Very clear, creative and convincing, little or no dependence on slides/thesis, can answer all question with ease.
Quite fluent, few hesitations; generally correct pronunciation and intonation, quite easily to follow the thesis argument and evidence.	Almost always accurate reproduction of language, such as accurate use of voices, words are mostly correct, making the flow of arguments in the thesis generally clear.	Generally clear, quite creative and fairly convincing, some dependence on the slides/thesis, can answer most questions.
Fairly good fluency with some hesitations; some pronunciation and intonation problems, but the thesis arguments and evidence are generally clear	Errors generally minor, such as failure to use insignificant prefixes and suffixes and sentences, some words are close but not accurate	Generally clear. Can be understood but not convincing, mostly dependent on slides/ thesis, can answer a some questions
A lot of hesitations; many pronunciation and intonation problems that make arguments and evidence unclear or difficult to follow	Frequent major errors, such as wrong use of passive/active voices, wrong use of significant prefixes and suffixes, and words	Unclear; disjointed, fully dependent on slides/ thesis, very little ability to ask/answer questions
Produce little or no oral performance	Unable to produce basic sentence forms and only produce isolated vocabulary	Extremely unclear, unable to answer questions about the thesis
Total Score:		

EXAMPLE OF EXAMINERS' ASSESSMENT FOR STUDENTS IN PRE-TEST

■

Initial of Student: NUSE1   Initial of Assessor

Research genre English		Presentation clarity (Max 50)
Fluency and pronunciation (Max 35)	Grammar and vocabulary (Max 15)	
Very fluent, no hesitations; consistently correct pronunciation and intonation, easily to follow the thesis arguments and evidence.	Consistently accurate reproduction, such as the use of voices, words, prefixes and suffixes are always correct, making the flow of arguments in the thesis clear and easy to follow.	Very clear, creative and convincing, little or no dependence on slides/thesis, can answer all question with ease.
Quite fluent, few hesitations; generally correct pronunciation and intonation, quite easily to follow the thesis argument and evidence.	Almost always accurate reproduction of language, such as accurate use of voices, words are mostly correct, making the flow of arguments in the thesis generally clear.	Generally clear, quite creative and fairly convincing, some dependence on the slides/thesis, can answer most questions.
Fairly good fluency with some hesitations; some pronunciation and intonation problems, but the thesis arguments and evidence are generally clear	Errors generally minor, such as failure to use insignificant prefixes and suffixes and sentences, some words are close but not accurate	Generally clear. Can be understood but not convincing, mostly dependent on slides/ thesis, can answer a some questions
A lot of hesitations; many pronunciation and intonation problems that make arguments and evidence unclear or difficult to follow	Frequent major errors, such as wrong use of passive/active voices, wrong use of significant prefixes and suffixes, and words	Unclear; disjointed, fully dependent on slides/ thesis, very little ability to ask/answer questions
Produce little or no oral performance	Unable to produce basic sentence forms and only produce isolated vocabulary	Extremely unclear, unable to answer questions about the thesis

Total Score: **78** (28 + 10 + 40)

EXAMPLE OF EXAMINERS' ASSESSMENT FOR STUDENTS IN POST-TEST

Initial of Student: NUSC2   Initial of Assessor:

Research genre English		Presentation clarity (Max 50)
Fluency and pronunciation (Max 35)	Grammar and vocabulary (Max 15)	
Very fluent, no hesitations; consistently correct pronunciation and intonation, easily to follow the thesis arguments and evidence.	Consistently accurate reproduction, such as the use of voices, words, prefixes and suffixes are always correct, making the flow of arguments in the thesis clear and easy to follow.	Very clear, creative and convincing, little or no dependence on slides/thesis, can answer all question with ease.
Quite fluent, few hesitations; generally correct pronunciation and intonation, quite easily to follow the thesis argument and evidence.	Almost always accurate reproduction of language, such as accurate use of voices, words are mostly correct, making the flow of arguments in the thesis generally clear.	Generally clear, quite creative and fairly convincing, some dependence on the slides/thesis, can answer most questions.
Fairly good fluency with some hesitations; some pronunciation and intonation problems, but the thesis arguments and evidence are generally clear	Errors generally minor, such as failure to use insignificant prefixes and suffixes and sentences, some words are close but not accurate	Generally clear. Can be understood but not convincing, mostly dependent on slides/ thesis, can answer a some questions
A lot of hesitations; many pronunciation and intonation problems that make arguments and evidence unclear or difficult to follow	Frequent major errors, such as wrong use of passive/active voices, wrong use of significant prefixes and suffixes, and words	Unclear; disjointed, fully dependent on slides/ thesis, very little ability to ask/answer questions
Produce little or no oral performance	Unable to produce basic sentence forms and only produce isolated vocabulary	Extremely unclear, unable to answer questions about the thesis

Total Score: **78** (28 + 10 + 40)

APPENDIX S

EXAMPLE OF THE THESIS DEFENCE EXAMINATION EXCHANGES OF NANGGROE UNIVERSITY

Initial of examinee: NUE3

Preliminary segment :

The chair of this Thesis Defence Examination (TDE) ask the students to smile by saying. "Don't be so stress, just smile". While smiling to the examinee, the chair of the TDE asks how the student's feeling. " how is your feeling today?". The situation is in a relax manner.

Opening segment :

The chair of the event is greeting audiences, "Assalamualaikum warahmatullahiwabarakatuh. Good morning everyone. Today, the English education is conducting a thesis seminar. We would like to hear what you have done. For the first agenda, please recite some verses of the Qur'an, somewhere in the middle of Qur'an, please".

Defence proper segment:

The chair (Supervisor 1) is thanking the examinee, " Thank you very much for your presentation. Now I would like to ask some questions which relate to the reason of conducting this topic"

Supervisor 2 asks questions which relate to the teaching method (in and out circle), such as the advantage of using the method. " What is the advantage of using this teaching in and out cirle method?"

Examiner 3 asks questions which relate to the research method. " What kind of research are you conducting?" She asks about how the result suits with the research questions. " Do you think that the result of your study fit with these research questions? What about this research method, does it fit with research questions?".

Upon the completion of the thesis defense, The examinee is asked to sign document, "Can you sign this form?"

In-camera segment:

The examinee is asked to leave the room and the committee are discussing the student's performance. " The examination just finished. Can you go out for a while, we need to discuss about your performance. We will call you back in ten minutes."

The student is called after 10 minutes waiting outside. The secretary announced the result of a student's performance, " Assalamu'alaikum. It is time for us to listen to the result of the performance of this examinee. The examiners have agreed that this examinee has passed the examination with satisfactory result. This examinee can use the title of S.PdI at the back of her name after this announcement."

Closing segment:

After listening to the result, the chair asks the student to say some words for examiners, "NUE3, you have passed the examination. How is your feeling now? Happy? Now, we give you an opportunity to deliver some words to your examiners".
Chair thanks other examiners and audiences, "Thank you for examiners who have spent time and energy to examine this student for approximately two hours. Also, I would like to thank all audiences who are very supportive to observe NUE3's presentation and defence.