

EVALUATING RESEARCH COMPETENCY AMONG ALUMNI OF PBI

(A Study at English Language Education Department of UIN Ar-Raniry)

THESIS



Submitted by:

RIZKA MALDA PHONNA

NIM. 140203249

**Student of Faculty of Education and Teacher Training
Department of English Language Education**

**FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF AR-RANIRY
DARUSSALAM - BANDA ACEH
2019 M/ 1440 H**

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam, Banda Aceh as a Partial Fulfillment
Of the Requirement for Sarjana Degree (S-1)
On Teacher Education

By:

RIZKA MALDA PHONNA

The Student of English Language Education Department

Faculty of Tarbiyah and Teacher Training

Reg. No. 140203249

Approved by:


جامعة الرانيري

Main Supervisor,

Co-supervisor,

AR - RANIRY


Dr. phil. Saiful Akmal, S.Pd.I., M.A.


Syarifah Dahliana, M.Ag., M.Ed., Ph.D

**It has been Defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
Has Been Accepted in Partial Fulfilment of
The Requirements for Sarjana Degree (S- 1)
On Teacher Education**

on:

**Wednesday, Januari 9th, 2019 M
2 Jumadil Ula, 1440 H**

Chairman,

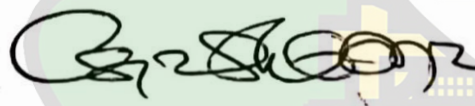
Secretary,


Dr.phil. Saiful Akmal, M.A


Ikhwan Dhivah, S. Pd

Member,

Member,


Syarifah Dahliana, M.Ed., Ph.D


Dr. Jarjani, M. Sc., M. S

Mengetahui,

**Dekan Fakultas Tarbiyah dan Keguruan UINAr-Raniry
Darusalam Banda Aceh**


Dr. H. Muslim Razali, S.H. M.Ag
NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email prodipbi.arraniry@gmail.com Website <http://ar-raniry.ac.id>

SURAT PERTANYAAN

Saya yang bertanda tangan dibawah ini:

Nama : Rizka Malda Phonna
NIM : 140203249
Tempat/Tanggal Lahir : Mns. Menjee/27 Januari 1997
Alamat : Jl. Barona Jaya, Meunasah Bapeun, Aceh Besar
Judul Skripsi : Evaluating Research Competency among
Alumni PBI (A Study at English Language
Education Department)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 3 Januari 2019

Saya yang membuat pernyataan



Rizka Malda Phonna

ABSTRACT

This study is aimed to analyze the difference between participants' research competency, source of research competency, and problem-related to the conduct of research. The samples are nine alumni from English Language Education Department; three alumni finished thesis in one semester, three alumni in two semesters, and other in three semesters. This qualitative research used semi-structured interview with recorder and note-taking. The author analyzed research competency based on the work of Ivanenko et.al. (2015). As a result, alumni who finished thesis in one semester have a higher research competency than others. The author also found out that alumni tend to gain research competency from research courses, research conduction, and self-study. Finally, in term of problem-related to the conduct of research, the author found out that alumni tend to have problems with self-motivation, supervisors, time/class schedule, finding previous studies, finding proper data analysis, and finding participants during research conduction.

Key Words: *Research Competency, Source of Research Competency, Problem-related to The Conduct of Research, Prospective Teachers.*



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is due to Allah, the lord of the world who have originated all creatures in the world and who have given me health and chance to finish my thesis. May blessing and peace be upon to the noble prophet Muhammad, his family, and companions.

First of all, I would like to express my deepest appreciation to my supervisors: Dr. Phil. SaifulAkmal, S.pd.I., M.A and SyarifahDahlia, M.Ag., M.Ed., Ph.D who have given me valuable advice, valuable contributions, suggestions, and experiences during the research conduction.

Also, I am deeply indebted to my mother, Murniati, and my father, Abdul Khalid who have given a profound belief and patience during the research conduction. I am also extremely grateful to my little brothers, RizkiYaumus Safar, and MuntasarAprilian for their relentless encouragement and unparalleled support.

Then, I would like to express my deepest appreciation to all of people who participated in the data collection, they are particularly helpful to me during this time regardless of their busy activities. Finally, I am extremely grateful to all of my colleagues in the campus and outside the campus, Okta, Firda, Upa, Oja, Ajja, Siti, Ayu, and my friends of Syubbarillah for their practical suggestions, constructive criticism, and unwavering encouragements.

Banda Aceh, January 1st2019

Rizka Malda Phonna

TABLE OF CONTENT

Table of Content	i
List of Appendixes	ii
Abstract	iii

CHAPTER I: INTRODUCTION

A. Background of Study	1
B. Research Question	4
C. Objectives of Study	4
D. Significance of Study	5
E. Terminology	5

CHAPTER II: LITERATURE REVIEW

A. Research Competency	8
B. Source of Research Competency	14
C. Problem-related to The conduct of Research.....	17
D. Previous Research.....	21

CHAPTER III: RESEARCH METODOLOGY

A. Research Design	28
B. Population and Sample	29
C. Sampling	29
D. Technique of Data Collection	29
E. Technique of Data Analysis	31

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

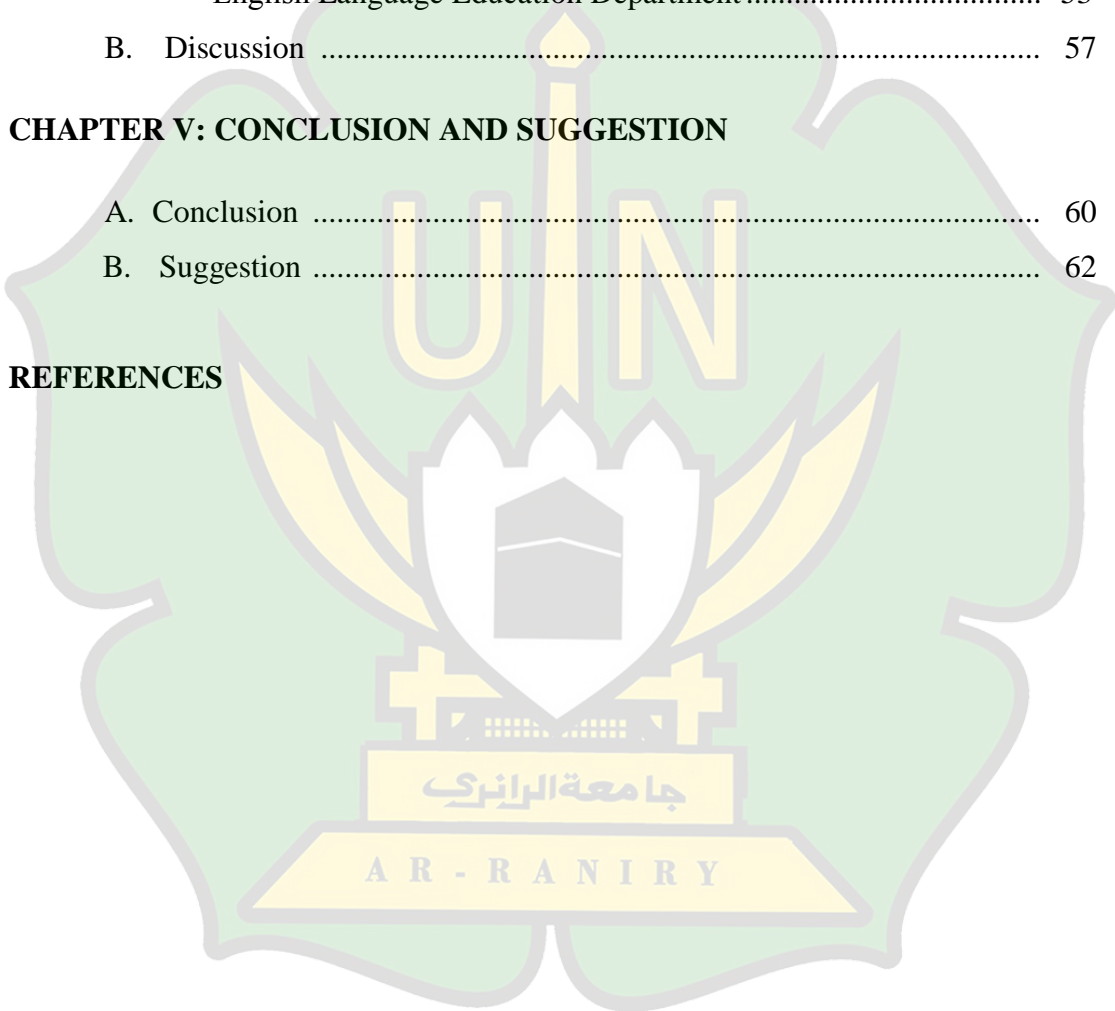
A. Research Finding	33
1. Research Competency of Alumni of English Language Education Department	34

1.1.Motivation-value Component	34
1.2.Methodology-reflective Component.....	39
1.3.Operational-activity Component	43
1.4.Emotional-volitional Component	47
2. Source of Research Competency Among Alumni of English Language Education Department	49
3. Problem-related to The Conduct of Research Among Alumni of English Language Education Department	53
B. Discussion	57

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	62

REFERENCES



CHAPTER I

INTRODUCTION

A. Background of Study

Generally, research competency is an ability to find a solution of a scientific problem, a scientific problem which requires some scientific skills(Ivanenko, Mustafina, Sagitova, Akhmetzyanov, Khazratova, Salakhova, & Mokeyeva, 2015). According to the curriculum of the faculty of tarbiyah and teacher training, research is one of the requirements before graduation, thus research competency is the vital competency in the department. In support to this requirement, English Language Education Department have offered their students four research courses, such as Research Methodology, English Language Research I, English Language Research II, and Seminar and Discussion (Suyanta, Mujiburrahman, Muluk, Syarwan, Ali, Saifullah, Husen, Muzakkir, Mukhlisah, Muslim, Zulfikar, Mahdi, Chalis, Ninoersy, Husnizar, Elviana, 2016).

According to the curriculum of tarbiyah and teacher training faculty, Research Methodology and Seminar and Discussion are MKB (Matakuliah Keahlian Berkarya), which are generally a course for the students to form some practical skills that will help them in their major or department. For the students of English language education department, MKB is a course to acquire skills and knowledge about strategies for completing their theses in the department. Both English Language Research I and English Language Research II are MKK (Matakuliah Keilmuan dan Keterampilan) which aim the students to develop some basic skills and knowledge. Research Methodology has to be taken on the fifth semester along with English Language Research I within two hours of learning, English Language Research II and Seminar

and Discussion have to be taken on the sixth semester within two hours of learning (Suyanta et al., 2016).

Fuentes (2017) who conducted a study about research competency of prospective teachers in Eastern Samar State University created a hypothetical stand that one semester to complete thesis is difficult for the students, thus, to validate the hypothesis, Fuentes conducted the study about evaluating research competency, its result contributes as the data for the university to improve the curriculum.

Sahan, & Tarhan (2015) who also conducted a study about evaluating research competency contributes the study as the tool to raise awareness in conducting research, and as the tool to develop an effective research course. Thus, based on the above studies, this study will be of benefit for both students and the department in improving the curriculum of research, and as the framework to evaluate research competency.

Evaluating research competency does not merely evaluate the research competency but also the difficulty in conducting research. According to Fuentes (2017), the study of evaluating research competency is not merely told us the level of research competency of the participants, but also their difficulty in conducting research. It is because the aim of evaluating research competency is to develop a better research course that suitable for students based on their personal problems.

In order to gain an effective insight of research competency, the author also wants to determine the participants' difficulty in conducting research. In addition, the author also wants to know the sources of research competency, it is due to the possibilities that the analyzed research competency may be acquired not only from research courses that provided in the university, but also from other activities that aim to develop research competency.

Specifically, the author will determine the level of research competency among alumni who complete thesis faster than other alumni and otherwise. Thus, in order to complete this goal, the author will categorize alumni based on the years of compliance and analyze them based on the same components. The components of analysis will be based on the framework of research competency that produced by a previous research.

Although the framework comes from a secondary source or a previous research, the author hopes that this study will be a practical insight about research competency evaluation in English language education department. In other words, readers can use this study as their guide to develop research competency.

B. Research Question

Based on the background of this study, the author formulates the research question as follows:

1. What are research competencies of alumni of English language education department?
2. What are sources of research competency among alumni of English language education department?
3. What are problems related to the conduct of research among alumni of English language education department?

C. Objectives of The Study

This study specifically aims to achieve the following objectives:

1. Determine research competency of alumni of English language education department

2. Find out sources of research competency among alumni of English language education department
3. Discover problems related to the conduct of research among alumni of English language education department

D. Significance of Study

1. The finding of this study will contribute as a useful insight for **English language education department students** to learn about alumni behavior who finished their thesis faster than others and otherwise.
2. This study will contribute as a practical guide for **English language education department students** in learning English language research II.
3. The finding of this study will be a useful insight for **the lectures of English language education department** to better develop their students' research competency.
4. The finding of this study will provide an input for **Islamic state university of Ar-raniry** to improve the research curriculum.

E. Terminology

1. Research Competency

According to Ivanenko, et al. (2015), research competency is a set of necessary skills or abilities to solve a scientific problem which consists of four sub-competencies or components, such as motivational-value component, methodology-reflective component, operational-activity component, and emotional-volitional component.

Motivational-value component is an awareness of researchers in developing both skills and knowledge of scientific research, Methodology-reflective refers to reflective teaching skills of a teacher, it is the ability where a teacher can find a problem of teaching through the reflective method, and use a result of a scientific research as its solution. Operational-activity component is an ability to solve a problem or finding a result of a research, and finally, emotional-volitional component is an emotional maintenance in conducting a research, such as a willingness to create a great research. In conclusion, research competency does not merely consist of the ability to do a research, but it also consists of the awareness in conducting research, and the emotional maintenance in achieving a good quality research (Ivanenko et al., 2015).

2. Alumni of English Language Education Department

In this term, alumni of English language education department are the students of English language education department who have graduated one year ago, two years ago, and three years ago. They have acquired research competency and also have an actual research experience.

According to Suyanta et al. (2016), Alumni of English language education department are the students who possess four aspects of skills. Such as skill in pedagogy, skill in research, skill in contributing to society, and skill in communication. Specifically, skill in pedagogy is a group of pedagogical skills that they need during teaching, skill in research is a group of skills that they need in finishing their theses, skill in contributing to society is a group of skills that they need during their involvement in society, and skill in communication is a group of skills that they need when building their network nationally and internationally.

CHAPTER II

LITERATURE REVIEW

A. Research Competency

The definition of research competency is extensive which means that it can come from different fields or disciplines, for example, librarians' research competency, clinical research competency, engineer research competency, etc., and because of that we need to signify the field of research competency. Since the current study aims to evaluate alumni of PBI, pedagogy research competency is the suitable competency to include.

Based on Ivanenko, et al. (2015), research competency is an ability to find a solution of a scientific problem, and it consists of four sub-competencies, such as motivational-value component, methodology-reflective component, operational-activity component, and emotional-volitional component.

Motivational-value component is a component which deals with an awareness on research work and an awareness of self-developing. Specifically, it consists of awareness the necessity of research work, a desire in both general research work and pedagogical research work, participating in seminar and conference, publishing a scientific work, and awareness of continuous self-developing (Ivanenko, et al., 2015).

Methodology-reflective component refers to an understanding of research methodology and an application of reflective method in research activity, methodology-reflective component consists of some sub-components such as an ability to develop a teaching environment by using reflective method, and a result from research work; an ability to assimilate scientific knowledge into every kind of professional activities; an ability to identify and formulate research problems; an ability to determine objectives, significance of problems, and along with its solution,

determine method, instrument, procedure; an ability to create hypotheses of a study phenomenon, and laws, and induct a hypotheses based on observation and experiment of life experience phenomenon; and an ability to evaluate, exact, and generalize basic research and applied research; an ability to prioritize research work (Ivanenko, et al., 2015).

Operational-activity component refers to the operational ability in conducting research which consists of some sub-components such as the ability to conduct research and finding the result; using current technologies in presenting research activity; participate in all kind of research work; practice new knowledge; possessing a dynamic balance in solving scientific problem, as well as the skill of designing, administering, and examining; possessing an excellent method in group management; literate in pedagogy and educational field; generalize and apply the result of the study; doing a patent search, and finding information through current technologies; build and use a software to obtain result of a study; aware of current issues and investigate the issues through research (Ivanenko, et al., 2015).

Finally, emotional-volitional component refers to emotional state in being a researcher which consists of some sub-components such as demonstrate a high moral state in conducting research; show determination of self-improvement through research activity; an ability to continuously perform self-development; an ability to solve problems; constant professional development; and willingness to achieve a high quality research (Ivanenko, et al., 2015).

Van den Berg (2016) argued that research competency constitutes of some sub-competencies, however, he referred research competency as a characteristic of educators rather than competency. Specifically, he stated that research competency is one of the essential characteristics of educators, it constitutes of some elements, such as possessing inquiring

behaviors, practicing result of researches, carrying out researches, and underpinning the establishment of research competency.

The first element of research competency is possessing inquiring behaviors, which is a precondition in conducting research, it includes possessing an open attitude, having a need to know, being evaluative, wanting to comprehend, underpinning, explaining, establishing, confessing, and creating, additionally, a research remains unsolvable without these behaviors. The second element of research competency is practicing result of researches, which is an innovation or a development of teaching environment based on a research result rather than an experience or a prediction. The third element of research competency is carrying out researches, it includes research cycle which is to formulate a problem; to review a literature; to determine a research approach; to gather, to organize, and to evaluate data; to find a result; to infer a conclusion; to create a recommendation; and to make a research report. Finally, the fourth element of research competency is underpinning the establishment of research competency which is underpinning the development of research competency of both teachers who work in the same workplace and different workplace (Van den Berg, 2016).

There are similar variables in the definition of research competency between Ivanenko, et al. (2015) and Van den Berg (2016), such as possessing an inquiry behavior, which is a similar element to an awareness on research work of motivational-value component, practicing a result of research is similar to practicing new knowledge in operational-activity component, and carrying out research is similar to methodology-reflective component, except, Van den Berg (2016) did not mention a reflective method as the essential element in research competency.

Rather than characteristic, Selvi (2010) defined research competency as competency. According to Selvi (2010), research competency is one of the teacher competencies which affects teacher's actions, beliefs, communication, goals, and practices in school. Specifically, research competency substitutes of four elements, such as possessing knowledge of research method, making procedure of research, conducting research, and collaborating with other teachers.

Furthermore, besides of four elements that have been mentioned in the paragraph above, which are the elements that derive from methodology-reflective component and operational-activity component of Ivanenko, et al. (2015), there is also another similar element in the definition of research competency between Selvi (2010) and Ivanenko, et al. (2015). The similar element is self-development, which is the element that substitutes both of motivational-value component and emotional-volitional component.

Moreover, Celik (2011) argued research competency as both competency and characteristics. Specifically, research competency is one of the teacher competencies or characteristics, it is an ability to create a new practical and theoretical insight. In addition, research competency is viewed as an integral part in improving teaching and learning experience, and it is teachers' responsibilities to possess this competency.

Celik (2011) added that publishing a research and an awareness of conducting a research are components of research competency, which are similar components to what substitutes motivational-value component of Ivanenko, et al. (2015).

Additionally, Bankauskienė, Augustinienė & Čiučiulkienė (2005) argued that research competency is one of the leading competences of teacher contemporary competence, which means that research competency is one of the prior competencies of future teachers. Specifically,

Bankauskienė, et al. (2005) argued that research competency is developed through an activity of action research which is a research enabling collaborative work and solving an immediate problem from a result of a reflective method.

Ivanenko, et al. (2015) stated that collaborative work and reflective method based research are the components of research competency. Specifically, the collaborative work is the component of operational-activity, and the reflective method based research is the component of methodology-reflective.

In conclusion, there are similar findings between the work of Ivanenko, et al. (2015) and the work of the other four sources that have already been mentioned above. Specifically, Selvi (2010) stated all of four components as the components of research competency; Van den Berg (2016) stated methodology-reflective component, motivational-value component, and operational-activity component as the components of research competency; Bankauskienė, et al. (2005) argued that only methodology-reflective component and operational-activity component are the components of research competency; and Celik (2011) argued that only motivational-value component is the component of research competency.

However, besides the similar findings, each of the sources did not completely elaborate on the components as Ivanenko, et al. (2015) did. For example, Selvi (2010) clearly stated the four components as what substitutes research competency, however, there is a deficiency of what substitutes each component. Methodology-reflective components only elaborate on possessing knowledge of research method; making procedure of research, and conducting research, operational-activity component only elaborate on collaborating with other teachers; and finally

motivational-value component and emotional-volitional component only elaborate on performing self-development.

As matter of fact, the work of Ivanenko, et.al. (2015) is more completed than other four sources that have already been mentioned above, and for this reason, the author use Ivanenko, et.al. (2015) as the framework in evaluating research competency.

B. Source of Research Competency

Fuentes (2017) specified the source of research competency, such as the current research course, self-study/reading of reference materials in research, actual research experience, training and seminar (sponsored by a university), subject/course taken in previous semester that require conduct research, trainings and seminars, and field of exposure/trip and study mission.

In addition, Fuentes (2017) stated that the participants tend to choose research course as the source of research competency, however, the research course did not significantly affect research competency. other researchers who also shared the same statement is Sahan, & Tarhan (2015) and Davidon, & Palermo(2015).

Khan, Kolumbayevaa, Karsybayeva, Nabuova, Kurmanbekova, & Syzdykbayeva (2016) argued that research course is significantly improved research competency. Briefly, Khan, et al. (2016) conducted a study about comparing a traditional research course with an experimental research course named as “approach to the research competence formation in prospective elementary school teacher”.

The experimental research course was divided into three ways of learning, such as lecturers (15 hours), practical classes (15 hours), and independent works of students (40 hours).

In addition, the course was also divided into three stages of learning, such as understanding, awareness, and implementation (Khan, et al., 2016).

The understanding stage is a learning stages where the participant is learning about research, it is taught through lecturing and seminar, and it is also learnt through reflection method as the exercise of their understanding. Additionally, the goal is to form the learning based on students' personal need (Khan, et al., 2016).

In addition, the stage of awareness and implementation are basically the stage where the students have to perform a self-assessment of their research competency. Specifically, students were asked to form a concept called "I am a prospective elementary school teacher-researcher", it is used as the medium to form research competency. There are some stages in developing this concept, such as the students have to determine the purpose, content, and method in developing their own research competency, and then apply it to the concept. However, If the concept does not match them, they have to reevaluate the concept, and then reapply it, thus, the research competency will personally acquire by the students based on their needs (Khan, et al., 2016).

Khan, et al. (2016) also argued that the experimental research course trained the student not only organization of research, method of research, and analysis of data, but also trained the students to be aware of the need in developing their educational institution.

Furthermore, actual research experience is what the most researchers suggest as the source of research competency. Some researchers (Van den Berg, 2016, Selvi, 2010, Celik, 2011, and Bankauskienė, et al., 2005) argued that research competency is developed through an actual research experience along with other components.

Comparatively, Ismail, & Meerah(2012) argued that research competency is developed through both research course and an actual research experience. Specifically, they conducted a

study about evaluating doctoral students' research competency, which is an evaluation of a doctoral program that teach research competency. The program is either focused on conducting actual research or learning through research course, however both types of programs provide research competency.

As matter of fact, Ivanenko, et al. (2015) clearly stated that research competency is developed through seminar, training, and actual research experience, these elements are substituted in motivational-value component and operational-activity component.

In conclusion, actual research experience is what the most researchers suggested as the source of research competency, however, other sources are also worth to mention, such as research course, training, seminar, self-study, field of exposure/trip, and study mission.

C. Problems-related to The Conduct of Research

Besides the source of research competency, Fuentes (2017) also divided problem in conducting research into some cases, such as lack of time/class schedule, lack of financial support to conduct research, lack of research competency, and lack of interest. Additionally, Fuentes (2017) found that Lack of time/class schedule is the most problem that student encountered during conducting a research, it is a problem when the research course that student enrolled did not provide them with adequate time to conduct research.

Additionally, Bocar (2013) also found that time is one of the most problems in conducting research, however, time is not the number one problem among it. Specifically, he ranked the problems from the most difficult into the least difficult, and as a result, he found four problems as the most problems that faced by the students. There are cooperation of respondent,

time management, stress management, and identification of researchable issues and construction of research title. Among the four problems, the most difficult one is cooperation of respondent.

Cooperation of respondent is the problem where the students had to approach unfamiliar respondents and asked them to participate in the study, this problem raised when the students cannot force participants who refused to participate in the study (Bocar, 2013).

In addition, from the four problems, there are three problems that consider as personal problems, such as stress management, time management, and cooperation of respondent. As a result, Bocar (2013) concluded that the failure of the students in conducting research was not only the fault of the university in providing a research course but also the fault of their personal management.

Additionally, Matin, & Khan (2017) also found some problems in conducting research that are similar to Fuentes (2017), such as lack of research competency, lack of time, and lack of financial support. Beside of the similarity, Matin, & Khan (2017) also found other problems.

Specifically, they conducted a study about diagnosing problems that students faced in conducting research, the pattern of analysis is also similar to Fuentes (2017) and Bocar (2013), which is ranking the problems from the most difficult to the least difficult.

Furthermore, the finding of the study is ranked as follows; 1) financial constraint, 2) inadequate consultation with their supervisor, 3) inadequate experience on research, 4) inadequate time in conducting research, 5) perception on research as a burden work, and 6- inadequate research competency (Matin, & Khan, 2017)

Matin, & Khan (2017) also diagnosed student perception on their problem in conducting research which related to their university, the finding is ranked as follows; 1) the university did not have adequate resources, 2) the university did not provide adequate amount of thesis

examples, 3) the university did not have a research council, 4) the university did not provide an adequate guidance in conducting research, and 5) the university did not cooperate with the students during research conduction.

In addition, Lacanlale (2017) also conducted the same study, and the finding also constitutes of some elements that are similar to Fuentes (2017), Bocar (2013), and Matin, & Khan (2017).

In interpreting the data, Lacanlale (2017) also used the ranking method or the frequency method, therefore, the problems encountered by the students in writing a research report can be ranked as follows, the first is difficulty in fulfilling the deadline of submitting research report, difficulty in finding participants, difficulty to travel to participants' location especially in other provinces or remote areas. It is difficult to meet the deadline because the students who write a research report also have to take another course called on-the-job training.

The second is nervousness when doing a research report presentation. The students felt confident of their result, but during the presentation, they feared that their result might be rejected by the evaluators of the research or lack of capability in answering questions, and also their lack confidence in speaking English (Lacanlale, 2017).

The third is lost appetite because of writing a research report, which is when students faced stress during the composition of a research report, and as a result, they skipped the meal. The fourth is being rebuked by parents because of going home late, it is when the students had to go to the far areas to reach their participants, and also when they had to stay in computer cafes until midnight to access online materials. The fifth is having inadequate time to sleep because of the pressure of research paper complement, thus, students prefer to stay awake at night rather than sleep. The sixth is financial constraint, the students have to borrow extra money from their

parents, and sometime classmate in order to complete their research, it is worsened by the fact that they have to take on-the-job training at the same time, which is also the course that needs the expense. The seventh is having an inadequate sleep before thesis presentation, the eighth is being absent during the course hours, the ninth is inability to study for the quiz, the tenth is the difficulty in analyzing data, the eleventh is having a miscommunication with co-researchers, and lastly, the twelfth is having a confusion with the data (Lacanalale, 2017).

Furthermore, Akyürek, & Avacan (2018) also conducted a similar study which also has some similar findings and a similar pattern of analysis. Thus the finding can be ranked as follows, 1) lack of research insight, it is caused by the inadequate content of research course, lack of practical knowledge in research course, and lack of knowledge in research development. 2) lack of methodology, such as the insight of research approach, planning, instrument, dealing with issues encountered during basic research conduction, and dealing with research problems. 3) problem with resources, such as accessing research resource, and language barrier in accessing foreign resources. 4) problems related supervisor, such as the dependency of research subjects based on supervisors' decision or interests, the failure of supervisors, unable to meet supervisors, the supervisors do not help. 5) problem related participants, such as participants are not honest, and unwillingness of participants. And lastly, 6) legal procedure, such as problems encountered during permission of data collection, and late giving of permit.

In conclusion, beside of the diversity of the findings, there are also some similar patterns among the above findings. All the five researchers argued that lack of research competency is one of the most problem encountered during research conduction. In addition, based on the number of researchers who agree on the same problems can be ranked as follows, lack of time, lack of financial supports, lack of research resources, and issues when dealing with participants.

D. Previous Research

Fuentes (2017) conducted a study about evaluating research competency on 136 teacher education students. In this study, Fuentes analyzed three aspects such as research competency, the difficulty in conducting research and sources of research competency. After making a hypothesis which was stated that one semester to finish one quality study was a burden for the student, Fuentes then conducted the study to validate the hypothesis. The participants were teacher education students who have already taken research courses and were doing researches. The primary gathering tool is survey which then divided into some aspects of evaluation.

In term of evaluating research competency, Fuentes (2017) created two surveys to analyze the ability of writing technical aspect of research and the ability of writing the major part of research. The ability of writing technical aspect of research consists of some items such as research paper format, grammar and sentence construction, research organization, and communication skills. The ability of writing of the major part of research consists of some items such introduction of research paper, methodology, result and discussion, conclusion and recommendation, abstract, and references. In addition, Fuentes analyzed the survey based on the Five-point Likert scale, which then concluded the insufficiency of participants in both technical aspect of research and writing the major part of research.

Furthermore, Fuentes (2017) created two separated surveys to analyze the sources of research competency and the difficulty in conducting research. Survey of sources of research competency consists some items such as current research course, self-study, actual research experience, subject/courses taken in previous semester that required the conduct of research, trainings and seminars, and trip/study exposure. In addition, survey of the difficulty in

conducting research consists some items such as lack of time/class schedule, lack of financial support to conduct research, lack of research competency, and lack of interest.

These items will be analyzed by frequency count, which has a purpose to summarize the tendency of the participants in choosing the items. Furthermore, based on the frequency count, Fuentes concluded that the participants have a tendency to acquire research competency from current research courses, which was the courses from the university. Since the participants have an insufficient research competency, it is suggesting that there are needs to redevelop current research courses. In addition, based on frequency counts, the tendency of the difficulty in conducting research was lack of time/class schedule, which then suggests redeveloping academic load and class schedule (Fuentes, 2017)

Sahan, & Tarhan (2015) also conducted a similar study of 445 prospective teachers and it had a similar aim to Fuentes (2017), which was to create a proper research curriculum. However, the aspects of analyzation in this study were different, such as the analyzation on attitude toward research and the effect of a research course on research competency.

Specifically, this study aimed to determine four components: research competency of participants, participants' attitude toward research, the effect of the research course on research competency, and the effect of the research course on attitude toward research. In order to determine these components, the researchers adopted a pre-test final-test pattern. the pre-test was a condition where the participants had not enrolled yet in the research course, and it was used to determine research competency of participants and participant's attitude toward research. In otherwise, the final test was a condition where the participants had already taken research course, and it was used to determine the effect of research course on research competency, and the effect of research course on attitude toward research.

The items on the tests were based on the framework developed by secondary sources, and it was distributed on the Five-Likert scale. The analyses were a comparison between the result of the pre-test and the final test, and also the comparison between participants who came from different departments of study.

In addition, the findings of this study are as follows: research course was not significantly affected research competency, research course had been negatively affected teachers' attitude toward research, there was no differentiation between teachers' research competency with respect to departments, and there was a differentiation between teachers' attitude toward research with respect to departments.

Davidson, & Palermo (2015) conducted a study of 46 undergraduate students which specifically aimed to assess the changing of research competency through self-perceived. There are two aspects of evaluation, such as students' self-perceived toward research competency, and students' satisfaction with the research course.

Davidson, & Palermo (2015) assessed the changing of students' research competency by conducting a survey before students' enrollment in the research course and then comparing it with the final survey, which was a survey that had to be taken after the enrollment. Furthermore, to gain a detailed answer from the students', Davidson, & Palermo (2015) also asked the students to describe their understanding of research and their general feeling toward research quantitatively. It was analyzed by using content analysis approach, and qualitative description methodology. Students' satisfaction with the research course were also assessed to determine the appropriateness of the research course in enhancing research competency. it was assessed by using a university's student evaluation questionnaire.

In addition, the finding of this study are as follows, based on the surveys, the research course had not significantly affected research competency and attitude toward research. Similarly, the qualitative analysis revealed that research course had not positively affected students' feeling toward research, and students' willingness to make a career in research.

Furthermore, Khan, et al. (2016) also conducted the same study of 102 prospective teachers and had a similar pattern of analysis to Davidson, & Palermo (2015) and Sahan, & Tarhan (2015). Specifically, Khan, et al. (2016) conducted a study to evaluate an experimental research course by diagnosing research competency. The analysis items of research competency are dealt with students' understanding on the necessity of research competency, and students' understanding on methodology.

Diagnosing research competency was conducted at the beginning of the study, it was used to determine the level of research competency. After the diagnosis, the students had to enroll in a common research course and an experimental research course separately. After the enrollment, Khan, et al. (2016) conducted a final test to determine whether students who enrolled in the experimental research course have a better level of research competency than students who enrolled in the common research course. In addition, the finding of this study is that students who enrolled in the experimental research course have better research competency than students who enrolled in the common research course.

Ismail, & Meerah (2012) evaluated the level of research competency after reviewing literature of what competencies that a researcher needs. Specifically, Ismail, & Meerah (2012) wanted to compare the local students' research competency with the abroad students' research competency based on some items of research competency.

The items were based on literature reviews, in other words, Ismail, & Meerah (2012) did not take any secondary resources as the framework, but they formed the framework. The items of analysis are research capacity, reflection skills, problem-solving skills, communication skills, and research methodology skills. Furthermore, both abroad and local students gained a similar survey, thus, the mean scores were used to compare both of the results. In addition, the finding of this study is that there is no significant differentiation between local students' research competency and abroad students' research competency. However, despite the finding, the limitation of this study is that all of the analyses are based on self-perception.

In conclusion, evaluating research competency is a study where researchers are not only evaluating research competency but also evaluating sources of research competency, problems in conducting research, effects of research course toward research competency, research attitude, etc. As matter of fact, beside of evaluating research competency, current research also evaluates sources of research competency and problems in conducting research.

Furthermore, despite the similarity between the current research and previous researches, there are some differences. Fuentes (2017) evaluated research competency based on some aspects, whereas this study evaluates it based on the framework or the secondary sources, in addition, the primary gathering tool was survey, whereas this study is interview. Sahan, & Tarhan (2015) conducted a pre-survey and post-survey to analyze the changes of research competency, and the effect of research course on research competency, whereas this study will use interview to evaluate research competency and research course as the source of research competency. Davidson, & Palermo (2015) evaluate the changes of research competency through self-perceived, whereas this study will use self-perceived to determine research competency. Ismail, & Meerah (2012) did not use a secondary source to evaluate research competency,

whereas this study will use the secondary source or the work of Ivanenko, et al. (2015) to evaluate research competency.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This is a qualitative study which aims to determine research competency, sources of research competency, and the difficulty in conducting research among alumni of English language education department. In this study, the author uses stratified sampling to filter nine participants. At the beginning of the study, the participants will receive a consent letter which is a letter that consists of the author's identity, the purpose of research, the procedure of research, risk and benefit to the participants, and finally it also consists of the willingness statement to participate in the research.

After agreeing to participate, the participants will be given one interview. The purpose of the interview is to analyze participants' research competency, source of research competency, and problem in conducting research.

The type of interview in this study is semi-structured interview. During the interview, the author uses tape-recording and note-taking as a device to record the interview, tape recording facilitates data analysis and note-taking facilitates the creation of additional questions (Mckay, 2008). In addition, the author begins the interview by introducing herself, explaining the purpose of research, the significance of research, the benefit of research for the participant, and the time allocation of the interview.

B. Population and Sample

The data from this study comes from nine selected alumni of English language education department of Islamic State University of Ar raniry. According to Suyanta, et al. (2017), the alumni have required research competency from four research courses and one thesis conduction.

These alumni are chosen because they are fresh graduate and finished their theses in a various period of time, such as a half year, one year, and one and a half year.

In addition, the selected alumni are in initials of DA, DUY, and ML as alumni who finished thesis in one semester, FZ, CTA, and SSN as alumni who finished thesis in two semesters, and RM, NF, and BD as alumni who finished thesis in three semesters.

C. Sampling

Stratified sampling is chosen for this study, it is used to categorize the sample some sub categories (Sedgwick, 2015). Furthermore, the alumni are categorized into a half year, one year, and one and a half year of theses compliance using stratified sampling.

D. Technique of data collection

All of the research questions will be answered by one instrument which is the interview. Thus, the following paragraphs will be discussed about how the interview take the part in collecting the data.

An interview is an act of preparing and delivering questions toward participants of a study to know about their background, reported behaviors, opinions, and attitudes (Mckay, 2008). Additionally, a semi-structured interview is one of the types of interviews where researchers have already prepared a series of questions to ask the participants but also formulates additional questions during interviews (Mackey & Gass, 2005).

The interview consists of seven open-ended questions that have to be answered in forty minutes. Specifically, during the interview, the author will use a tape-recorder and a note as a recording device. The tape-recorder gives an objective view of actual language that has been used during the interview, and also it gives the actual transcript for the author to further analyze

it outside of the interview session (Mckay, 2008). Additionally, the note facilitates the type of interview of this study. Since the author uses a semi-structured interview, the note assists the author to formulate additional questions (Mckay, 2008). The purpose of note-taking during the interview is to check the topics that have been covered, to highlight major points that can be used during data analysis, and finally to cue interviewee when something significant has been said (Mckay, 2008).

Furthermore, since this is a qualitative study, choosing the interview as the instrument instead of observation, diaries/journal, and etc. is appropriate. One of the reasons is that interview enables researchers to investigate occurrences that are not observable (Mackey & Gass, 2005). For example, in this study, the author has to investigate participants' problem in conducting research, and their perspective toward research, this investigation cannot be done through observation or other instruments. Moreover, interview is interactive which means that the researchers can generate additional questions when the answers from the participants are insufficient or irrelevant (Mackey & Gass, 2005). For example, in this study, the author has to investigate participants' research competency through six questions of the interview, however, the author can generate more questions during the interview if the answers to the six questions do not provide a better comprehension toward participants' research competency.

E. Technique of data analysis

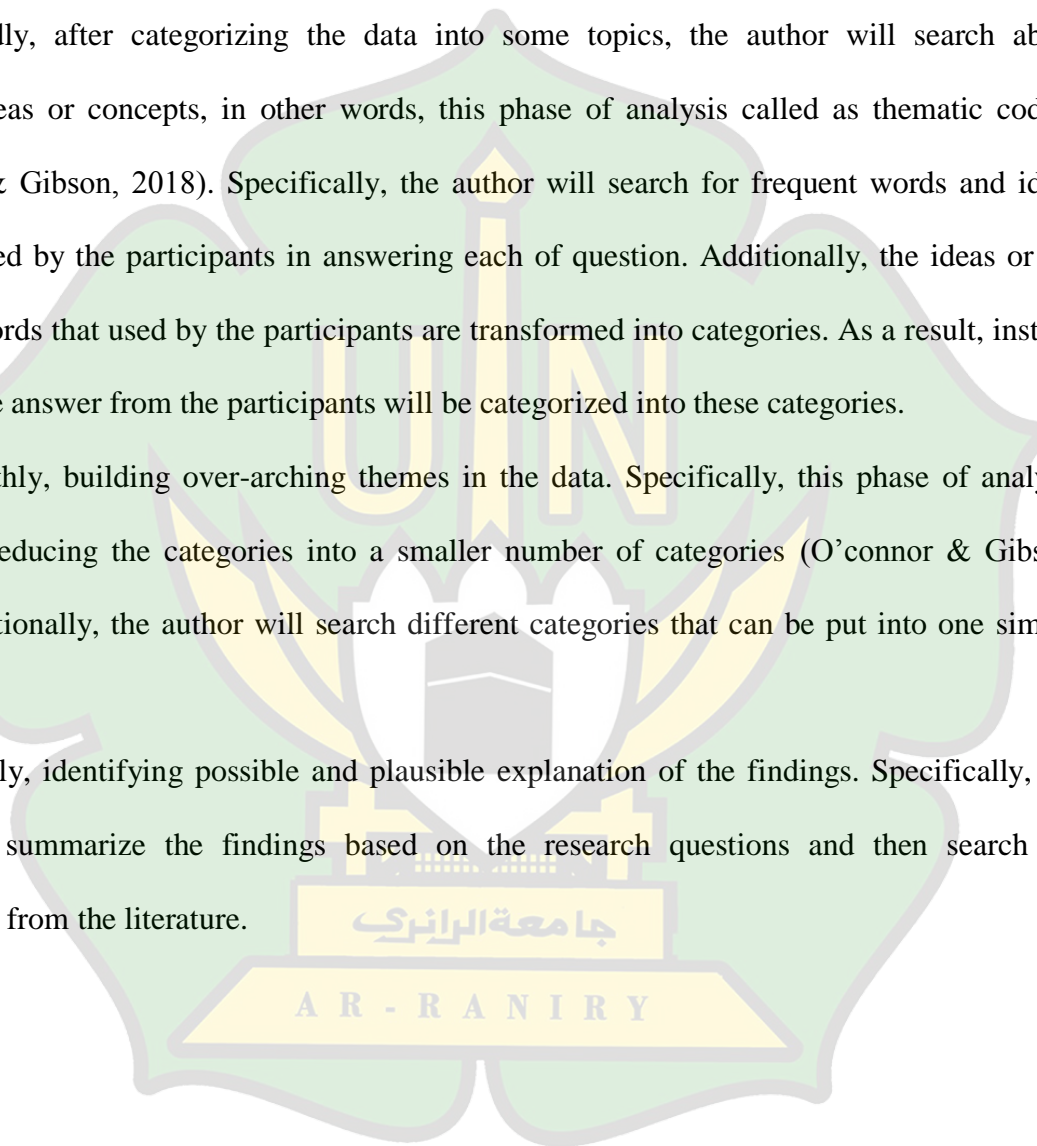
The following paragraph discusses comprehensively about how the data will be analyzed. Firstly, after gaining some data from the interview, the author will listen to the tape recording, transcribe the data to the paper, and then read the transcription.

Secondly, the author will organize the data based on the topics that arise from each question of the interview. Specifically, after gaining the transcript of the interview, the author will look back at the interview questions and then transforms it into some topics. Eventually, the answers from the participants will be categorized into these topics.

Thirdly, after categorizing the data into some topics, the author will search about recurring ideas or concepts, in other words, this phase of analysis called as thematic coding (O'Connor & Gibson, 2018). Specifically, the author will search for frequent words and ideas that expressed by the participants in answering each of question. Additionally, the ideas or the frequent words that used by the participants are transformed into categories. As a result, instead of topics, the answer from the participants will be categorized into these categories.

Fourthly, building over-arching themes in the data. Specifically, this phase of analysis deals with reducing the categories into a smaller number of categories (O'Connor & Gibson, 2018). Additionally, the author will search different categories that can be put into one similar category.

Finally, identifying possible and plausible explanation of the findings. Specifically, the author will summarize the findings based on the research questions and then search for explanations from the literature.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the findings and discussion of the research, it consists of the explanation about research competency which will be divided into four components; motivational-value component, methodology-reflective component, operational-activity component, and emotional-volitional component, source of research competency, and finally, problem-related to the conduct of research. This chapter examines the findings based on the obtained data from the interview that was held on 23rd November 2018 – 30th November 2018 with nine alumni of English language education department.

A. Research Finding

In relation to the research questions, the author will present the findings based on the order of research questions, such as research competency of alumni of English language education department, source of research competency among alumni of English language education department, and problem related to the conduct of research.

1. Research competency of Alumni of English Language Education Department

1.1.Motivational-Value Component

In this component, research competency is measured through participants' awareness on the necessity of research work, their desire in scientific work, and their act in publishing research work. Based on the result of the interview, the author found out that all of the interviewees have a diverse awareness in research works, and a diverse desire in scientific works; additionally, one of them also published her research work or the thesis as a journal.

- **Awareness on the necessity of research work**

The awareness is measured through participants' perception on the benefit of research work to their life. Based on the result of interview, the alumni who finished thesis in one semester, and in two semesters stated that research is a vital activity in discovering a solution from a problem. They also stated that research has a benefit in building skill to solve a problem, both a personal and a professional problem, and finally research has a purpose to add a new insight or information. In this case, FZ showed an awareness of research work that she had in time in which she said:

"the research role... in which we are looking for an innovation, looking for an idea, looking for a new, more up-to-date solution that is more effective, ah ... solving a problem that we have, for example like solving a problem that we get from the college... a lecture assignment that we don't have to benchmark from what is taught by the lecturer, we must also do it on the internet, from books, from people's opinions, it could also be from our own creativity, from our own head, it also happens when we are working, so if there is a problem that is given by our bosses, we must first examine the mistake, examine the problem from the mistake, finding a solution, and finding a proper method to solve the problem, so the roles are very important, and we have to research all the things that we don't know and know before, because it's important to solve a small, complicated problem, moderate or regular problem"

In relation to this concern, ML said:

"the research role is generally, like we said before... something that we can take from.... it is the skill, because we have learned ELR and also did the processes until the examination, so we know the process of it ... hmm ...if it for the benefit of life, may be it more to the finding of it ... and also yes, the research is priority, if we don't research it how could we know it"

Based on their answer, the alumni who finished thesis in one and in two semesters have the awareness on the necessity of research work to their life. It can be defined from their statement which mentioned about research as a very important activity in solving every problem, in other words, research is a prior activity in solving every problem.

On the other hand, the alumni who finished thesis in three semesters only stated that research is an activity that has a purpose to build researching skills and to provide a new insight or new information. In this case, BD showed an awareness of research work that she had in time in which she said:

"when it comes to the role of research, hm ... what is it ... automatically the first one is that by doing research we can ... get

hm ... new knowledge or new insight, we get a lot of new information, both from our research process and the results, then ... increasing our ability in explaining, for example, if we have a problem then what is the solution, I think those are the roles of research that I got when I conducted the thesis back then"

Based on their answer, the author concludes that alumni who finished thesis in three semesters do not have an awareness on the necessity of research work. It can be inferred from their answers which only mention the benefit of research works to their life, unlike other alumni who also mentioned about the necessity of research works to their life, especially in solving every problem.

- **Desire in scientific work**

The desire is measured through participants' involvement in any kind of scientific works that have a benefit in building their research competency, such as participating in other research activities, seminars, conferences, and workshops that aim to build research competency. Based on the interview, the author found out that the alumni who finished thesis in one semester have a big desire in scientific works. In this case, ML showed her desire in scientific work by mentioning her involvement in all kind of scientific works:

"I have not done any other research other than the thesis that I have done, only one study that I have done myself, if it is about participating in other people's research, I have become four interviewee including this interview, it is the fourth time I have

become an interviewee..., I participated in several workshops or research like that, one of which that I remember was that the Aceh International Workshop and Expo on Tsunami Disaster, well ... there were many people's studies presented there, so many people's studies ... in English but about disaster, from that workshop, I can learn about their result and how they did the research, so it was increasing, increasing my insight about doing a research, it was very helpful"

In relation to this concern, DUY said:

"I do not join any group that focuses on research, at the most, I often become a respondent like this, like you do a thesis and look for the respondent, if it is participating in surveys, may be in a small scale survey. but if it about conducting other research, it has not been done yet except the thesis... then, participating in seminars may be in ICAIOS ... ICAIOS ICAIOS, and i did not join other seminars...and then I joined MUN, and that is conference"

Based on their answers, alumni who finished thesis in one semester had been involved in research works as the object of analysis or participants, they also participated in seminars, workshops, and conferences that they considered helpful in developing their research competency. Thus, from these answers, we can conclude that alumni who finished thesis in one semester have a big desire in scientific works.

On the other hand, the author found out that alumni who finished thesis in two semesters and in three semesters do not have a big desire in scientific works. In this case, FZ showed her desire in scientific works by mentioning her involvement in her colleague's research as a participant:

"I was being studied by PAI students when PAI student.... My PPKPM's friend, so he/she needed ah ... need a sample to fill his/her questionnaire"

In relation to this concern, RM added by saying:

"Never, except when learning ELR....about participating in seminars that aims to build researching skill, I had never before, I only learn research from ELR, research methodology,...."

Based on their answers, alumni who finished thesis in two semesters and in three semesters had been involved in research works as participants, however, they never involved in seminars, workshops, or conferences that they considered as one of the sources in improving their research competency. Thus, we can conclude that alumni who finished thesis in two semesters and in three semesters have lower desire in scientific work than alumni who finished thesis in one semester.

- **Publishing research work**

Based on the interview, the author found out that most alumni scarcely publish their research work. In this case, BD stated:

"it was posted as a journal, ah ... I ah ... what ... I work together with my supervisor"

This answer come from one of the alumni who finished thesis in three semesters. In addition, only one alumni published the research work. Thus, we can conclude that one of alumni who finished thesis in three semesters has a higher motivational-value component of research competency in the term of publishing research work.

However, alumni who finished thesis in one semester have a higher motivational-value component of research competency than other alumni because they have an awareness on the necessity of research works and they have a bigger desire in scientific works.

1.2.Methodology-Reflective Component

In this component, research competency is measured through participants' ability in conducting research, participant's ability in developing classroom by reflective method and research, and participants' priorities to the use of research in their life.

- **Ability in conducting research**

Based on the result of the interview, alumni who finished thesis in one semester have better ability in conducting research than other alumni. In this case, DA stated:

“in term of lack of research competency....back when I conduct the thesis....it seems zero....”

In relation to this concern, DA also added about her perspective and experience in conducting research:

“So the first thing to do is actually to make a decision on the title. Well, the title..is actually the most important things from all of them. We must first determine what we like the most, it is because it will not stress us out, firstly, I have to find out the title that I like the most, easy to access, and not too complicated for me.”

Furthermore, the author found out that alumni who finished thesis in two semesters and in three semesters tend to have diverse difficulties in conducting researches. In this case, SSN explain about her difficulties in conducting research:

“the first difficulty that I faced is finding previous studies because the average of my previous studies were out of date, especially international journal...and then determining the data analysis”

In relation to this concern, CTN said:

“the lecturers did not want to help, they did not want to teach that topic in two meetings...ah the topic of english news...may the problem is only that...in finding the object”

Unlike other alumni who experiencing difficulties in finding participants, previous study, data analysis, and etc. alumni who finished thesis in one semester did not experience any difficulties in conducting the researches. Alumni who finished thesis in one semester even added about passion that we have to put in the decision on research problems which cannot be found in

the answer of other alumni. Instead of passion, alumni who finished thesis in two and in three semesters even struggled in finding proper research problems. Thus, we can conclude that alumni who finished thesis in one semester have better ability in conducting research than other alumni.

- **Ability in developing classroom by reflective method and research**

Generally, reflective method is the act to make a self-reflection after the class is finished, the purpose of this method is to find the lack in teaching (Mesa, 2018). Thus, the ability is measured through participants' ability in finding their lack in teaching by using reflective method, and finding solutions to their lacks by conducting research or using previous result of research.

Based on the result of the interview, all of alumni have an ability to find their lack of teaching by reflective method and also to find solutions by using result of previous researches. In this case, ML explained about her experience in using reflective method:

"after I taught, after teaching and learning was finished after the class was closed I asked my students about what made them bored, what made them uncomfortable when learning English with me, after that, I would try not to repeat it in the future and make them become ah ... comfortable in learning English"

In relation to this concern, FZ added by mentioning her experience in using previous researches as solutions:

"... there are sometimes when I got the problem, I directly thought about the solution, however, there are sometime that I cannot think about the solution so i... look on the internet so, there are writings of people like journals or something, which explains that if there is an incident like this, how to solve it, so, so, ah, I searching it first to get solut... ah ... what ... to get the answer"

Based on their answers, there are no alumni who have a better or less ability in using reflective method and research in developing classroom. All of alumni have applied reflective method during teaching, and also ever used research as solutions.

- **Priorities to the use of research in their life.**

Based on the research result, all of alumni did not prioritize research in solving their problems. In this case, ML explained about her experience in solving her classroom's problems:

“so after getting a problem in a class, for example my students are less interested or bored when i teach, when i cannot directly find a solution to my problem, i mean i had to look back at previous research”

Based on her answer, she firstly tried to find a solution based on her own insight instead of previous studies. Previous studies were used when she could not find an answer or a solution from her own insight. All of alumni also stated the similar statement as ML, instead of previous studies, their solutions were based on students' suggestion, other teachers' suggestion, and their own insights.

Furthermore, instead of classrooms' problems which refer to their professional problems, the author also found that all of alumni did not even use research to solve their personal problem. In this case, BD stated her opinion regarding the priority of research in her daily life:

“I don't seem to know about the research priorities in everyday life problems, I think, it seems less, it seems less”

Based on their answers, we can conclude that all of alumni did not prioritize research in professional life and did not use research to solve their personal problems. In conclusion, the alumni who finished thesis in one semester have a higher methodology-reflective component of research competency than other alumni. This is only based on their better ability in conducting research because other two components such as ability in using reflective method and research in

developing classroom, and priorities of research in their daily life turned out equal to all of alumni, in other words, there are not better or worse alumni in both of these components.

1.3.Operational-Activity Component

In this component, research competency is measured through participants' experience in using technology during thesis compilation, applying their finding, and their participation in all kind of research work.

- **Experience in using technology during thesis compilation**

Based on the interview, all of alumni have an experience in using technological devices during data collection and data analysis. However, there are alumni who used more technological devices during thesis compilation than other alumni. In this case, BD stated:

"I think I use more ... technology, because there are some like ah ... what ... like books, I used more e-books than I mean ... what ... what ... the book that is directly up to it"

Based on her answer, BD tends to use more technological devices to collect some data than books, articles, or etc. in relation to this concern, BD also added by mentioning the technological devices that she had been used during thesis compilation:

"using google, right, looked for articles or journals relating to the title of my thesis, that i did by Google, then... what ... email, ah ... sometime when I did the consultation, the lecturer asked to send it ah ... via email, then like Youtube, I used SPSS because my thesis was quantitative, ah ... so, ... I learnt SPSS by... watching the tutorial from Youtube..."

Overall, alumni who finished thesis in two semesters and in three semesters used technological devices in collecting and analyzing the data, such as Google, Gmail, Gdrive, Ms. Excell, SPSS, and etc. Furthermore, the author also found out that alumni who finished thesis in

two semesters and in three semesters tend to use more technological devices than alumni who finished thesis in one semester. In this case, ML stated:

“the technological devices and the books were concentrated to 50 50, it was the same, equally”

In relation to this concern, DUY also said:

“I used to look for references, I searched journals on Google, and the sites that provide journals, if APA, I used a book guide, and also my thesis is about discourse, thus, some sources are from books and some are from ebook... Yeah ... yeah it is fifty-fifty so...”

Unlike other alumni, alumni who finished thesis in one semester referred the using of technological devices and non-technological devices during thesis compiling as equal. In other words, there is no tendency in using more technological devices than non-technological devices like other alumni.

In conclusion, research competency of experience in using technology during thesis compilation does not measure whether alumni used more technological devices or not, it only measures whether alumni have an experience in using technology during thesis compilation. Thus, based on the result of interview, all of alumni have an experience in using technology during thesis compilation.

- **Applying their finding**

Based on the interview, most of alumni have not applied their finding yet because they have not had a chance to apply it. In this case, ML stated:

"I have not applied the results of the research that I have done to my real life ah ... because this research I did to help ... add information to the translation lecturers to know more about the difficulties of students in translating English text into

Indonesian like that, so if I become a lecturer in the future, Insya Allah, I will apply the results of the findings”

Based on her answer, ML have not applied it because her research is aimed to the lecturers and she is currently not a lecturer. Furthermore, most of alumni also have the similar reason as ML. Specifically, they said that they have not had a chance to apply it because their research is aimed to lecturer and teacher, and they are currently not a teacher or a lecturer.

However, there is one alumni who have already applied the research finding. In this case, DA stated:

"yes, I have...the finding is really like a motivation for me, the theory itself is really affected my life..."

Basically, DA conducted a research about self-management of outstanding students at English language education department. The finding is about their strategy in managing themselves to be an outstanding student, thus, it can be applied to DA's daily life as her motivation. Overall, her finding can be applied because it is not aimed to lecturer or teacher, instead, it is aimed to be applied in our daily life. However, applying research finding of research competency measures whether alumni applied their research findings or not, thus, DS is only the alumni who have applied her findings.

- **Participating in all kind of research work**

Based on the interview, alumni who finished thesis in one semester tend to be more participating in research works than other alumni. In this case, ML said:

"if it is participating in other people's research, people make research ah ... I have become four interviewees including this interview, it is the fourth time that I have become an interviewee, like that”

Based on her answer, ML often participated in other people research as a participant. All of alumni who finished thesis in one semester often participated in other people's research whether as interviewees or as respondents for surveys.

Furthermore, alumni who finished thesis in two semesters and in three semesters rarely participated in other people researches. In addition, some of them did not even participate in other people research except this research. In this case, BD stated:

“not yet, i guess that thesis is the only that I have been involved”

In relation to this concern, SSN stated:

“so far not yet, I am not participating in other studies, either as a researcher or a respondent”

Overall, we can conclude that alumni who finished thesis in one semester have a higher operational-activity component of research competency than other alumni. This is because alumni who finished thesis in one semester tend to be more participating in research works, one of them also have applied their research finding, and they also have an experience in using technology during thesis compilation. Other alumni also have an experience in using technology during thesis compilation, however, they have less experience in participating in other people's research and they have not had chance to apply their research findings.

1.4.Emotional-Volitional Component

In this component, research competency is measured through alumni determination of self-improvement through research activity and their strategies in solving a problem that they got during thesis conduction.

- **Determination of self-improvement through research activity**

Based on the interview, all of alumni have determination of self-improvement through research activity, in this case, BD stated:

“by doing research we... get hm ... new knowledge or new science, there are many new sciences that we can get, from our research process and results that we get. And what's more ... what is this ... increasing our ability to explain, for example how do we get a solution to a problem, so that too, ah ... what ... based on my perception, it is also the role of research ah ... then, I got ah ... when I did the research”

From her answer, we can infer that BD improved her insight and developed her researching skill through research activity, in other word, she performed a self-improvement through research activity. Furthermore, all of alumni also stated the same statement as BD which is research activity gave them new insight and developed researching skills.

- **Strategies in solving a problem**

Since all of alumni had different problems during thesis compilation, they had to use different strategies to solve their problems. In short, all of alumni used proper strategies in solving their problems. In this case, RM explained about her strategies in solving her problem which is finding participants:

“so, because I have a hard time in finding the participants, I directly thought about this idea, so because my participants were doing their thesis at a time, they must be frequently meet their supervisors, so I have to locate them in that kind of places”

Basically, her participants are final students of English language education department who were busy in doing their thesis, Thus, it is hard to meet and interview these participants. Because of this problem, she had to locate her participants and then interviewed them at places

where she met them. In addition, BD also explained her strategies in solving her problem which is self-motivation:

“Yes, in term of solution what i did, ah ...i mean ... ah ...i believe that ... i must be able....to fight myself, fight laziness, because, ah ...the motivation was to speed up , ah ... to gradute, to finish it, because if I delayed it, ah ... wait for other people...it would not solve... the problem ... the problem, I mean in the future we would face it too, whenever... as long as it had not been stretched, so, just speed it up, I mean like regularly went to the campus, so, ah ... to knew more information ... about the thesis itself....”

Furthermore, other alumni also applied proper strategies in solving their problems, such as problem in finding previous studies, finding a proper data analysis, finding participants, problem with supervising, self-motivation, and etc.

In conclusion, emotional-volitional component of research competency among alumni is equal which means that there are no alumni who have higher or lower of emotional-volitional component of research competency than others. This can be defined by the fact that all of alumni have determination of self-improvement through research activity and all of alumni applied proper strategies in solving their problem.

2. Sources of Research Competency Among Alumni of English Language Education Department

After conducting the interview, the author found out that the sources of research competency among alumni can be divided into major sources of research competency and non-major sources of research competency. The major source of research competency is the source that plays bigger roles in developing their research competency, whereas the non-major sources of research competency plays less role in developing their research competency. The following paragraphs are the source of research competency among alumni:

- **Research Courses**

Research courses are courses that aimed to build research competency, such as English Language Research 1 and 2, Seminar and Discussion, and Research Methodology. Furthermore, alumni who finished thesis in one semester and some alumni who finished thesis in three semesters stated that research courses play the bigger role in improving their research competency than other sources of research competency. In this case, ML stated:

“when I studied seminars and the discussion, ah ... my lecturer asked us to make any research studies and then we researched it and concluded findings like that, from it I got the skill in researching... in researching a problem, I was very knowledgeable about research, like that, during the course of seminar and discussion

ML stated that all of theories and exercises that she got from research courses really helped her in conducting the research. Furthermore, all of alumni who finished thesis in one semester and some of alumni who finished thesis in three semesters also stated the similar statement as ML which is research courses play bigger role in improving their research competency than experience in conducting a research, and self-study. In relation to this concern, BD also stated:

“in conducting the thesis we have to first learn English Language Research to understand about the procedure that we will make during thesis conduction....”

Basically, BD compared sources of research competency, such as research courses, experience in conducting researches, and self-study. Based on her answer, research course plays bigger roles than others because research courses give us the amount of insight that we need before conducting a research. therefore, we can conclude that research course is the major source of research competency among alumni who finished thesis in one semester and some alumni who finished thesis in three semesters.

- **Experience in Conducting a Research**

Based on the interview, Alumni who finished thesis in two semesters and some alumni who finished thesis in three semesters stated that experience in conducting research plays bigger role in developing their research competency than other sources of research competency. In this case, SSN said:

"I think doing research is very influential in developing research competency because if we did not start doing it for something important, the skill itself will not be seek. Self-study is done because we want to conduct the research itself"

Based on her answer, experience in conducting research plays bigger roles in developing research competency because conducting research obligate us to search researching skills in order to solve our research problems. In other word, theory or insight that we get from research course cannot turn into researching skill if we do not apply them, thus, research competency cannot be developed without conducting research. Furthermore, all of alumni who finished thesis in two semesters and some alumni who finished thesis in three semesters stated that experience in conducting research is the major source of research competency.

- **Self-study**

In this context, self-study is an effort to understand research theories by reading previous studies, discussing with colleagues, discussing with lecturers, and attending seminar, conference, or workshop that aims to build researching skills. Furthermore, the author found out that some alumni who finished thesis in three semesters considered self-study as their major source of research competency. In this case, RM stated that reading previous studies is her major source of research competency:

"I think the most affected one is reading previous studies, because after knowing theories without knowing the application of it, I mean, we gain theories from research methodology course....so If we do not see the example of the application from previous studies I think it will affect less to our research competency, because I learn things from the example..."

Based on her answer, RM stated that theories that we gain from research courses cannot turn into researching skill without learning the application of the theories in previous studies. For example, after gaining the theories on how to make a proper research questions, in order to gain the skill of creating proper research question, we have to learn the example of research questions from previous studies. Furthermore, the author also found out that some alumni who finished thesis in one semester and in two semesters considered self-study as the non-major source of research competency.

3. Problem-Related to The Conduct of Research Among Alumni of English Language Education Department

Based on the interview, the problems in conducting research were also divided into the major problems and the non-major problems. Alumni considered the major problem as the problem that mostly prevented them in finishing the thesis, whereas the non-major problem is considered as the problem that less prevented them in finishing the thesis. The following are the problems that alumni faced during research compilation:

- **Lack of Self-motivation**

Some alumni who finished thesis in one semester and one of alumni who finished thesis in three semesters had a problem in self-motivation, in this case, DA said:

"the only problem that I faced is myself, sometimes I was lazy, so yeah, the only problem is myself"

In relation to this concern, DUY said:

“maybe it's a problem from yourself as well, at the time when we compiling the thesis....we must sometime lazy lazy, so probably in the motivation during research conduction...”

Based on their answers, lack of self-motivation is a low interest to finish the research. some alumni who finished thesis in one semester stated that lack of self-motivation happened because of their sudden laziness. On the other hand, one of alumni who finished thesis in three semesters stated that lack of self-motivation happened because they were conducting the research without their fellow classmates. Furthermore, some alumni who finished thesis in one semester and one of alumni who finished thesis in three semesters considered decreasing self-motivation as their major problem.

- **Difficulty in Finding Participants**

One of the alumni who finished thesis in one semester, two semesters, and three semester faced this problem during research conduction. In this case, RM stated:

“so at the time, my participants are PPL's students, it is hard because my participants at the time were busy with their thesis, so to meet them is very difficult...”

In relation to this concern, ML said:

“...after that when I interviewed, I got difficulties in conducting the thesis, in collecting data, there were many of them on the interviewed day, unable to attend to be interviewed”

Based on their answers, the difficulty of finding participants happened because they have to find participants that were busy with other activities at the time. Some participants even broke the agreement to participate in the study because they had sudden activities at the time.

Furthermore, most alumni who faced this problem considered this problem as their major problem, except for one of the alumni who finished thesis in two semesters.

- **Problem with Supervising**

Some alumni who finished thesis in two semesters and one of alumni who finished thesis in three semesters faced this problem during research conduction, in this case, FZ explained about her problem:

“the misunderstanding because of different brain, not it is not the brain, but the different mind between the first supervisor and the second supervisor, we cannot compare it, it is certainly different. Their opinions are different, so that's the problem”

Basically, FZ’s problem was a misunderstanding between her first supervisor and the second supervisor. Specifically, FZ faced some difficulty in achieving the agreement between both of supervisors because the first supervisor suggested a different idea with the second supervisor.

In relation to this concern, BD said:

“maybe the second obstacle was ah ...a revision like, on one side, we wanted to complete it as soon as possible, on another side ...the lecturer might be busy ... so, ah ... as the results are, ah ...the revision stayed with the leacturer for a long time, maybe around two weeks, three weeks, maybe because of that, ah ...made us feel saturated, ah ... the expectations and reality were not balanced”

Based on their answers, problem with supervising happened because there were misunderstanding between the first supervisor and the second supervisor, and also happened because of unwillingness of supervisors to fasten the revision of thesis. Furthermore, some

alumni who finished thesis in two semesters considered this problem as their major problem, whereas one of alumni who finished thesis in three semesters considered this problem as the non-major problem.

- **Lack of Time/Class Schedule**

One of alumni who finished thesis in three semesters considered this problem as her major problem, in this case, SSN stated:

"I am not early in graduation because at the time I took two different studies at two different colleges, so there are a lot of campus subject that has to be taken at the same time, so I have to reschedule it on the next semester, so I took times, and that makes me very late in graduation"

Based on her answer, lack of time/class schedule happened because she was taking two different colleges. Specifically, she had to rearrange class schedule between two different colleges, thus, this cause her canceling some courses and had to take it in the next semesters. Furthermore, this led her to delay the research conduction in one of the college.

- **Difficulty in Finding Previous Studies**

One of alumni who finished thesis in two semesters considered this problem as her major problem, in this case, SSN stated:

"the first difficulty that I faced is finding previous studies because the average of my previous studies were out of date, especially international journal...and then determining the data analysis"

Based on her answer, she was having a difficulty in finding a proper previous studies because her research problem was rarely studied by other researches.

- **Finding a Proper Data Analysis**

Beside of finding previous studies, SSN also stated her non-major problem which is finding a proper data analysis:

“then another difficulty is the choosing in the data analysis, so back then I have to use descriptive analysis, at first I was very confused on analyzing the data.....”

Based on her answer, the difficulty in analyzing the data only happened at the beginning of the analyzing proses, after she figured out how to analyze it, the analyzing became easier.

A. Discussion

In term of research competency, the author found out that most of the alumni did not possess some trait of research competency. Specifically, in term of motivational-value component, Ivanenko et.al. (2015) and Celik (2011) stated that publishing research work is one of the components or trait of research competency. However, the author found out that most of the alumni did not publish their research work or thesis.

In term of operational-activity component, Ivanenko et.al. (2015) and Van den Berg (2016) stated that applying research result and participate in all kind of research work are two of the components of research competency. However, the author also found out that most of the alumni did not apply the finding of their thesis, and also most of them rarely participated in all kind of research work.

Furthermore, in term of source of research competency, the author found out that thesis conduction and research courses are the main sources of research competency among the alumni.

This finding is in line with Ismail, & Meerah (2012) who stated that research competency is developed both through research course and actual research experience.

The author also found out other source of research competency such as self-study which is considered as both major source and non-major source of research competency. This finding is in line with Fuentes (2017) and Ivanenko et.al (2015) who stated that self-study can improve research competency.

Additionally, in the term of problem-related to the conduct of research, the author found out that the alumni who finished thesis in one semester experienced lack of self-motivation during research conduction. This finding is in line with Bocar (2013) who found that the failure of the students in conducting research was not only the fault of the university but also the fault of their personal management. On the other hand, the alumni who finished thesis in two semesters have problems with supervising, this finding is in line with Matin, & Khan (2017) who found out that consultation process with supervisors is one of the problems during thesis conduction. Specifically, Matin, & Khan (2017) ranked the problem from the least difficult to the most difficult problems, as a result, consultation with supervisors is ranked in the second problem.

The alumni who finished thesis in three semesters tend to have various problems during research conduction, such as self-motivation, lack of time/class schedule, and having a difficulty in finding the participants. In addition, the finding of lack of time/ class schedule is in line with Fuentes (2017) who stated that Lack of time/ class schedule is one of the problems that prospective teacher faced during research conduction. In addition, the finding of having difficulty in finding participants is in line with Akyürek, & Avacan (2018). Specifically, the

problem of having difficulty in finding participants is ranked on 6 out of 6 which means that this problem is considered as the least difficult problems.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses research conclusion and suggestion. It consists of the summary from the data analysis, and some suggestions are presented proposed studies and recommended future works which related to the study in the same field of research competency among prospective teachers.

A. Conclusion

The author found out that all nine alumni of English language education department have a diverse research competency, source of research competency, and problem-related to the conduct of thesis or research. As the author stated above, the author analyzed research competency based on the work of Ivaneko et.al. (2015) which divide research competency into four components such as motivational-value component, methodology-reflective component, operational-activity component, and emotional-volitional component.

In term of research competency, the author found out that alumni who finished thesis in one semester have a higher or better research competency than other alumni. As matter of fact, alumni who finished thesis in one semester have a higher motivational-value component, a higher methodology-reflective component, and a higher operational-activity component of research competency than other alumni. Whereas emotional-volitional component of research competency turned out to be equal among alumni, in other words, there is no alumni who have higher or lower emotional-volitional component of research competency.

Furthermore, the author also found out about sources of research competency among alumni, specifically, they divided the source of research competency into major and non-major sources. Major source is the most influential source in developing their research competency, and non-major source is otherwise. Specifically, all of the alumni who finished thesis in one semester and one of the alumni who finished thesis in three semesters stated that their major source of research competency is research courses, whereas the non-major sources are research conduction and self-study. The alumni who finished thesis in two semesters and one of alumni who finished thesis in three semesters stated that the major source of research competency is research conduction, whereas the non-major sources are research courses and self-study. On the other hand, one of alumni who finished thesis in three semesters also stated that self-study is the major source of research competency, whereas research courses and research conduction are the non-major sources of research competency.

Finally, in term of problem-related to the conduct of research, the alumni who finished thesis in one semester tend to have a self-motivation as their major problem, however, one of them also stated that her major problem is finding participants. Alumni who finished thesis in two semesters tend to have problems with supervising and finding previous studies as their major problems, however, they also have problem in finding participants and finding proper data analysis as their non-major problems. On the other hand, alumni who finished thesis in three semesters tend to have diverse major problems. Such as, lack of time/schedule, finding participants, and self-motivation. Whereas their non-major problem is problems with supervising.

B. Suggestion

Based on the findings, there are many suggestions that the author can provide. First, for the students of English language education department, they should learn the behavior of alumni who finished thesis in one semester because they have a higher research competency than others. In term of the finding of sources of research competency, the students should also develop their research competency from self-study beside of research courses and research conduction. Finally, in term of problem-related to the conduct of research, they should develop proper strategies in solving their problems during research conduction.

Second, for the lecturers, they should use the finding of research competency as positive reinforcement for their students to develop research competency in the way alumni who finished thesis in one semester had developed research competency. In term of source of research competency and problem-related to the conduct of research, they should provide information to students about sources that can develop research competency and problems that might happen during research conduction.

And finally, for the researchers, the author found out that there are many proposed studies that can be taken by other researchers in the future. Firstly, in term of research competency, other researchers can conduct an experimental study where they develop research competency based on the work of Ivanenko et.al. (2015). In term of sources of research competency, other researchers can diagnose whether current research courses in English Language Education Department are adequate in developing research competency. And finally, in term of problem-related to the conduct of research, other researchers can diagnose the cause of lack of self-motivation during research conduction.

REFERENCES

- Akyürek, E., & Afacan, Ö. (2018). Problems Encountered During the Scientific Research Process in Graduate Education: The Institute of Educational Sciences. *Higher Education Studies*, 8(2), 47. doi: 10.5539/hes.v8n2p47
- Bankauskienė, N., Augustinienė, A., & Čiučiulkienė, N. (2005, September). The Expression in Action Research Field: The Case Based Study of KTU Teacher Education Program "Pedagogy". *European conference on education research Sep, 7-10, 2005 Dublin (Ireland)*. <http://www.leeds.ac.uk/educol/documents/151392.htm>
- Bocar, A. (2009). Difficulties Encountered by the Student – Researchers and the Effects on Their Research Output, S.Y. 2008-2009. *SSRN Electronic Journal*. doi: 10.2139/ssrn.1612050
- Celik, S. (2011). Characteristics and Competencies for Teacher Educators: Addressing the Need for Improved Professional Standards in Turkey. *Australian Journal of Teacher Education*, 36(4), 29. doi: 10.14221/ajte.2011v36n4.3
- Davidson, Z., & Palermo, C. (2015). Developing Research Competence in Undergraduate Students through Hands on Learning. *Journal of Biomedical Education*, 2015, 1-9. doi: 10.1155/2015/306380
- Fuentes, H. C. (2017, January). Research competency of teacher education students in Eastern Samar State University Main Campus. *Multi-Disciplinary Manila (Philippines) Conferences Jan, 26-27, 2017 Cebu (Philippines)*. doi:10.17758/uruaedir.0117524
- Ismail, R., & Meerah, T. (2012). Evaluating the Research Competencies of Doctoral Students. *Procedia - Social and Behavioral Sciences*, 59, 244-247. doi: 10.1016/j.sbspro.2012.09.271
- Ivanenko, N., Mustafina, G., Sagitova, V., Akhmetzyanov, I., Khazratova, F., Salakhova, I., & Mokeyeva, E. (2015). Basic Components of Developing Teachers' Research

Competence as a Condition to Improve Their Competitiveness. *Review of European Studies*, 7(4). doi: 10.5539/res.v7n4p22

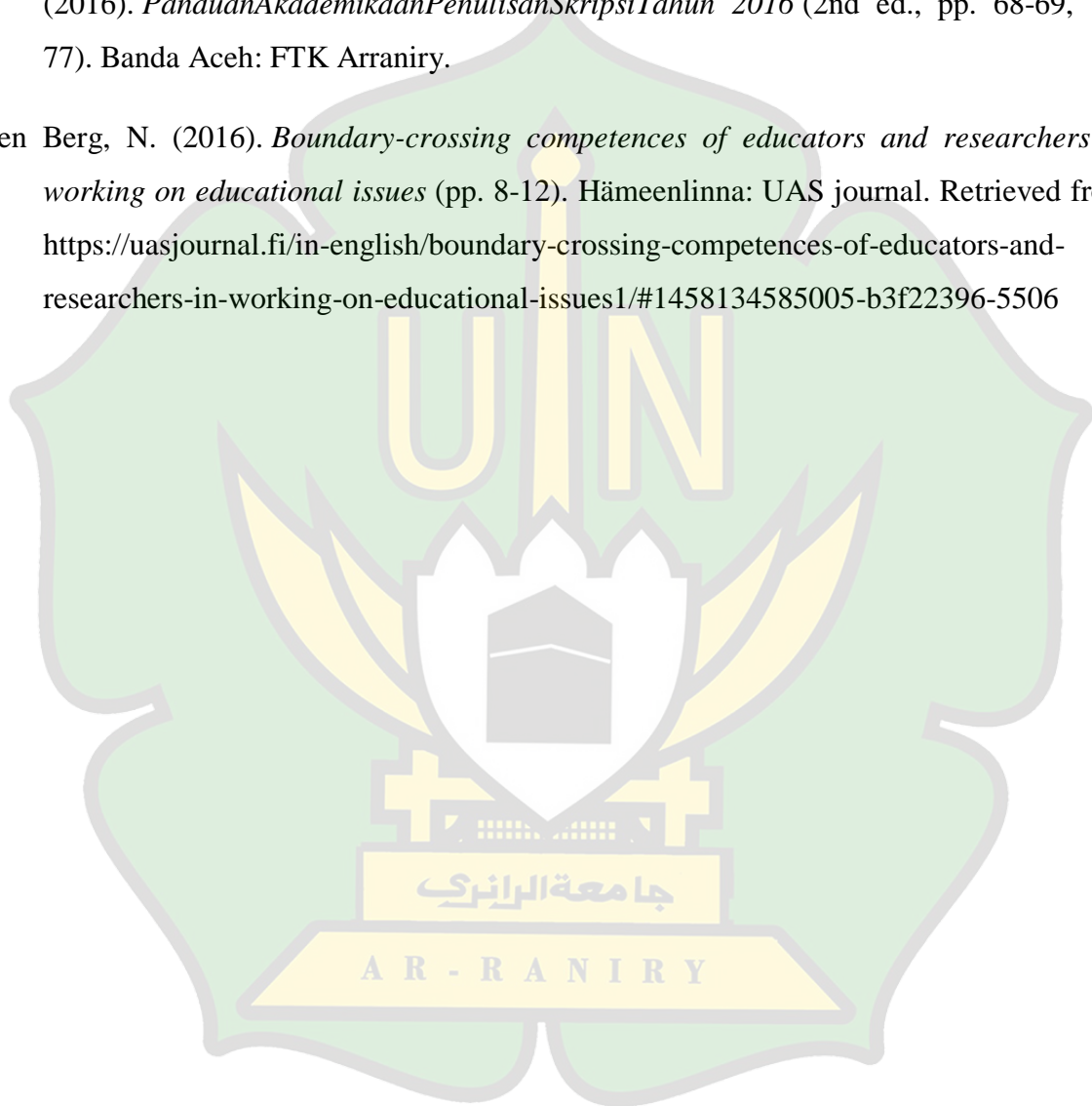
- Khan, N. N., Kolumbayevaa, S. Z., Karsybayeva, R. K., Nabuova, R. A., Kurmanbekova, M. B., & Syzdykbayev, A. D. (2016). Evaluation of the Program Effectiveness of Research Competence Development in Prospective Elementary School Teachers. *INTERNATIONAL JOURNAL OF ENVIRONMENTAL & SCIENCE EDUCATION*, 11(18), 12309-12313. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1123278.pdf>
- Lacanlale, E. (2017). Research Writing-Related Problems of Selected Graduating Students in a University. *The Upland Farm Journal*, 25(1), 61-65. Retrieved from <https://ufj.ifsu.edu.ph/wp-content/uploads/2017/12/Research-Writing-Related-Problems-of-Selected-Graduating-in-a-University.pdf>
- Mackey, A., & Gass, S. (2005). *Second language research* (pp. 173-174). New Jersey: Lawrence Erlbaum.
- Matin, M., & Khan, M. (2017). Common problems faced by postgraduate students during their thesis works in Bangladesh. *Bangladesh Journal Of Medical Education*, 8(1), 22. doi: 10.3329/bjme.v8i1.32245
- Mckay, S. (2008). *Researching second language classrooms* (2nd ed., pp. 56-58). Mahwah, N.J.: Lawrence Erlbaum.
- Mesa, M. L. O. (2018). Reflective Teaching: An Approach to Enrich the English Teaching Professional Practice. *HOW*, 25(2), 149-170. doi: 10.19183/how.25.2.386
- O'connor, H., & Gibson, N. (2018). A step by step guide to qualitative data analysis. *A Journal Of Aboriginal And Indigenous Community Health*, 1(1), 64-78. Retrieved from <https://www.researchgate.net/publication/29243>
- Şahan, H., & Tarhan, R. (2015). Scientific Research Competencies of Prospective Teachers and their Attitudes Toward Scientific Research. *International Journal of Psychology and Educational Studies*, 2(3), 20-31. doi: 10.17220/ijpes.2015.03.003

Sedgwick, P. (2015). Multistage sampling. *BMJ*. doi: 10.1136/bmj.h4155

Selvi, K. (2010). Teachers' Competencies. *Cultural International Journal of Philosophy of Culture and Axiology*, 7(1), 167-175. doi: 10.5840/cultura20107133

Suyanta, S., Muluk, S., Farzah Ali, S., Husen, U., Muslim, B., & Mahdi, N. et al. (2016). *Panduan Akademik dan Penulisan Skripsi Tahun 2016* (2nd ed., pp. 68-69, 75-77). Banda Aceh: FTK Arraniry.

Van den Berg, N. (2016). *Boundary-crossing competences of educators and researchers in working on educational issues* (pp. 8-12). Hämeenlinna: UAS journal. Retrieved from <https://uasjournal.fi/in-english/boundary-crossing-competences-of-educators-and-researchers-in-working-on-educational-issues1/#1458134585005-b3f22396-5506>





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 12911 /Un.08/TU-FTK/ TL.00/11/2018

22 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Rizka Malda Phonna
N I M : 140 203 249
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Meunasah Papeun, Jl. Barona Jaya, No.4, Aceh Besar

Untuk mengumpulkan data pada:

Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Evaluating English Language Research Competency Among Alumni PBI (A Study at English Language Education Department)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali

BAG. UMUM BAG. UMUM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-10/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-12911/Un.08/ TU. FTK/TL.00/11/2018 tanggal 22 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rizka Malda Phonna
NIM : 140203249
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Evaluating English Language Research Competency Among Alumni PBI (A Study at English Language Education Department).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 03 Januari 2019

Ketua Prodi Pendidikan Bahasa Inggris,



Appendix 2: Interview Transcript

***the original language of the interview is Bahasa**

DUY

1. **Interviewer:** Ah...Okay, before that thank you very much for participating in this interview ah...so before...so as I said before I want to know your experience in writing thesis, actually your perception of research from studying ELR to write the thesis, specifically from this interview I want to know about your research skills...then also problem faced during the research and also from where you got the research skill hm...and this interview is anonymous so your name will not be in my interview...in my research and that is...also this interview is e...and there is no wrong answer and so you can express your opinion freely, since I want to know your perception and experience, I really want you to answer freely, and this interview will last for 40 minutes. So do you have 40 minutes? If you do, please reply yes, if you don't please reply no. Okay, I will start from an easier question, please explain how did you carry out the research? From getting the title to analyzing the data and the result.

Interviewee: So the research started from searching for the title and of course I am looking for something that I like the most so that later when I conducted it...when there is no enthusiasm anymore at least...because we like the title, we still have the enthusiasm to do it, then because my title is about analyzing the film, so it started ah...looking for material of analysis then looking...looking for the method which is an instrument that I want to analyze then doing the research itself, which is evaluation because my thesis is about discourse, and that it...and then determining the title that has advantage which means the result that can be used, huh...ah...expect...the result of research can be useful.

2. **Interviewer:** Ah...what was your research title? Ah...and could you please give the detail on the significance of it?

Interviewee: Hm...my research title is conventional Implicative Analysis in Kingdom of Heaven Movie Script by William Monahan, so it is for communication purposes, I analyzed how people talk, I analyzed the intention of him/her talking about this, so it is obviously useful for communication before we conduct...when we communicate with people. Not everyone conveyed the message implicitly and explicitly, there is something implied, so I was analyzing the implicit conversation. The material of analysis is movie of kingdom of heaven...and my thesis is also useful for linguistics course, discourse analysis course, where lecturers...when they want to teach...when the lecturers teach, they can use my thesis as teaching material.

3. **Interviewer:** Okay, besides the reason which is you choose the title because it was easy, is there any scientific reason? Maybe because it was your interest or maybe you just suddenly got that problem or other reasons on how you got that problem, because if your

reason is easiness, the others are easy too, right. What is your scientific reason in choosing that title?

Interviewee: Eh, did I say that I choose that title because it was easy? Actually, no, I choose the title not because it was easy, because in term of easiness, my supervisor said that my research title is categorized as a difficult title. The reason I choose that title, the first is because of my interest, I really like communication as well, so I think...so because of that...I have interest in communication. And in term of finding the problem ah ... in every day communication, there are sometimes implicit and explicit mean, so yeah that was the background of it.

4. **Interviewer:** Hmm...Okay, hm...next question is I want to know your problems ah... when you conduct the research, either one problem or many problems, you may share to me, more detailed are better.

Interviewee: Ah ... the problem when doing my thesis...the problem might be the data collection which is looking for journals, looking for thesis and related book, other people is also doing it which is looking for a lot of information and sources. There was a time when I wrote the thesis...when I was lazy, it is probably about the motivation in writing the thesis, and then we also had to look for....I mean the thesis must be finished.

5. **Interviewer:** Ah...Okay, from those two things, you said that ah... the problem is in finding reference...and what is it...self-motivation, so from those of the two problems, which problems that are more affected in collecting and writing the thesis?

Interviewee: Ah... it is not really affected though, but it is probably self-motivation, at the beginning. Because in term of thesis, if we left out it for a while, we would be lazy in continuing it. In term of reference, we just have to understand the keywords and diligently looked for it.

6. **Interviewee:** Hm...it is not about hindering, but it is more about between those two problems, which problem that you categorized as the main problem? Is it self-motivation or reference?

Interviewee: Ah...if that is the question, then yes, it is self motivation.

7. **Interviewer:** How did you tackle or find a solution to the problem of self-motivation? Please detail it.

Interviewee: Ah...normally I ah ... I hinder...not hindering, I think the problem is when I left of my thesis, for example, when I diligently wrote it, and then, all of a sudden I felt lazy and left it, and that continued, so I tackled it with ah....Remembering that...Oh, I have to finish it ah...the strongest motivation is ah ... a good way to handle it, for me is with.... Oh, I have to finish it because I started it, and I have to finish it when I started it, I remember again about this thesis which can't be left behind, so it is about look back to the

problem which is self-motivation, and the solution is also self-motivation, motivating yourself to finish the thesis, motivating yourself to finish what I made, don't delay it, the most important thing is because a lot... because I ah ... I motivate myself with a lot of things that I want to achieve so don't let the thesis hinder it.

8. **Interviewer:** Okay... Next question is... how was the use of technology in the writing of your thesis? for example, like Google, Gmail, and also there are people who also used Excel, SPSS, and others, if it is an interview, maybe you used Google Docs or other software to transcribe.

Interviewee: The use of technology is very useful, I did not use like other people use it which is SPSS and others, however, from looking for material ah ... until ah ... looking for reference, I used technology like Google for movies and references, I used technology, but, I might not... I don't use any particular application, probably it is only for searching information or other sources.

9. **Interviewer:** Okay, but ah...I have another question, did you use more technology in looking for or it is from Google or from book?

Interviewee: If it is looking for references, I used both of them, because I searched for journals on Google and on sites that provide both journals. In term of APA guide, I have it from the book. Also my thesis is about discourse, so there are some from books, and there are some that I used e book.

10. **Interviewers:** Oh, it means fifty-fifty, there is no prioritization, the next question is that besides the thesis, did you ever participate in other research activities?

Interviewee: yes, it is fifty-fifty, and in term of research, I did not join any group that focuses on research, at the most, I often became respondents like this which is when you conducted the research and looking for the respondent, and survey as well, small survey when learning EAP, in term of becoming researchers, my Skripsi is the only research that I have conducted

11. **Interviewer:** hm...what about the seminars? Which discussed the results of people's research, or conference? Ah...if I say like that maybe you understand it as indeed the seminars that discussed merely about the result of research but it is not what I mean, but it more like scientific seminars such as discussing technology or whatever, and please go into detail if there are any!

Interviewee: Actually, there is, probably, but I forget it, it was a long time ago, like in the first semester, it was ICAIOS... ICAIOS... ICAIOS for ah...ICAIIOUS for what program, I forgot it, then in term of seminars that used technology, it seems that all the research definitely use the technology nowadays, right, the in term of seminar, I did not

join... I ever participated in MUN, well, that's a conference, yeah, this is what I understand from your question.

12. **Interviewer:** Oh, okay, I forgot that you ever took part in the MUN hm...after that, the next question is ah... have you applied your research's result? I mean that have you used it?

Interviewee: In term of usability, I have not used it yet because it have been only few months, my research's result, but ah...my research is useful in everyday life because I also...it is communication so it is useful oh...like more understand about discourse when we communicate with people.

13. **Interviewer:** Okay, hm...the next question is ah...please list from where did you got the skills to research? Not just from UIN, but also from other institution or self-study. In UIN, we got the skill from ELR, Research Methodology, Seminar and Discussions, and others.

Interviewee: If research skill ah...yes, probably I gained it from that, knowing about how to research and anything that related to research, I know it from the college, right...from ELR courses and also from the campus, basically it is from campus course. Then in term of self-study, I probably read journal and thesis, so there are references and I also know how to do that from ELR courses which is about how to do research by looking other people's research.

14. **Interviewer:** Well, in term of ELR, there is the book, well not the book, it has a syllabus, so did you learn the skills from the syllabus or when you conducted the thesis? Did you look for other books? There are books such as a research methodology book, however, you do it on your own which do not come from lecturer's order.\

Interviewee: Ah...I don't understand your question, because logically, lecturers teach according to the syllabus of the campus, all learning sources come from our individual searching, so when I take the ELR classes, we had to look for the material of learning on our own, so it does not come from lecturers, lecturers only mentioned about the topic, so in term of the material itself, we have to look for it by ourselves. And the main sources of the skill definitely come from the class.

15. **Interviewer:** Okay, the mains source is that, however, what I meant is the effort of looking for the material of learning that comes from outside of the ELR classes' assignment. For example, when you write your thesis, did you have to look for the new book again? I used the only book that I got through ELR class, and I still use it now, I saw many people are not doing the same thing as mine.

Interviewee: Ah...yeah, at most, it come from the ELR classes, research books like the APA book, I got it from the supervisor of the thesis, from Mr. Nasir, and then in term of a thesis guidebook, it was from Mr. Saiful.

16. Interviewer: In your opinion, what is the role of research or thesis in forming the research skills? For example, in UIN, there are ELR and others, is it just enough for us to form research skill without the practice of research itself? What I mean is only learning theory.

Interviewee: In my opinion, research or thesis is very important in developing...ah...not just...so firstly, yes, we definitely learn ELR and all kind of research methodologies, however, if we practice them, we know how to use them. And research is very important in building not only in term of how but also in term of us, for example, we are previously not a researcher, and then, there are several studies that require us to look for a data, so we have to make a relationship with other people or sample, this include a trained skill like how we communicate with other people, thus, in my opinion, the act of research or research is very important ah...that's it.

17. Interviewer: but which is more important? Is it thesis or ELR?

Interviewee: I don't know, I don't think they are interchangeable, in my opinion, before we conduct a research, we have to firstly pass ELR classes in order to find out the steps that we have to perform in thesis, if I assume that thesis is more important than ELR, well it would give a zero knowledge in doing the thesis itself. After I passed the ELR, I know theoretically how to conduct a research.

18. Interviewer: Okay, so you conducted the research, read a various result of other people's research, the point is you have been involved in the world of research. So, in your opinion, what is the role of research in your life? Both personal life and professional life.

Interviewee: A very important role, the role of research is very important. In term of my personal life, I become more familiar with ah...my research...hm...the focus of my research is communication, I mean I become more informed...I understand more about what I am doing. I wrote about implicated, so I understand more about the implication itself. In term of professional life, I understand more about academic writing and how useful it is for me when I want to write academic related because I am getting used to it, I have started to be familiar with things like that because the act of thesis writing, so it becomes very useful.

19. Interviewer: so you understand the benefit to your personal and professional life, however, if I might give you a case of example, if you have a problem, is research a priority in solving the problem or not? Or solve the problem by assuming through your existing knowledge or instinct.

Interviewee: Depend on the problem, but solving problem based on research is not something that I prioritized. I prioritize solving the problem based on experience and existing knowledge.

20. Interviewer: Okay, this might be the last question, before that I want to check it first, have you ever heard about reflective teaching? So it is about reflecting yourself after teaching, or conducting self-reflection session. For example, identify your flop, and then, looking for the solution. My question is did you look for the solution outside of the classroom or inside the classroom? Or did you find the solution from other researcher?

Interviewee: so, it means a reflection when teaching, but my research is not pedagogical, so what does it mean?

21. Interviewer: when you did your PPL, did you use reflective teaching?

Interviewee: Oh, I usually look for ah...reflective teaching...I looked for the solution outside of the classroom, yeah, looking for the solution outside of the classroom, and asking to other teachers, and reading, normally, there were teachers that have the same experience as mine, so it was like asking others for their experience and reading books.

ML

1. Interviewer: Okay before that thank you very much because you have spent...taking the time to participate in this interview, like I said before I wanted to know about you writing experience, basically ah...actually I want to know that...your perception on research since learning ELR until writing the thesis ah...from this interview I want to know your ability in research based on your perception, also ah...how did you get such research skills? And what problems did you face during thesis conduction? ah...so this interview will take time for 40 minutes, so can you? If you do, reply yes, if you do not, reply no.

Interviewee: Yes, I can

2. Interviewer: So, this interview is anonymous, your name will not be mentioned in the research. Okay, we start with an easier question which is how did you carry out your research? Please explain it!

Interviewee: During the research conduction, I was involving 10 students of...of one unit to help me collecting the data which was about translating English to Indonesian, well, after I gained the data from them, I also conducted the interviews.

3. Interviewer: Okay, ah...you have already explained, from the process of interview and so on, well, I got a new question, how come did you get that problem as your research title?

Interviewee: Oh, it is recorded, ah...so based on the interview that I have done, uh...but a non-formal interview with one of ah...the lecturers of the translation course, he said

that...the lecturer from one of the translation courses at UIN Ar raniry, he said that the students in his class had a lot of difficulties in translating and they did not have much of a self-confidence in translating English, from English text to Indonesia. So, based on the problem that I have concluded, I wanted to find out about their method and their strategy in translating English to Indonesia, therefore, I would know whether...what they got...what were their difficulties in translating, like that.

4. **Interviewer:** Oh, you got the research problem from your lecturer then, okay, good answer, after this, we...let's move on to the next question, what was your main problem when conducting research or when doing the thesis? You can just mention one problem, but if you have more than one problem, then, you can mention it as well, however, if you could just mention your main problem, that might be better.

Interviewee: what are the examples of the problems? Whether it is about writing the thesis or not, Is it a problem in finding the data? Or?

5. **Interviewer:** Ah...all your problems that can be categorized as the problems, if I give you an examples, then, it will be based on my perception. All problems that you considered as a problem when compiling the thesis, please explain it!

Interviewee: Ah...so, the problem that I faced during compiling the thesis was collecting the data. In my thesis, I used test item which is the translation activities, the sample translated the text, and then they got into the interview, then, when hm...I didn't get any trouble during test item because I went to their class to get the data, and it is after the course finished, well, I had not yet gotten the difficulties until they got into the interview session, I got the difficulties in compiling the thesis...in collecting the data, there were many of them, on the interview day, unable to meet me.

6. **Interviewer:** Oh, that is the problem ah...your problem, it is your main problem, huh? The participants could not do it, it was hard to get the participants, huh?

Interviewee: Yes, only that is the problem that I faced when compiling the thesis, there were no others, because I can easily meet the lecturers, I did not get any problem in writing the thesis as well, it was only that, it was just during collecting the interview data, like that.

7. **Interviewer:** Okay, so that was your problem, well, how did you look for a solution to that problem? You didn't get the participants, then, what was the solution?

Interviewee: The solution that I got when I was having trouble interviewing them was...I was just contacting them everyday, asking their leisure time so that I could do the interview, like that, ah...well it was very time consuming, it took a lot of my time because I had to follow their schedule, and then, I also had to spend time with one of them at a time, I had to find what is the perfect time, what day that they were available,

and I also had to go to their places, like their houses, then, I had to find their houses as well, sometimes, they were in the campus, ah...I had to find them in the campus as well, it took more than a week.

8. **Interviewer:** Oh, that was your difficulty, participants, okay, ah...good answer, it could be...what...my result because it is different from the other interviewees. Ah...after that...the next question is...during the thesis conduction, what were the technologies that you use? Please explain! For example, the technologies like Google, Gmail, a computer or others. So, please explain it! What was the use of oh...how did you use technology during the thesis conduction?

Interviewee: The use of technology during thesis compilation is only laptops and Google, and cellphones, well, my thesis only used two...only two instruments, namely test items and ah...what was it...the interview, then, my thesis used...using the ah...qualitative method, so I did not use SPSS and any kind of it. Well, Google ah...Google was very useful in doing the thesis, such as searching the journals, then, for the test item, I needed an Islamic story in English, so I found it through Google. And then, my cellphone...I used the cellphone to record ah...ah...the interviews...my interviewee, I used the cellphone, then ah...like...ah...after that, during the interview, it needed a documentation, so the documentation also used the cellphone.

9. **Interviewer:** if it is possible, can you please make a percentage? Did you use more technology? Technology or books? Did you go to reading room to search for books? Or did you just use the technology like Google or Docs?

Interviewee: based on my percentage, during compiling the thesis, the technological devices and the books were concentrated to fifty-fifty, it was equal, both of them.

10. **Interviewer:** Oh, okay, ah...the new question...hm...you got ah...the finding...the finding from your thesis, or ah...yes, the finding from your thesis, did you use your finding? Did you use it? The finding?

Interviewee: I have not yet used the result of the research that I have done to my life because this research is done for hm...adding information to the translation lecturers, to know the difficulties of student in translating English text to Indonesia, so if I become a lecturer in the future, *insya Allah*, I will use the result of the research.

11. **Interviewer:** Ah...okay, I will not listen to your response anymore because I will not make a new question out of it, and if there are a lot of question, I will have a difficult time in transcribing it, right. The next question is that besides you thesis, did you participate in other research activities? Both as a solo researcher or a group.

Interviewee: what kind of participation? Is it as an interviewee in a research or making another study? I don't quite understand.

12. Interviewer: Both of them, ah...the point is participating in research activity, either you as a researcher or being researched, so please explain it! More detailed is better.

Interviewee: Ah...participating in research...I have not yet conducted any other research other than my thesis. Only one research that I have completed, no others, ah...in term of participating in researchers' project...researcher who conducted a research ah...I have been involving in four interview including this one, it is the fourth time that I have became an interviewee.

13. Interviewer: Oh okay, so you never...never involved as researcher except for your thesis, hm...the next question is how did you get the research skill? For example, from ELR or generally the campus itself because we have those, or maybe from thesis conduction, please explain it! How did you get that researching skill?

Interviewee: Ah...from ELR 1, 2, and the course of seminar and discussion, I only gained the theory of doing a thesis or research from ELR 1 & 2, however, after studying seminar & discussion ah...my lecturer asked us to make any research studies, and then, after conducting it until finding the result, I think I gained the researching skill, I was very knowledgeable about research during the course of seminar and discussion.

14. Interviewer: oh, so your researching skill comes from seminar and discussion course, huh? Ah...it means that...it is very related to my next question. Base on your perception, ah...research experience like you faced previously or thesis, it had an important role...how is the role in forming you research skill?

Interviewee: what do you mean by that? I don't quite understand.

15. Interviewer: Hm...like this, you have already conducted the thesis, so from this experience, you gained the researching skill, right? So the researching skill, from what you said earlier, you gained it from ELR and thesis conduction. Well, now the question is that based on your perception, did the thesis conduction or other research conduction take an important role in forming your researching skill? So that's it.

Interviewee: Yes, research conduction or thesis conduction plays an important role or a very influential role to our skills, hm...in such research, so ah...our experience in researching...conducting research is very important in acquiring researching skill.

16. Interviewer: Oh, okay hm...so maybe this is the second of the last question. Ah...you have already conducted the thesis, and you have already read a lot of research of other researchers, right. In your opinion, what is the research role in your life?

Interviewee: So, in my opinion, the role of research in my daily life...in my opinion is hm...maybe is only two hm...which are adding reference and making us know the thing that we previously have not understood. After conducting the research, we know more

and add more information, such as adding new information, and new insight. In my opinion, that is all.

17. Interviewer: did you often participate, for example, in seminars, conferences that discussed about...what do we call it...the result of some researches or so?

Interviewee: Yes, I do.

18. Interviewer: Please give me a detailed answer.

Interviewee: Yes, I participated in some workshops or research. One of which that I still remember was that the Aceh International Workshop and Expo on Tsunami Disaster. Well, there were many research presented, there were many of them presented in English about disaster. From the workshop, I can learn about their findings and how they did the research, thus, it was improving...improving my insight about doing a research. It was very helpful.

19. Interviewer: Okay, I will not response to your answer anymore because there will be no more new question from your previous answer. Okay, the next question is that you have done the research and also other kind of related activities, thus, what is research priority in your life? If you have a problem, what did you look for first? Is it research or? My question is how is research priority in your life?

Interviewee: In my opinion hm...the priority of research in my daily life is very important because research has findings, gaining the finding at the end of the research is really helping us in everyday life to gain an information...new information.

20. Interviewer: Okay, so before that I did a miscalculation, the next question is supposed to be the second of the last question. So, have you heard about reflective teaching?

Interviewee: I don't know much about reflective teaching but I've heard and read about it, however, I don't know in a whole. I know that reflective teaching is collecting the data in class such as observation, then, the researcher getting the data through ah...an indirect observation or unplanned observation, I think that is reflective teaching, but I don't know...I meant information not data.

21. Interviewer: So, the reflective teaching...it is a reflection. So, after teaching process, you have to reflect about your lack, then, find a solution to this lack. It is called reflective teaching because later in the future, we won't repeat the same mistake.

Interviewee: Oh, yeah, yes, yes, yes, yes.

22. Interviewer: So, the question is how is the use of reflective in your teaching process? Even though, you may...you have used reflective teaching, but you did not know the

method name. So, the question is how was the use of reflective teaching during your teaching process?

Interviewee: So, after the teaching is ending, after the teaching and learning process finished, after the class ended, I asked my students about what made them bored, what made them uncomfortable when learning English with me, after that, I would use that as my reminder in the future and also make them became ah...comfortable in learning English.

23. **Interviewer:** The findings in your reflective teaching, did you ever conduct research to find the solution? Finding the solution by knowing...so in this case, this is your lack, and the solution to it will be this one. Or, did you find the solution through literature reviews just like professional teacher does?

Interviewee: So, after interpreting the problem, I then reviewed it by literature. I searched for the theories that were right to solve the problem. So it was in accordance to the theories.

24. **Interviewer:** it is not about your thesis, but it is related to the reflective teaching earlier. So, after you interpret the problem or your lack, the lack is supposed to be your problem, right? Did you conduct the research for it? Or you just knew the solution to your problem. I meant reflective teaching.

Interviewee: Oh, yeah, yeah, so after gaining the problem in the class, for example, the problem is that my students are less interested or bore when I taught them. When I cannot find the solution, I had to look back to the previous research, I think that is more accurate than our own taught. Actually, it is okay to find solution based on your own taught, however, it is more acceptable if we review a literature or previous researches to find solution.

DA

1. **Interviewer:** Okay, thank you very much for taking the time to participate in this interview, like I said before I want to know about your experience in writing the thesis, actually your experience from learning ELR until compiling the thesis. So, I hope that through this interview I would be able to know your research skills, the problem faced during thesis compilation, and the source of your research skill. This interview might take 40 minutes, so, can we continue?

Interviewer: Yes, let's get to the next!

2. **Interviewer:** Okay, let's start from an easier question, please explain about how did you carry out the research?

Interviewer: actually carry out the research is about planning because we have to finish our pedagogical research which the thesis. So the first thing is actually the title, well, from the title, this is actually the most important thing of all. We must choose the one that we like the most, why? Because if we like it, it doesn't stress us out. I have to firstly look for what I like, easy to get, easy to access, not too difficult, then, the point is easy but not too simple. Actually, it is got to be not too easy but not too complicated and also do not stress me out. So, it must be what I like. The access is easy and easy to understand, the theme or the idea of research. The second is...what is it...the second one is...ah...in conducting research, we have to firstly find the title, then, looking for the variable. My variable is about psychology because I think it is something that we do everyday and I also have passion toward it, so, it was already easy. And then, in term of English, it is also my favorite, so, the title was about how do students of English...smart student of English...smart student of English language education department ah...how are their motivation, how are their self-management, so, it was easy. Well, it was not easy on compiling it, but if we plan it, we can choose from the easier one. From the title, we can easily understand about the research itself which is how these smart students manage themselves in order to be really smart, it is easy to understand and it is easy to conduct. Then, in term of conducting the research, we certainly know that we have to firstly search for the theories...we must firstly search for the theories, and most importantly, before we look for the theories, we must have a guide, if we have a guide, such as from seniors. When I asked my seniors about my thesis, their opinion was not the same as mine, however, at the end of the day, there is a advantage of it. My idea was like this, her idea was like this, and how to combine it, that was actually also a thinking process. I chose theory that was easy to access, it can be from the internet and also from daily life. And the theory was not always has to be from the expert, a lot of time, I also used articles. Actually, during thesis compilation, I used ELR as my base, we have already learnt ELR, there were many topics inside it, ah...firstly, like the chapter...chapter that must be...if we don't understand the intention of each chapter like the research question, then, so on. It certainly has the rules which is step by step...how do I explain it...there are differences, for example, chapter 1 about how we can measure our research through research question, and then, the background. It is actually easy if we just follow one source. For example, my ELR's lecturer, Mr. Saiful has his own reference, so just follow his direction. Surely, the most important is ah...systematic. Like begin from the chapter 1, what can be included to it, and then chapter 2, what the purpose of the research, and the go on.

3. **Interviewer:** Okay, you previously explained about the easy access on material, or looking for reference. And now I want to ask you about what technique did you use? And whether it was easy to plan it?

Interviewee: there were a different easiness for different people, but generally, people don't like complicate thing. Like the thing between qualitative and quantitative, if you like more one measurement stuff, the quantitative is the right thing for you. I chose qualitative because it is in accordance with...what is it...with my research title, if I choose quantitative, it would not match with ah...the research title because it was about self-management of people...outstanding people...smart people, so, it will be more precise if I analyze it qualitatively. Why? Because I want to know...how do I explain it...the person himself, his daily life in self-managing. It was more about his/her experience about managing himself/herself, managing his/her daily life, managing his/her activities and routines, however, it did not mean that it would not work with quantitative technique either, but it is more appropriate with qualitative, and it would be more easy. Why? Because qualitative is just interviewing, and it's more easier because...because the sample is less than quantitative, the sample in qualitative can be less than quantitative. We know that quantitative...quantitative is quantity and qualitative is quality, even though it is only five people, the content is all about what the people said. So that is also related to my research title, so like I said before, I measure about this smart people, it is quantitative because I analyzed about their self-management, thus, this is quality, the quality of this specific person. It is more proper to put qualitative, in order to get more, how can I explain this? When I analyze it, the analyzation is through descriptive analysis because interview certainly used descriptive analysis. The sample described their self-management, this analysis is actually easy compared to quantitative, and it is also used a fewer sample, we don't need 30 people because 6 people is already enough, it is easier but it does mean it is easy. Because it is quality, we have to pay attention to everything these people said. By the way, that what qualitative is, there is a difficult part and there is easy part. However, it also depend on the individual, I prefer the descriptive analysis and use the interview to do the research.

4. **Interviewer:** Okay des, ah...probably if I reviewed your previous answer, it may take time, ah...that's also because each question only have one additional question. Then, the next question, so, what's the main problem that you faced during compiling thesis?

Interviewee: the problem is actually a lot, supervisor can also be a problem, we also can be a problem, the research title can also be our problem, material or reference can also be a problem. But, Alhamdulillah, my supervisor is ah...easy, Alhamdulillah, my supervisor were very supportive, then, my research title is also so supportive because I look for something that I master about. My supervisor is also very supportive saying that I was looking for something fast not a complicated one. Alhamdulillah, the instrument were also easy, the material was easy, Alhamdulillah, there is a senior that were in Australia, I gave her the keywords, she searched for the article materials about it. And then in term of conducting the research, there were a minimum amount of related books, so it was all via email. And then in term of the computer, it is actually through mobile which is typing,

looking for material, looking for ideas and copying. Actually the problem that I faced during thesis conduction is myself, I was lazy, and the solution is that I have to aware of myself, like it should be like this and set a target that I have to pass or graduate this year. So I put the target as the solution, then, the second one is making routines, every morning until 9 o'clock, the main activity is that I have to work on my thesis and eat at 9 o'clock, then take a break, 10 till 12 is free. The routine is actually to make two or one paragraph and every afternoon I must go out and hanging out with my friends, in order to avoid stress.

5. **Interviewer:** Ah, okay, the answer is very good, I concluded some new questions, like you said before the problem is yourself, does it include lack of ability to do a research?

Interviewee: In term of lack of ability in researching, based on my research process, it does not exist at all, but I guess it does not, I do not know because the difficulties are different to each other. But, Alhamdulillah, I didn't have any problem in the use of researching skills, there is no such thing. Like I said before, I used coding, so I just followed the theory based on what I understood from ELR and apply it.

6. **Interviewer:** Oh, it means that your problem is yourself, and the solution is the motivation?

Interviewee: Yes, it was about self-motivation, which is that I have to speed up. It was only that, and the supervisor is really easy.

7. **Interviewer:** Oh, it means that...I can conclude that your main problem in researching is motivation. okay, we proceed to the next question, based on your answer, you said that there is computer, cellphone, and Gmail, and so on, right? Can you please explain further of how is the use of technology during research?

Interviewee: Hmm, yeah, all of them is online, there is textbook, all of them is online. Like supervisor is also doing his job through online, and it is also very helpful. For example, I used sketch app to highlight summarization from some articles, I used Gmail to deliver ah...so I have to sent keywords to my senior, then she sent some kind of file, file containing the articles that I was looking for, sent it by using Gdrive, then I also used cellphone to type, let's just say that I was reading an articles, and there is something important that I encounter, so I used that app to highlighted the important app through that app, which cause me to delete any kind of writing activity, I highlighted by color lines, then saves it, I also used cellphone to send keywords and record the interview.

8. **Interviewer:** Oh, I never thought that I finally got my intended finding, apparently you used online media 100%, yeah, anyway, ah...this is a new question, the question is hm...after you got the finding, did you use it?

Interviewee: Indeed, I actually looking for something that I need, I conducted a research about people that I admire, like they are very religious, they have ambition, strong enthusiasm like that. My research is like slapping myself, it advised me, it motivated myself, like theories about how you manage your time. The one that motivated me is my finding, the finding was about their routines, like about the important of praying. If we want to success, we must do some efforts and pray. My finding was like advice to myself, even though sometime I didn't use it because we are called human being, like moody and stuff.

9. **Interviewer:** Oh, I think I will read your research because it seems very interesting, anyway, ah..a new question is arising, have you ever participated in other research activities? either as researcher or object of research.

Interviewee: Many of them, for example like being a sample, then, I also help friends. So, in my class, there are two people who have graduated, me and another friend. If for example there are those who want to ask question like that, I would help them. However, because I am currently working, I still mildly help them. They will ask something like how to conduct some stuff, how to analyze, I really supported them so that they can graduate too.

10. **Interviewer:** Oh, okay, good answer, I thought you would answer that you never participate in other researches, so I conclude a new question, the next question is that where did you get the skill of researching? In UIN, we have ELR, or maybe you also took a research course in other institution, please explain it.

Interviewee: Okay, so the guideline is actually ELR, actually it's really ELR, no others. However, if I used one source, I will follow that or used that as my guideline, even though I was really lazy to deal with this kind of thing, I have to take it seriously. Sometime, we cry about it, at the beginning of we could not understand how to analyze it. In my case, I only look for one guided book that it is really fit to my problem. I asked my lecturer about how to search this specific book, I forgot the title. My friend also gives me four books to read. And I also confused by people who used a lot of books then confused about it. My research is actually based on two books, the book about self-management, I got it online, and the one more is book about research theory.

11. **Interviewer:** Oh, it means that the book is not only from lecturer but also you got it by yourselves?

Interviewee: Yes, of course, not only from ELR, there were also friends, lecturers, but not many, I only took few of them, then for my data, I only select 8 articles that are proper, at the very least, I have to read it correctly and look for keywords and ideas of it.

12. **Interviewer:** Okay, in your opinion, what is thesis...the role of thesis in developing your researching skill is very important? What is your perception of thesis in developing your researching skill?

Interviewee: Sure, because we do the process of it, after the process, we are experienced because we did research before. From here we already have skills like that but hm...this is certainly also lessons, there are also lesson, too. Indeed we are not an expert, but from there we also get knowledge like that, like if the research like this, then it would be like this, more or less, we already have the skills to do it. It is impossible not to get from research experience. In my opinion, I have only done one research because of the obligation from the campus for my bachelor, however, we have that skill of researching or something in our brain, not about an expert knowledge, but we understand about it.

13. **Interviewer:** Okay, I will skip to hear your answer because I won't make an additional question to it, so the next question is that you have already did a research, and also read a lot of other researches, ah...in your opinion, what is research role in your life?

Interviewee: Generally, like I said earlier, for education purposes, of course, there is something that we can take. In term of skill, we have already learnt ELR, we have done the research processes until the examination, we have already known about the ratification, the main point is that we have already known all of that stuff. In term of material, it is more like to the content itself, like for the reflection or advise, there must be something that we can take, that are very influential. The role of research is like generally speaking which is a one way to graduate from universities because it is really like...on the other hand, everyone has to finish the thesis in order to graduate, if I am not mistaken, D3 also has to do this stuff.

14. **Interviewer:** Oh, this is actually the question from your answer, the question is that you got the research skills from the textbook and also research experience, so which one did affect you the most in forming researching skill?

Interviewee: Experience because we have already experienced it, if we only learn the theory, but don't use it, we will forget about it.

15. **Interviewer:** Ah...okay, right, what is the priority of research in your life? Without research, can you solve the problem in your life?

Interviewee: Indeed, we can look it from textbook and other researches too in order to find solution to our problem, however, with research, we can further clarify, more clear rather than just sitting and learning from other researches.

16. **Interviewer:** Okay, so does research is a priority in solving your problem?

Interviewee: Yes, it is priority, or not about how do we only know the finding, the research can be questionnaire and interview. The point is that we know how to examine it, the problem is solved by research, so research is prioritized.

17. **Interviewer:** Okay, this might be the second from the question, ah...before that I want to check it first, do you know what reflective method or reflective teaching is?

Interviewee: No, I never heard of it.

18. **Interviewer:** Ah...reflective teaching is possible when teaching such as in PPL. Reflective teaching is like this, so after finishing the teaching, you have to make your own reflection, what was the problem, after you got the problem, and then you find solution to it. So, ah...did you ever use reflective method in teaching? Ah...even though you do not know of what's the name of the method?

Interviewee: There is a time like for example use the reflective method at the end of the meeting, but I never bring it to research because of laziness factors, it always have to be solved in the class, it was rarely outside of the class.

19. **Interviewer:** Oh, it means that did you ever bring the problem into a research?

Interviewee: No, I solve it in the class, we were looking for it together. There is no further research outside of the class, if I do not know the answer to the problem, then, I have to look for the solution with the class.

20. **Interviewer:** Ah...I mean not that kind of problem but it is more like teaching problem, it is not about some question from your lesson but more like classroom problems, so how did you get the solution?

Interviewee: No, I have it, but through other people finding. If I leave it, it will continue to be a problem, like lack of understanding when study English, so what can be done in the future.

FZ

1. **Interviewer:** Hi, Okay, thank you very much because you want to participate in my interview, ah...like I said before I want to know your experience in arranging thesis. From ELR or learning ELR until conducting the thesis, so through this interview I want ah...to get an answer about your research skill and research abilities and also how you got the research skill and also ah...any problem you faced during research, ah...so this interview will last for 40 minutes, can you? Hm...this interview is anonymous so your name won't be mentioned in my research and also there is no wrong and correct answer so you can answer anything based on your perception. Okay, we will start the interview,

we start from an easier question, how did you carry out your research? Please explain in detail.

Interviewee: So my research is at SMK 1 Mesjid Raya, Neuhen, Aceh Besar. Why did I choose there? Because at the time I had already been ah...PPL, I was there for two months, when PPKPM. So at the time I just told the school that I wanted to conduct a research because at the time I also was teaching. So when writing chapter 4 uh...chapter 3 which is specifically the research chapter that I didn't have to do it anymore during thesis time, I only to the file from the school. When I was PPL, ah...I actually had not yet figure out the instrument, but because I taught something related to my research topic, the research was not necessary conducted anymore. Then, because I used quantitative, I divided class session into interview and teaching for one month, two meeting every week. However, in researching we have to figure out the instrument and the teaching material first. And because my research used selective error correction and group work, that was the two methods that I applied to my speaking class, descriptively, I taught about descriptive text, teaching about descriptive text using these two method in the two meeting every weeks.

2. **Interviewer:** Okay, so you said previously...I think your research is not quantitative, but? What it was? Oh, mixed research, because you also interviewed, how many are the sample?

Interviewee: No, it is quantitative, I did not use interview, I just used questionnaire. So I taught for a month, ah...at the beginning I distributed questionnaire to figure out their anxiety level, the number of sample during the questionnaire were 30 but during the teaching, the number of samples are 28 because ah...some...ah...25 samples because 5 of them are kind of participating in a competition in Banda Aceh...uh...one of the areas in Banda Aceh, I forgot the location. Actually when I determined the titles, I submitted three titles, the one that I wanted was the second title but the first one was accepted because they think I was interested because I put it at the first place. At the time during PPL, you know what the vocational high school, right? They have five majors such as multimedia, and also there are another class called carpenters, ah...metal class, the TKR class, mechanical engineering, motorbike. After I taught in the second grade, however, the one that are interested in learning English is multimedia class, whereas in other class is different, they don't really interest, they most of the time used Acehnese. I conducted this research because according to them, they were still scared and worried when they speak English. Even though, they wrongly pronounce it, for example, we said "Today" but they said "to die" or "parents" they said "pa rents", so they said in the way of its written. When they reported me about their problems, it appeared that they really wanted to learn English. When I was teaching, one of the student said that they want to understand English, but they don't brave enough to speak because they was afraid that they said something wrong, and cause their friends to laugh at.

3. **Interviewer:** Okay, the answer is very detailed, ah...the next question is what is your main problem when you make a thesis? If you have one main problem, that's better, but, if you have more than that, you can also share it!

Interviewee: The problem was that there was one time when I consulted, I have to meet the first supervisor after meeting the second supervisor. When I met the second supervisor, I said to him/her that this was my instrument, I used...what is it? The questionnaire?...questionnaire, interview, and the teaching, the first observation. After approving by the second supervisor, I brought it to the first supervisor, however, the first supervisor said "this is mixed method, are not you supposed to be quantitative?" then I said "no, that is quantitative", then he/she said again "but why there are interview, questionnaire, and observation?", because interviews is supposed to be qualitative and questionnaire is supposed to be quantitative, the he/she said again "thus, this is mixed method". So, I continued to say "the one who told me to put both of instruments was you, why did you ask me back, I just make what have you recommended and I also have asked you about this, you said that this is not mixed method". And then the first supervisor emphasized that I have to conduct mixed method and have to use the observation, and then he/she said that I have to consult again with the second supervisor. Well, I consult again with the second supervisor, he/she then also said that my research was mixed method, then, I explained the actual happening from the beginning. The misunderstanding happened because the first supervisor told me to do so at the seminar of the research proposal, I changed it to the mixed method, my first supervisor told me to add observation, questionnaire, and also interview. After the explanation, the second supervisor said "okay, instead of the observation, add the instruments with teaching activity, make the questionnaire, put it in separate sheet". After the consultation I went back to the first supervisor, I showed him the questionnaire and the teaching sheets, and then, explained him/her from the beginning to end about my research.

4. **Interviewer:** Okay, the answer is detailed, it means that your main problem is supervisor?

Interviewee: Yes, the first problem...the main problem is the supervisor because of the misunderstanding between the supervisor. However, I get it because one supervisor have to handle a lot of students, my first supervisor have to handle a lot of students. Ah...the misunderstanding happened because of the different perspective, the different perspective between the first supervisor and the second supervisor. We cannot compare it because it was just different, their opinions were different, so that's the problem.

5. **Interviewer:** I mean that was your problem which is ah...between the supervisors, so how was your solution? the solution in solving the problem?

Interviewee: Yes, the problem is only that which is supervisors' misunderstanding. The solution to that was, for example, in term of the first supervisor, I have to give a detailed

account of what I was going to do in my research especially chapter four. It have to extremely detailed so that he/she can accept it. In term of second supervisor, I did not have any problems, because overall the problem just happened between them. The second supervisor was just like “it is up to you”.

6. **Interviewer:** Okay, next question ah...the next question is how was the use of technology when you write the thesis? For example, the use of Google, Smartphone, computer, or Gmail, etc. ah...give me a detailed answer!

Interviewee: For recording function when students spoke English, when they were explaining about the descriptive text, I asked them to go forward one by one in order to talk about the descriptive text that they have made. Then, the second is that I used Microsoft Excel to make formula to arrange their names alphabetically and also use the formula to make their grade, and then, I did not use Gmail. I did not use computer. Oh, and also Microsoft word, because typing is in the Microsoft word...word, so that's it. Oh, in term of Google, I used it to find the rubric, and then look for the questions to make a questionnaire, then, there is a Rubistar, if I am not mistaken, I got it when I studied ah...CALL with Mr. Rahmat Yusni, which is a website purposed of making rubric ah...and in this case, a rubric for anxiety assessment of the students because the rubric of anxiety that I found on the internet unrelated to the intention and the purpose of my questionnaire.

7. **Interviewer:** Hm...Okay, the next question is hm...so you have already got the findings, did you apply it or did you use it in your teaching context?

Interviewee: Yes, after making it as the instrument, I used the method of selective group work. So I formed several group works in the class, for example, there are thirty students, it means that I can make a group of 6, every group have diverse skilled students, it contains beginner, advance, and intermediate students. In term of selective correction, I corrected the wrong words when they talked, when they talked about the text...the descriptive text. I taught them for a full month, when it was done, I conducted pre-test and post test ah...ah...is that what you mean? Or the finding of my research?

8. **Interviewer:** the research s about group work, right? Ah...well, when you conducted the research, you must use the method, and you wanted to know weather the method was affected the cognitive of the students. After the research, did you still use the group work method? That what I meant by applying it, after conducting the research, did you use apply the research's result?

Interviewee: Okay, in term of making the group work, ah...after the research was finished, I did not make it anymore because the PPL had already been passed even before starting the research itself. So before that I had already made group work before the error correction.

9. **Interviewer:** Oh, Okay, it means that you have not had a chance to apply or to use it yet. Okay, next question, ah...besides your thesis, is there any or other studies or other research activities that you have involved either as researcher or object of research?

Interviewee: in term of researcher...not as researcher exactly but I helped my friends' research on campus, they were also PBI's students and I helped them...I have already helped them three times. And in term of object of research, I have also been examined by PAI's student which is my friend during PPKP, so he/she needed ah...sample to answer the questionnaire. The name of friends that I have helped is...do I need to mention his/her name?

10. **Interviewer:** No, you don't need to mention it, the next question...the next question is where did you get the research skills? For example, we have been provided with research courses like ELR and so on, and that was the source of our research skills if you graduated from UIN. You can also get the research skills by taking part in a seminar or other activities, or probably by helping friends that are not from UIN or UNSYIAH's students.

Interviewee: In term of getting research understanding, it was from research courses and I did not get it from anywhere else except from UIN. It was only from ELR's class ah...also from seniors and lecturers, also reading from the articles on the internet about how I do the research, how I figure out the instruments, finding out the examples.

11. **Interviewer:** Oh, it means that...what I can conclude from your answer, you get the skill of researching not only from the books that are given by the lecturers but also from self-study. Right?

Interviewee: Yes, because there were no books from lecturer that covered what I wanted. What I mean by that is sometimes there were books that cannot be used to fix my problems. The books that were given by the lecturers were actually incomplete, so I had to look it by myself, asking my friends, asking seniors, other lecturers, that is also what I called as self-study.

12. **Interviewer:** Hmm, you have already get skill of researching from books and consultation, and also you have already written the thesis, well, between those three sources, what was the source that affected you the most?

Interviewee: did not you mean who? Either lecturers, senior, or friends, right? The one that affected me the most was the supervisors not the books, the face-to-face consultation with the supervisor. You can ask directly to the supervisor, and also the consultation can be more than just one hour, ah...if it was still unclear, then you can get advice from seniors. I have one senior that really understand the research because he is in the magister, and also he is lecturer in UIN.

13. **Interviewer:** Okay, move on to the next question, according to you, what is the role of the thesis or research activity in the formation of your research skill?

Interviewee: The role of the thesis...in term of the thesis role in the research skill, it is actually depended individually, then, the second is it depended on the type of research that we choose. But for me ah...it can improve in knowing that research cannot be arbitrary, it must be a procedure, it must be clear what are the samples, the instrument, if we make it relentlessly, the result must be wrong. And also, if you helped your friends to complete their thesis, we will understand more about the research, if we probably get less consultation from supervisors, if we helped other researchers, we can gain the knowledge of research from it, we will know about the technique, oh, MIPA like this, other major like this.

14. **Interviewer:** I supposed that between supervisor and senior, supervisor is the better source to get the skill from. Now, if you compare between the supervisor and the thesis, which one has the most role in forming your research skill? Which one?

Interviewee: between the supervisors and the thesis, I think the supervisor is prior to the thesis. Because during the consultation, ah...the both have different views like how to examine the problem or how to solve the problem of the thesis, the solution from them were also different, as well as the instruments, thus, we can get more knowledge from supervisors because they know more about the problem. If we put it in an analogy, they are our doctors, and we are the patients. They know what the ins and out of the thesis, what they should be, they know better, so they give me more knowledge or knowledge about the research. However, the thesis can also know better, but, because we conducted research as a beginner researcher, we just know the basic of the research itself. Thus, this means that lecturers have faced many kind of research so they know more than us. However, in term of self-study, it was just digging for what we excavated which is not necessarily the same as what we want to examine, so that was different level of understanding.

15. **Interviewer:** Okay, on the conclusion, it means that the one who played the role is the supervisor while the thesis is functioned to sharpen the skills. The thesis was not prior. Okay, next question is ah...you have already wrote a thesis, then, you also read a lot of other researches, the main thing is that you have already involved in the world of research. So according to you, what is research role in your life?

Interviewee: For me, the role of research is that we can look for an innovation, we can look for an idea, look for a new or more up-to-date solution, solving a problem that we have. For example, when we go to college, we have an assignment, and when we cannot figure out the best possible solution to the assignment, we can look for it on the internet, book, or people's opinion, and it could be also from our own creativity. The might be the same as what we previously taught, or something that already have in our own head. We

must be carefully identifying the error ah...the solution or what is the good method to solve the problem. So, I mean that is the role, thus, it is very important to us. We must examine all the things we don't know and know before, because it is important to solve a small, complex problem, moderate and regular problem.

16. **Interviewer:** Okay, ah...now I want to ask the question that is based on your previous answer. Is research a priority in solving your everyday problem?

Interviewee: the priority in solving problem will be based on what problem that I faced first. For example, if it is the campus assignment, we have to understand the question first, and then looking for it on the internet, there are indeed a similarities between answer from the internet and answer from our owns. Then, if for example in the world, well not the world, but the area around the work, I have to solve it by myself. For example like this is a mistake, or this is wrong based on my mental awareness, the solution is better like this, the method has to be changed, the procedure has to be more regulated. However, it is more important to prioritize yourself, but if for example it does not work, then, asked your friends, or searched on Google.

17. **Interviewer:** Okay, good, next question...next question is about reflective teaching, so before I ask, I want to check first, do you know about reflective teaching?

Interviewee: I ever heard of it, but I forgot.

18. **Interviewer:** Oh, so you have heard ah...about reflective teaching. Reflective teaching is about reflection, so after you taught, you do some self-evaluation. For example, like what was the lack of teaching, you then write down the problem and find the solution to it, that is reflective teaching. Ah...and my question is did you ever use reflective teaching during teaching? Although, you probably do not know the name of the method or you do not know that was reflective teaching.

Interviewee: Oh, I used it at the time when I was PPL, yeah, but it was not reflective teaching, but the activity is almost the same, after teaching, I gave them one minute to write on a piece of a paper about how was the performance, then from the answer, I would reflect on the solution. For example whether I speaking too load or too soft, or weather the material is clear.

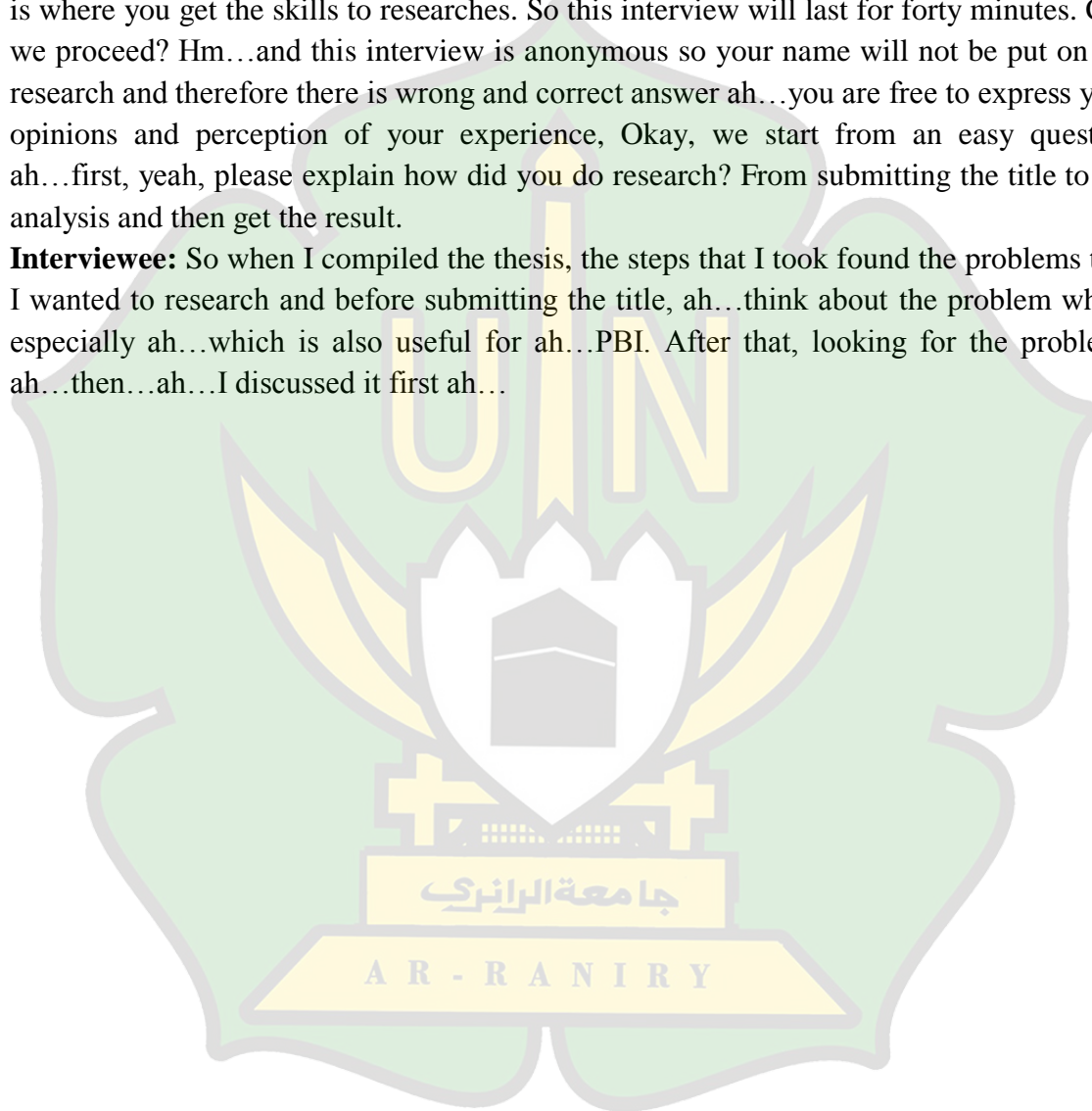
19. **Interviewer:** Well, did you immediately find the solution, or brought it outside of the class session, and conduct research on it?

Interviewee: usually, if there is a problem, I look for solution by asking again to the students, like what was the best thing to do? Usually like that, but I rarely conducted research on it.

CTA

1. **Interviewer:** Okay, I will start the interview, so that thank you very much because you want to participate in this interview, so as I said before I want to know hm...your experience in writing thesis. It is actually your perception of research from studying ELR until writing the thesis. Specifically, from this interview, I want to know your ability in research, then, the second is what problems faced during writing the thesis and the third is where you get the skills to researches. So this interview will last for forty minutes. Can we proceed? Hm...and this interview is anonymous so your name will not be put on my research and therefore there is wrong and correct answer ah...you are free to express your opinions and perception of your experience, Okay, we start from an easy question ah...first, yeah, please explain how did you do research? From submitting the title to the analysis and then get the result.

Interviewee: So when I compiled the thesis, the steps that I took found the problems that I wanted to research and before submitting the title, ah...think about the problem which especially ah...which is also useful for ah...PBI. After that, looking for the problems ah...then...ah...I discussed it first ah...



AUTOBIOGRAPHY

1. Name : Rizka Malda Phonna
2. Place/Date of Birth : Pidie, 27 January 1997
3. Nationality/Ethnic : Indonesian
4. Sex : Female
5. Marital status : Single
6. Occupation : Student
7. Address : JL. Barona Jaya, Meunasah Papeun, Aceh Besar
8. Email : riskamalda1901@gmail.com
9. Parents' names
 - a. Father : Abdul Khalid
 - b. Occupation : Civil Servant
 - c. Mother : Murniati
 - d. Occupation : Civil Servant
10. Address : JL. Padat, Kp. Juempa, Pidie
11. Educational Background
 - a. Elementary School : MIN 1 Geleumpang Minyeuk, Pidie
 - b. Junior High School : MTSS Darul 'Ulum, Banda Aceh
 - c. Senior High School : MASs Oemar Diyan, Aceh Besar
 - d. University : UIN Ar-Raniry, Banda Aceh