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# EXPLORING STUDENT'S PHONOLOGY RESEARCH PROCESSES : A CASE STUDY OF TWO RESEARCHERS AT ONE ELT DEPARTMENT

## A THESIS

Submitted to English Language Teaching Department, Tarbiyah and Teacher Training  
Faculty, Syekh Nurjati State Islamic Institute Cirebon In Partial Fulfillment of the  
Requirements of Undergraduate Degree



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CIREBON

2015/1437 H



## ABSTRACT

Fitri Heryani. 1410130088. EXPLORING STUDENT'S PHONOLOGY RESEARCH PROCESSES : A CASE STUDY OF TWO RESEARCHERS AT ONE ELT DEPARTMENT

This study aims to reveal behind the successful of students on their phonology research completion in the English language teaching department of tarbiyah and teacher training faculty Syekh Nurjati Cirebon. This study will focus on the student's respond into such expectation of the supervisor and the resources that they rely on. This study is semi ethnography and supported with narrative inquiry in order can get reveal the event occurred behind the successful of research thesis completion of the two students. Research is mysterious, nobody can predict where they would be going on, because it is depend on the researcher selves. And the successful of research completion wouldn't be, without the role of supervisor in giving her/his guidance. Through this study, the researcher will persuade the reader to open minded into behind the successful of the research process of the two students. The researcher wants persuade the reader to see how important the research process.

The design of this study is descriptive qualitative. Researcher conduct the data in in the English language teaching department of tarbiyah and teacher training faculty Syekh Nurjati Cirebon with the two students. The instruments of collecting data are interview and study of document. The data of interview record also transcript into the text and the documents of the two students. The data analyzed by coding system, and then clarified.

The result of this research, the research process of the students begin with their curiosity, interesting, background knowledge and also their learning experience and it was made the students got the idea to take phonology area as their research study. Then the students got potential supervisor that expert in phonology area so it help the student to be really a linguistic researcher and was made the guidance process as the valuable moment. The big difficulties of the students is when they analyze tonicity and tone aspect where the students should more focus and paid attention in every sentence utterance of the speaker. And also when they used PRAAT software system as their research instrument they are so confused to involved the speech into "wav" type and also they are confused how to divided speech signal from every sentence and they also confused how to determine given-new elements, fall, rise, rise-fall and etc. And the role of the supervisor is always involved in every step of the research process at the beginning until the end of the research completion, moreover when the student got the big difficulties in analyzing the data, with his patient the supervisor guide the students step by step clearly, the students always involved the supervisor to get his guidance. And the role of friend's as consultant also has supported and helped the students to finish their research thesis.

As the beginner of linguistic researcher should be more paid attention by whole academic member especially in the language department. Because this study was captured how far and hard the proceeding of the research completion of the two beginners of linguistics researcher, what and how they should be done for their research. The successful or the failure of the linguistic researcher is not come from the student's selves but also from the lecturer, the supervisor and the academic to provide the students being a linguistic researcher. And the role of the supervisor as the lecturer and as the language teacher of the students is dominant in supervised the students being a linguistic researcher. And it would be success when the student and the supervisor can walk together. When the student and the supervisor has been



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aware into the responsibilities each other, they can come together. And the key of the successful of research thesis completion is commitment, communication, and guidance..

Key words: research process, supervision, and guidance








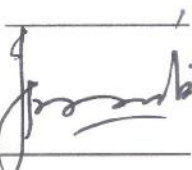
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## RATIFICATION

This thesis which is entitled **“EXPLORING STUDENT’S PHONOLOGY RESEARCH PROCESSESS : A CASE STUDY OF TWO RESEARCHERS AT ONE ELT DEPARTMENT”** written by Fitri Heryani, student number 1410130088, has been examined on June, 14 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

### A. Research Background

This study will explore the process of the two students in completing their phonology research paper: a case study of two researchers at one ELT department. This study will analyze types of expectation are emphasized by the supervisor and how the students meet with such expectations. This study also will identify the resources that the students rely on. As the matter of fact, research process is like a long journey for the undergraduate students, and anything can be happen. The successful of the students in completing their research paper is depending on their selves, what they will be and how they will be and it will examine the final result.

Alwasilah (2014) stated that skripsi writing plays an important role in developing dispositions of critical thinking, namely to try to be well-informed, use and mention sources, and be relevant to the theme being discussed. In this case, the students are pressed try to write, try to be critical thinking, try to ensure the information, sources, and theme. Writing thesis is like a long journey, because during the process of researching and writing anything can happen and it is depend on the students selves as the writer and researcher. Research is like a big challenges for all students. Research is just not about a research, but also try to write scientifically, try to be more critical thinking and among the students is never know where their research study would be going on because anything can be happen during completing research thesis so concluded it depend on the students.

Almost of the students as a research beginner feel difficult to write skripsi or thesis, not only for the students but also for the scientists, that writing scientific study is very difficult. As Charles Darwin states that a naturalist's life would be a happy one if he had only to observe and never to write (cited from Emi Emilia :2014). So, naturally almost of the students' researcher or scientist argued that writing is more difficult than just observe or researching. Some time, just the minority student can finish their research thesis on time.

Ethnography is the in-depth study of naturally occurring behavior within a culture or social group (Ary, et.al, 2010 : 458). It means that seeks to understand the relationship between culture and behavior, with culture referring to beliefs, values, and





attitudes of specific people and group. According to Atkinson et. All that ethnography refers to a range of diverse and ever-changing research approaches (cited by Eli Hinkel (2005)). In Ethnography for education, the researcher's topic is always framed by a key interest in addressing a particular kind of research question namely, 'what is going on here?' ((Agar 1986:Geertz 1988: Wolcott 1990) cited from Christopher Pole and Marlene Morison (2003:p18). Therefore, the researcher uses ethnography as a method for collecting data, because through ethnography the researcher can get up close information, rich and deep understanding of the information in the educational field and setting in the research process of the students.

Narrative inquiry is set in human stories of experience (Webster and Mertova, 2007 p.1). Narrative inquiry can provide the researcher with a rich framework of the human experience by the investigation the world depicted through their stories. Dyson and Ganeshi (1994: 242-243) stories help to make sense and evaluate and integrate the tensions inherent in experience: the past with the present, the fictional with the "real", the official with the unofficial, personal with the professional, the canonical with the different unexpected, stories help us transform the present and shape the future for our students and our selves so that it will be richer or better than past. It means that, through the experience stories of the human experience it should not be looked upon as separate from real life, but as forming a meaningful connections between the past and the present. And both of them have meaningful experience are taken, and it would be as a self correction and reflection for build the future be better.

To link between narrative inquiry and doing ethnography as a research method is hardly accidental. In ethnography especially ethnography for education, the researcher tries to capture the framework of the students experience during they complete research paper for addressing a particular events or experience namely "what and how is going on here?". And narrative inquiry is to record of human experience through personal stories and it's illustrate the temporal notion of the human experience, recognizing of that one's understanding of people and events changes. So it can be concluded that both of ethnography and narrative inquiry is well suited for addressing the important happening and the valuable understanding of the research process through the personal stories.

As Brunner (1994). Clandinin and Connely (2000), Sarbin (1986) and elbaz (1991) stated that life as led is un-separable from a life as told.....life is not " how it



was” but how it is interpreted and reinterpreted, told and retold. It means that, life is always connected each other with life and it cannot be separated. Because, life is a story and it is about life experience and through life experience the people can construct and reconstruct their life for their future. Similar with research process, research process like a long journey of the student in explored their knowledge, ability and their spirit that until the last terminal that is research thesis that full of story of happiness, sadness and etc that was very interested to be revealed through the story.

Research is not just to write and to researching, but also to build from three main component that are related each other and very required during completing research thesis. Mostly, the three main component comes from the students such research paradigm (Alwasilah: 2014), commitment (Emilia: 2014) and academic writing (Paltridge and Starfield: 2007).

Alwasilah (2014) argues almost of undergraduate students did not know well their research paradigm, it will affect their work in completing their research. Research paradigm is the important thing of the research study. Ahimsa-Putra (2009) It is about a set concept of research study, such as basic assumptions, values, models, problems, concepts, methods of study, analysis methods, analysis, ethnography or representations. So research paradigm is to determine the goal of the researcher, and many researcher can be stumbled into incorrect way if they did not understand their research paradigm.

As Emilia (2009: 83) said that everyone can write, but it depend on their commitment to write. According to her, the highest the commitment of the student was very required during writing thesis or dissertation. Because through the highest commitment of the students, they can complete their thesis or dissertation on time. As Robert (2004) said that several writer like that writing is like a roller coaster journey”, because in every step sometime high and low almost happen during writing process. It can be concluded that, in writing is not only about creating our idea or being critical thinking but also it is about our commitment to writing.

Research thesis always related with academic writing, and the challenges for undergraduate students to manage their time for writing thesis (Brian Paltridge and Sue Starfield , 2007 p.43). As prior’s (1998) in-depth study of graduate students writing within their disciplines clearly demonstrates that event successful student struggle with writing at advanced level, it is both quantitatively a different task to



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their previous experiences of academic writing. It means that academic writing is the crucial issues for both for the graduate students or the undergraduate students in writing thesis. And, the learning experience of writing from the previous study is the most important for the advance level for their background knowledge of writing.

Moreover, it could be some serious reflection and discussion better for the supervisor, the undergraduate students and the institution as a reflection and correction, because it is better to understand as a social phenomenon and problem in academic writing for provide better graduate student in the advance level in the future especially in English language department in order academic should be aware to help the students to facilitate them being a linguistic researcher. This study start from looking forward to a current study by Rintaro Imafuku et.al (2015), which focus on students' perceptions of research and learning change through participation in undergraduate research and identifying the factors that affect the process of their engagement in re-search projects. Then, by Barbara Denis, et.al (2013) who focus on students' conceptions and inquiry, she investigate how graduate students in an introductory research methodology course conceptualize research and inquiry and to examine how these conceptualizations might change as a result of participation in the course. From Maggie Beers (2001) who identified how the use of media in developing ethnographic skill in second language learning. And the last recent study is Daniela Elena Costa (2015) which focus on the student's and the supervisor's meeting with such expectation.

Those are previous study talking about research process in any term. The gaps from previous study is from Barbara Denis, et.al (2013) their research focus on how to investigate the students' conceptions and inquiry, and how conceptualizations might change as a result of participation in the course. They just focus on students' conceptualization. Even though Maggie Beers (2001) her study want to identify the use of media in developing ethnographic skills in second language learning. She just focus on the use of media in developing ethnographic skills in her classroom. But, there is same cluster closely with Rintaro Imafuku et.al that equally identify the factors that contribute in research process. But different with the researcher, in this research will focus on the process of students' experience in completing their research paper.



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Writing research thesis is not just constructed from research paradigm, commitment, and communication, but also it is constructed by having good academic writing to produce the best result on time. But, not all undergraduate student has all of it, it becomes difficulties for the undergraduate students in completing their research paper. Moreover in the phonology area, the majority of the undergraduate students looked phonology research is more complicated and more difficult if the undergraduate student didn't have good background knowledge of phonology. Although majority argued phonology research is so difficult, but there is some students who take this area, and they can complete research on time. In this case, the researcher will focus on the successful of the undergraduate students in completing their research thesis on time. The reason why the researcher take this point because there is some cases that can be self-reflection and self-correction both for the supervisor and specifically for the undergraduate student or graduate student from the personal experience of the graduate student in researching phonology area. That, how difficult the problem got during complete their thesis it will be always the way for solving the problem, and it depends on the people or the undergraduate students how they face it. The important of this study is to investigate the meaningful of the personal experience of the graduate students during they complete research thesis. Through analyzing this experience term, people can know "what should be done ? and how is done" the graduate students complete their research thesis on time.

## B. Focus of The Study

This study start from several phenomenon of research process of the graduate students in completing their research paper above. The main point of this study is to exploring students' phonology research processes. It is sharpen by some theory from Emi Emilia about the role of feedback in writing thesis, and it supported by Brian Paltridge and Sue Starfield about being a good supervisor through academic writing. Through the research processes of personal experience, peoples can know and learn what should be done to complete research thesis on time, and how the people complete thesis. It will emphasize to reveal the successful of the students in completing their research thesis. So, the researcher doesn't analyze the students' difficulties in completing research thesis.



### C. Research Formulation

1. What types of expectation are emphasized by the supervisor and how did each students' researcher meet such expectation?
2. What resources (assignments guidelines, prior experiences, friends, teacher) did the students rely on ?

### D. Aim of Research

1. To investigate types of expectations are emphasizes by the supervisor and students research meet such expectations
2. To know the students' resources (assignments guidelines, prior experiences, friend, teacher) rely on?

### E. Significance of Research

#### 1. Theoretically

- a. The result of this research can be used as a reference for the supervisor to provide a beginner linguistic researcher
- b. The result of this research can be used as a reference how the guidance process made the students being a linguistic researcher
- c. The result of this research can be used to motivate the students to complete their research thesis on time.

#### 2. Practically

##### a. For the supervisor

- ü The result of this research can be used as self-reflection for the supervisor how the communication build with the students through the guidance process in order to provide a beginner linguistic researcher
- ü The result of this research can be used to motivate the supervisor as a lecturer and a language teacher of the student to develop his/her guidance the students of English language department in order to provide the students being a linguistic researcher

##### b. For the Student

- ü The result of this research can be motivate the students to be aware into their study in order to motivate the student to finish their study immediately





Ü The result of this research can be motivate the student to be dare build the communication well with the supervisor

c. For the Researcher

Ü This research gives the researcher valid data of the successful of the research thesis completion process of the two students as a beginner linguistic researcher through their personal experience.

## F. Previous Study

To support this research, the researcher presents the review of the same focus are in the previous topic. There are three previous researches that researcher present below :

First, the previous study from Rintaro Imafuku, et.al (2015) talk about how the students perceptions' research and approaches to learning change in undergraduate research. The aim of their research is to examine how students' perceptions of research and learning change through participation in undergraduate research and to identify the factors that affect the process of their engagement in re-search projects. This data taken from Medical Education Development Center, Gifu University in Japan. The result of this study indicate that, by using phenomenographic data analysis demonstrated qualitative change students' perception of research. Because at the end of the course reflection, students are indicated their interesting to give more attention to the research process, including research autonomy, collaboration and knowledge construction processes. So that it caused the students to acknowledge that there is relationship between research and learning process because it can lead them to take a deep approach to learning in undergraduate students.

Second, the previous study from Barbara Denis (2013), this study just focus on the students' conceptualization of research and inquiry. The aim of this research is that the researcher want to investigate how graduate students in an introductory research methodology course conceptualize research and inquiry and to examine how these conceptualizations might change as a result of participation in the course. The data of this study is ethnography qualitative research and the data is taken from Indiana University. By identifying students' conceptions of research at the start of the semester and marking their changes throughout participation in the course. Finally, it showed that students' perception has played a central role in their learning experience of their research.



And the last previous study from Maggie Beers (2001), which focus on the use of media to develop students' ethnographic skill in second language teaching and learning. The aim of this article is to identify four skill such as, thick observation, thick interpretation, thick comparison and thick description and propose a media-based approach to achieve this goal. In this approach, students worked together in teams to create short digital movies based on their cultural interpretations of an object of their choice such as coffee, cars or letters, and used a variety of media to reflect on thir learning processes. To illustrate this study, the discussion is followed by a multimedia profile of the unique learning experience of an participant, her name is Klara. She began to develop these skill.

Furthermore, from the previous studies there is a same cluster with Rintoro Imafuku, his study is equally focus on research process, but his study more specific to students perceptions' research and approaches to learning change in undergraduate research. Whereas, from Barbara Denis is more focus on the students' conceptualize of research and inquiry, then from Maggie Beers, her study just focus on the use of media in developing ethnographic for second language learning. So, from both of them is equally focus on the effect of the learning process to the students' research understanding. So, the gaps from the previous study, there is yet study to investigate to the students' progress in completing their research paper.

Because of that, the researcher will focus on how the students making progress on every guidance in their research process so they can complete their research thesis on time. Because this phenomenon is never uncovered and unconsciousness by the undergraduate students and the supervisor whereas this phenomenon or problem is simple but the researcher hope that this study can give an insight to the students, the supervisor or the other.

## G. Frame of Thought

### 1. Research Process

The research process is a simple means of effectively locating information for a research project, be it a research paper, an oral presentation, or something else assigned by your professor. According to Diane C. Blankenship, Scientific research involves a systematic process that focuses on being objective and gathering a multitude of information for analysis so that the researcher can come to a conclusion. This process is used in all research and evaluation projects, regardless of the research method (scientific method of



inquiry, evaluation research, or action research). It means that research process is a means for gathering any information of the object of the study that become a research project in form of a research thesis and it would be presented both oral and written.

Writing is the real work of the research, because firstly we do the research, then we write up, as if that fairly straightforward and mechanical act of reported to record the research progress. However, writing is a vital part of the research process. The activity of the research is one that from the outset involves writing. And researchers should keep notes, write down the ideas, record the observations, reviewing the books, transcribe the interviews, and develop of every step of writing form every aspects of their investigation. Kamler (2006: p.3) said that these writings are not simply getting down on paper, but are making meaning and advancing understandings through various writings. In addition, Wolcott (2001) stated that writing up qualitative research is typical of narratives produced by experienced researchers attempting to make clear the processes that they use when writing. And it is also the emphasis on technique, so chapters focus on how to make a writing plan, problems of sorting and organizing data. It means that doing research does involve being organized, paying attention to scholarly conventions, and being able to see the production of a thesis or books as a series of steps. He also does not just talk about the producing of final text, but also he talks about all the way through research process.

And almost of the students assumed that writing thesis is difficult, it's like a big challenge for them. Paltridge and Starfield (2007) stated that all students writing a research thesis face the new challenge of having to manage large amount of text across a lengthy period of time. Prior's (1998) said that in-depth study of graduate students writing within their disciplines clearly demonstrates that even successful students struggle with writing at an advanced level; it is both quantitatively and qualitatively a different task to their previous experience of academic writing. Writing a research thesis seems long journey of the students that should left step by step with discipline, and commitment involved and their background knowledge in academic writing which can affect to the student's works. This is a challenge for the second language student, especially for Indonesian students that write a research thesis in English they may struggle in several domains, because English is not their first language.

It's caused by the different writing culture, in English more emphasized to the "writer responsible"(Hyland, 2003: 47-48; Paltridge & Stairfield, 2007:12). It means





that the writer should be responsible and has a vital role to their written in order can help the reader to comprehend the text. Moriarti (1997:45) was pointed out that “because you are the writer, the burden intelligibility rests with you”. It means that the writer has a big responsible that being their text more lively and easy to be comprehend. It was illustrated that the students as the beginner researcher that were writing a research thesis in English are quite required the guidance from the supervisor. But sometime, the supervisor didn’t have much time, for guide his/her student’s supervisee. Because research is a process, so the student will need more time for researching, consultation involved in guidance process, and also it will engaged the role of the supervisor to guide the student as the researcher for reviewing, evaluating, revising their works in order their work being a scientific research.

There are so many people believed that research is to confirm or to reveal the assumption that has disturb our mind through conducting the research study. But, according to Brause (2000) he disagree with that believe, he said that it is not appropriate and according to him research is a process of searching repeatedly, re-searching for new insights and more comprehensive, cohesive, “elegant” theory. There are probably few, if any “truths”- immutable, never changing facts. Each research project intends to advance our knowledge, getting closer to “truth”.

So, conducting the research study is not just to confirm or reveal the assumption but it is the process of the researching or founding the theory or the new perspective by conducted continually. Because every researcher is addressed to be developed their own knowledge about the topic of their research studied in order to get the closer to the “truth”.

## 2. Supervision

The supervisor has a vital role in the research completion of thesis or dissertation. Because the successful of the student’s supervisee is determined how the supervisor give their guidance during research completion going on. According Parker and Davis (looked at Robert, 2004:48), they said that the supervisor or the supervisor team is responsible to help the student writes their thesis or dissertation, especially in giving his/her contribution, suggestion and the concept or the idea in every chapter of the research thesis or dissertation. As Ogden (1993:17) illustrated that writing research thesis and dissertation is like a game board of the supervisor of the supervisor team, because it is the most important pieces of the thesis or the dissertation game board. It



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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means that, to be made the student's supervisee success is determined by the supervisor or the supervisor team, how they played their role as the supervisor or the supervisor team in guidance their student's supervisee during the research thesis or dissertation completion going on. In addition, Ogden (1993:17) stated that with the right advisor, you advance steadily around the board to collect your degree on schedule, proud of your work you have produced. With the wrong adviser, you will take very wrong route around the board, hit every dead end, advance one step only, to fall back two steps, and continually run the risk of falling off the board completely. Researching your adviser or committee therefore is the most important research you will do concerning your dissertation. As Ogden stated above, it can be seen that how important the role of the supervisor in the research completion process of research thesis or dissertation.

Supervisor often describes students as a beginner writer that being able to write or not. There are numerous questions that arise from the supervisor, usually it is about the problem of the student's supervisee that were writing research thesis. Sometime for the students guidance process was made them frustrated because the student's supervisee sometime made badly argument moreover they did not know how to well writing. And to help all the problem of the student's supervisee, they should make more communication with the supervisor, tell about anything that they did not yet understand it would help them being more knowing and comprehending into their research thesis. According to Kamler (2006) conversation with the supervisor around the text provides another moment experience which opens responsibilities for becoming/knowing, writing in this metaphor, becomes the exercise of choices about what is written known, and the text becomes the medium through which both knowing and knower are made together. So intensive consultation and guidance with the supervisor would be made the student's supervisee end to know more and comprehending their research study, and it also can motivate the student's supervisee to be more diligent and discipline to always report their work progress. With continuing the guidance, the student's supervisee wouldn't delayed their research thesis, because it was made the student's to be more motivated to finish their research study immediately.

Everything should be planned in order the works would be going on the right route, as has been planned before. Similarly with research thesis completion, it is



should be planned for writing the research thesis, consultation with the supervisor, searching the other information to get in-depth comprehending into their research study besides consultation, reading books, article or journal and also sometime the student's supervisee need friend as a consultant. In order to avoid the student's supervisee from the laziness, losing the focus and losing the motivation. As Cargill (2000) point out, although students have passed the university's English language admission requirements, they are often under-prepared for the face-to-face interactions that are part of the student/ supervisor arrangement. These face-to face interactions are crucial part of the supervisory process. They are, however fraught with the potential for miss-understandings especially in cross-cultural communications situations (Moses, 1984). It means that communication will arise among the student's supervisee and the supervisor, so the student's supervisee, needs to be prepared to talk and consult the problem with supervisor. Because, if the student's supervisee says something about their problem, their rudeness or consciousness it would be easy for the supervisor to give the student's supervisee problem solving or insight for their research thesis and it is also can avoid the student's supervisee for delaying the research completion, moreover if they did not know how to do something in a culturally different way. So, by continuing guidance with the supervisor may help the student's supervisee to develop their knowledge and comprehending into their research thesis.

When the research process going on, sometime the motivation lead the student to delayed their works it caused by the fluctuation of the motivation from the student. May it's contributed the lack of progress or failure to complete their research thesis. Paltridge and Starfield (2007,p.43) has grouped the several factors contributes into the failure in four terms, such as :

## 2.1 Psycho-affective issue

It means the emotional issues directly affect a student's ability to write. These are a lack of confidence of the students, what is called the impostor syndrome. Psycho-affective issues may lead the student into "writer's block" or the inability to write. It means that the student did not competence to write a research thesis. Besides that a factor contribute the students into the failure is the desire of the students to write "the perfect thesis" and it can caused the students to struggle with writing and the students was anxiety to the error experience. So, the supervisor should be alert for the potential



above issues to affect progress on the thesis of the student's supervisee. As Murray (2002) stated that fear of the supervisor's feedback or fear of the supervisor him or herself can also affect on the student's ability to write. But almost of the student's supervisee assumed that the supervisor as a punishing and judging figure, it caused by the student's fear on how the way supervisor gave the feedback on the student's work progress.

As Riazi (1997) found that the Iranian doctoral students he interviewed reported that their supervisor's feedback was extremely helpful in their English language development. His study illustrates that supervisor's comments were regarded as a significant resource for improving not only the content and ideas but also language use and the rhetorical organization of their writing. It means that how the supervisor's feedback give significant resource to the students as the guideline assignment and it is as the primary resources for comprehending and developing their own knowledge and skill into their research thesis, and it is also can improve to the student's comprehend into the content or the research thesis. The feedback, sometime give some insight to the student's supervisee to be more comprehend their research paradigm. With the regular meetings, it can give clear understanding, comprehensible, constructive and above all actionable feedback, and it also can make the student's supervisee can act appropriately to the writing stage. And the student's supervisee should discuss and reported the feedback also in written to ensure the understanding of the student's supervisee into the supervisor comments or feedback. By explaining the meanings of specific terms of the supervisor's used when they provide the feedback for their student's supervisee, it can develop a common language with their student's supervisee in this regard. It also can encourage the climate of the student's supervisee able to ask what the supervisor's feedback means if the student's supervisee not sure or does not understand the supervisor's feedback's means.

To encourage the student's supervisee into the supervisor's feedback, sometime the supervisor should mentored the student's comprehending in written. As Murray (2002: 202) has suggestion that students attach to their draft a cover sheet that outlines :

- Ø The purpose of what they have written
- Ø The kind of feedback they are seeking on the specific piece of writing
- Ø How they have responded to your previous feedback



The supervisor should ensure and encourage the student's supervisee comprehend into his/her feedback at the previous in order to ensure the student's supervisee clear comprehend and can avoid them from the wrong route.

## 2.2 Behavioral Issues

The behavioral issues sometime arise among the student when they were writing research thesis, moreover for the second language student which were writing research thesis. The behavioral issues means that the students struggle with writing as the romantic belief, it means that writing is a creative and spontaneous act of inspiration, the student can write only when the muse descends. Writing research thesis would be easier when the student's supervisee being writing as they habitual act. Persuasively, Zenrubavel (1999) argues in his highly recommended study of successful writers, writing needs to become a habit. The supervisor should encourage the student's supervisee to see the writing as their needs and as an integral part of the research process, through notes, diaries or learning logs or the reflection of the guidance meeting or literature review. All of it can make the student to be encouraged their work progress and can develop their comprehending that writing research thesis should "write early and write often", it will avoid the student's supervisee for the losing focus and understanding of their research thesis.

According to Paltridge and Starfield (2007: p.45) by Introducing students to the idea of writing as a process, it can be extremely helpful. So, as often as possible the student's supervisee generated their idea on the writing they would be tend to be more found the idea how to well writing and can generated their idea more organizing. And also it can avoid the student's supervisee from writer's block or writing perfect. The most important is generated your own idea anything that you think, and write up, because it is helpful for the student's supervisee to exercise their writing skill and their thinking. But, during research completion going on the student's supervisee are need to grasp the reciprocal from the supervisor in order tp help them to finish the research thesis immediately, so the student's supervisee should initiate consultation with the supervisor as often as possible. Because the student's supervisee need to edited and revise their draft. The writing process of research completion can be seen on the figure below :



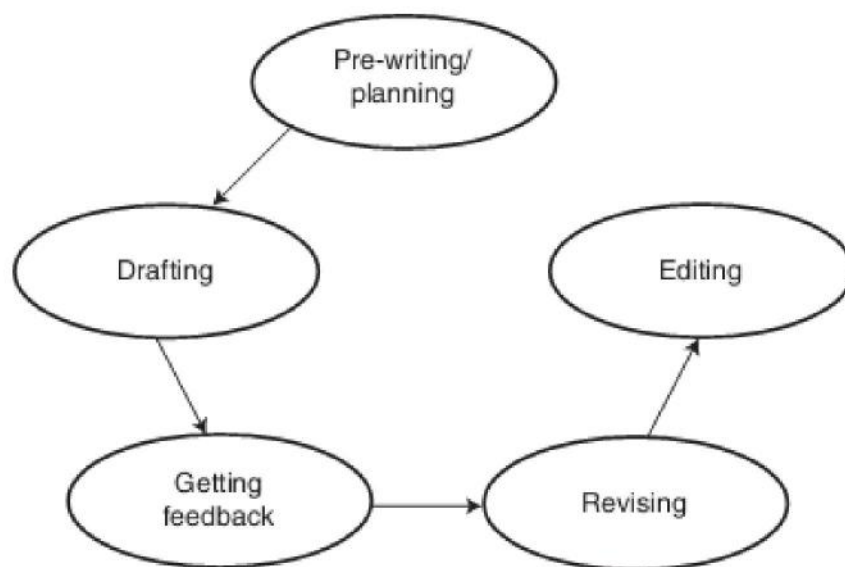


Figure 3.1 A simplified model of the writing process

Source: Atkinson and Curtis 1998

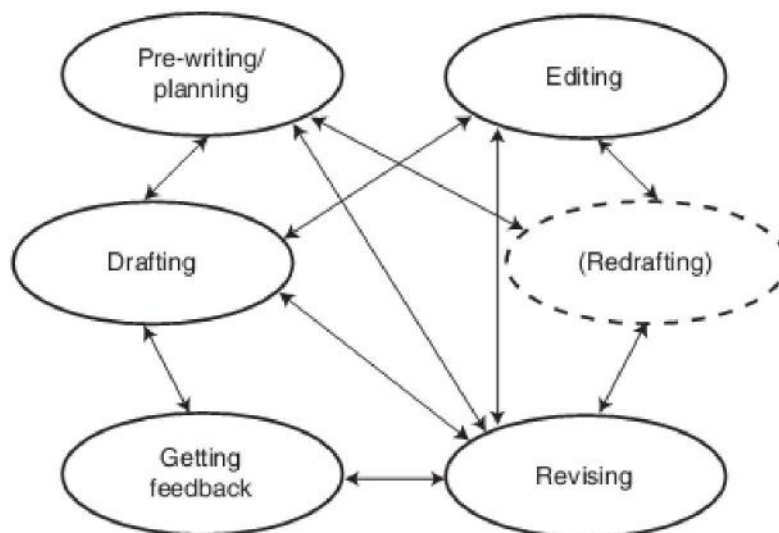


Figure 3.2 A more realistic model of the writing process

Source: Atkinson and Curtis 1998

From the two figures 3.1 and 3.2 above, it can be seen how the rude of writing process of research completion. It can give very enlightening to the student's supervisee as they realize the amount and extent of revision that experience and



successful undertake. Figure 3.1 has illustrated how early studies of the processes writers go through as they write conceptualized writing as a process involving prewriting or planning, drafting, getting feedback, revising and then editing before 'submitting'. And the figure 3.2 has illustrated the research has demonstrated the even greater complexity of the processes of writing involved, and it also has described the non-linear nature of writing and there are the iteration involved, such as pre-writing, editing, drafting, getting feedback, revising and etc until the students produce well writing so the student's supervisee should be sure in guidance process and should made the consultation continually in order to reduce them from the potential of plagiarism and from the procrastination. As Paltridge and Starfield (2006: p. 46) stated that extensive drafting and feedback should also effectively reduce from potential plagiarism as the writer will be receiving feedback on a continuous basis. Because, the guidance process should be enjoyed as the valuable moment that it is can help the student's supervisee to finish their study immediately. From the continuation of guidance the student's supervisee becomes aware of the key role of feedback and the essential role of revising, getting any insight and feedback from the supervisor in order the student's supervisee can help them to be confidence of their writing production.

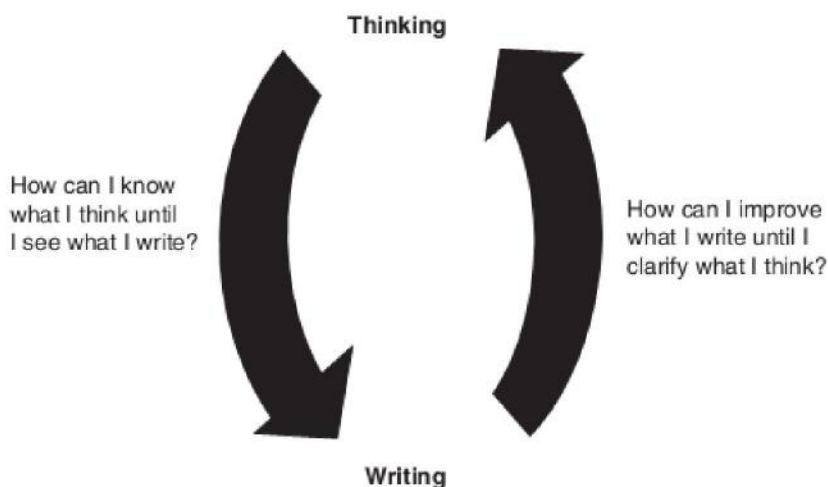


Figure 3.3 The reciprocal relationship of writing and thinking  
Source: Huff 1999: 7

Atkinson and Curtis (1998:17) said that academic writing at an advance level is therefore more than 'just getting ideas down on paper' and being sure that they are in





‘good English’ ( Paltridge and Starfield, 2006: 26 ). It means that on the higher level of academic writing especially for the second language student, there are the other task that should be made sure their own English especially in research thesis completion, and it becomes the crucial problem for the student. Because, besides they should getting and put their idea down on the papers, and try to confirm and reveal their own assumption through conducted the research study, they also should make sure their English down on the paper. And it is becomes the difficulties for the student and can made them to procrastination. From the figure 3.3 above has illustrated what the student writers need to grasp is that there is a reciprocal relationship between thinking and writing. Because writing is an essential means of clarifying of the student’s thoughts which why the delaying writing can become an obstacle to development of understanding. Writing is an essential means of clarifying our thoughts which is why delaying writing can become an obstacle to the development of understanding and why conversely, regular writing facilitates the development of under-standing of a topic. Therefore, almost of the second language students spend much their time for the mechanic of writing such as on the sentences, grammar and etc, rather than generating their idea or text. Roberts (2004) suggested that the students should be identified their habit of their works especially in research thesis or dissertation completion. He also stated that Putting off an easy thing makes it hard, and putting off a hard one makes it impossible (2004:7). It means that student’s supervisee do not delay their own works although it is easy because it would be hard, the hard one would be impossible to be conducted. So, related to the figure 3.3 above that, write up anything you think because it can makes you easier to get another insight from your own written, and by generating your idea in written as often as you can makes you easy to complete your thesis immediately.

### 2.3 Rhetorical Issues

For almost of the student as the researcher beginner assumed that writing a thesis will be the first time they have hard to manage and structure a large amount of the text. As Dong (1998 ; 369) argued that writing a thesis or dissertation is a most formidable task for many graduate students [...] not only because of the daunting size of the document but also because of the high standard to which the thesis dissertation is held. The writing challenge is not only demonstrating knowledge related to the research but also using that knowledge to argue logically and coherently the meaning



of the research results. Dong (1998) argued means that both for graduate or under graduate students are needs to get explicit teaching in the academic writing such as in structured written genres, because most of them sometime difficult to structure their research thesis besides they should generated their knowledge and it can caused why most of the students can delay their research thesis completion. It is also should be paid attention by the academic in order the students can be directed at the beginning into the academic writing, so the students can be aware how importance writing in the study. It is also got supported from Biggs et al. (1999) and Torrance and Thomas (1994) who found that native and non-native thesis writers benefited from explicit on how to structure a thesis and its constituent parts. From the findings above was gave insight that academic writing should be more emphasized to the importance of explicit teaching of the structure of specific genres, that particularly to the second language students in order to get an extensive research.

For Indonesian student who learnt English as foreign language, they have double difficulties when they should write their research study, it is not only related with the structure organization of writing and the content cited from Brown (2006; Paltridge & Stairfield, 2007), but also they have difficult on their language proficiency. Most of them are difficult to use grammar appropriately, to express their feeling and mind and also they are difficult to use word selection appropriately, almost of them are expected can produce the perfect draft before they are going to reported to the supervisor. And it is one of the reason why some of them delayed their research thesis. Emilia (2014) stated that the difficulties of the Indonesian student also related with different culture as stated by Hyland, 2003 : 47-48; Paltridge & Stairfield , 2007 :12 that writing in English more emphasized to the principle of “writer responsible”, and it means that the writer assumed having responsible and played a vital role to persuade the reader to comprehend the text production by the writer. As Moriarti (1997:45) determined that Because you are the writer, the burden of intelligibility rests with you. It means that how crucial the responsibility of a writer to persuade the reader to comprehend their text, different with Indonesian that the responsible is on the reader. It also supported by Hyland (2000) and also Paltridge & Stairfield (2007) who stated that perhaps on the other language such as in Japan language or Chinese language (Hyland,2003) and also in Indonesian language (Emilia, 2014) that written



text is often described as “the reader responsible”, it means that the reader has played vital role in comprehending the written text that was read.

According to Paltridge & Stairfield (2006) who said that the key for solve this case is the writer should be acknowledged their responsibility through the use of meta-discourse (also referred as meta-text) which can be described as the writer’s overt acknowledgement of the reader (Dahl, 2004). Meta-discourse primarily plays the role of organizing the text for the reader and that used by the writer to interact with the reader about the content of the text. So the second language student are needed to be exposed to this feature of language, specifically the way of the lengthy text of the previews study, review and overview to assist the reader in making sense of the structure and arguments of undergraduates student clearly know that their writing need to be assessed and therefore the undergraduates students need to display their knowledge through the topic, because regardless of the fact that the marker will know all about the topic, the thesis writer has a more complex relationship to his or her audience, in effect caught between ‘knowledge-display and information-transmission’ (Shaw, 1991;193).

So, it is very important that the supervisor and the student should be discussed the notion of audience or readership in terms of both writer responsibility and the specific rhetorical (persuasive) aims of a thesis. And the supervisor should encourage his/her student’s supervisee to read not only for content but also to pay attention to the ways of the expert writers of books and articles structure. Similar with Shaw (1991) has conducted to his student’s supervisee that can help them to expand their linguistic resources and it also has encourage the student to use the features of their word-processing program. Cited from Paltridge & Stairfield, 2006

Almost of the supervisor knowledge of writing is tacit, although supervisor recognized the good writing, but almost of them often difficult to explain clearly how to good writing. According to Tardy (2005:326) who points out, the advanced academic literacy needed by research students requires not only linguistic ability but ‘rhetorical insight’ into their ‘disciplinary community’s ways of building and disseminating information’. So, through this study is aim to assist the supervisor in giving his/her guidance to give better advice to the students in comprehending the generic and rhetorical structure of research thesis. These issues should be aware by



the supervisor in giving his/her guidance, because this issues are potential impacted to the research thesis production of the student.

## 2.4 Social Issues

Social issues are quite relates to the public relation around the student as the beginner researcher. With whom the student are socialized, are quite affected to the student's work on the research completion. Because in-directly the influence of public relation will affect the student's focus and motivation. The social issues can come from their family, friends and their environment. But, mostly the student can be very affected with whom she/he socialized. The relationship can be break and change the student's aim in completing research thesis, if the student related with the wrong people. It means that the student perhaps to making well relationship with the positive thinker people and with them which were writing research thesis. Writing research thesis also has related with positive thinking of the student's behavior. Because, by having positive thinking can help the student to build up their motivation, their focus and their confidence. As Crasswell (2005:11) determined that the positive thinking attitude is the burning issues that often come up in the problem of the research thesis completion, and he was assumed that motivation is fluctuate, and the big motivation should come from the student's selves and it is should be charged until fully.

Therefore, for the undergraduate students that were writing research thesis should be asked the motivation and supported from the undergraduate student's beloved family and friend around them (Emilia, 2009 p.13) in order they can comprehend what the undergraduate student did. Because during writing research thesis going on may their own bad room or their learning room or their favorite place for writing research thesis would be scattered, besides that sometime the undergraduate student would be forget for spending time with their family moreover for eaten. And then sometime the undergraduate student that were writing research thesis would be ignored the invitation that doesn't relate to writing research thesis and their family or friend should be understand. As Robert (2004) suggestion to ask to yourselves that were writing research thesis, 'how long you can be bearing?' It means that is the undergraduate student can be ready with the pressure that always closer with the regression and needs extra time for writing research thesis. According to Paltridge & Stairfield (2006) who stated that research indicated that peer support groups and group feedback may indeed help not only with combating potential isolation but also





to assist with writing development. As Caffarella and Barnett (2000) in their study of 45 doctoral students, found that preparing critiques for their peers and receiving critiques from professors and peers were the most significant element in helping them to understand the processes of the scholarly writing and in improving their academic writing. It can be conclude that although the processes of learning to give and receive feedback may be stressful, but it has give significant from participating in sustained writing development program which incorporates instruction on how to provide explicit feedback in conjunction with receiving feedback from faculty members and fellow students.

### 3. Guidance Process of Research Supervision

The supervisor has a central role in guiding his/her students in completing their research paper. The successful of the student's supervisee is determined by the supervisor. Because, the supervisor are described as an important figure in assisting research thesis completion of his/her student's supervisee. According to Parker and Davis ( see Roberts,2004;48) the supervisor or the supervisory team are responsible to assist the student's supervisee to write their research thesis or dissertation, primarily in giving the contribution, suggestion, and idea in every chapter on the thesis or dissertation of the student's supervisee. As Emilia (2009) stated that the supervisor has played a vital part in determining the student's supervisee being success or failure. And the supervisor is emphasized on the significance of writing the good introduction and the good conclusion because the two chapters would be read firstly and would be determine the implicit impression of the reader about the research thesis or dissertation was read. There are several point that the supervisor should be paid attention when the guidance process going on. As Philips & Pugh (2010) said that there are several golden rules for managing your supervisor :

- Ø Accept responsibility for managing the relationship
- Ø Discuss and agree the division of tasks within the supervisory team
- Ø Establish that you can discuss working relationships, adequacy of supervisory provision etc (in addition to research content)
- Ø Always ask questions
- Ø Always give effective feedback
- Ø Set agreed deadlines and always be punctual in meeting them



- Ø Ensure that the date of your next meeting is always agreed and in the diary

To be an effective guidance process both of the student's supervisee should build well cooperation each other during the research completion are going on. It is means that both of the student's supervisee and the supervisor can conducted their responsibility together, so the guidance process can be successful that can determine is the research thesis would be finish or not. And an effective working relationship is easier to establish when candidates and their supervisors are clear about the expectations they have of each other and when they are comfortable about re-negotiating expectations during the candidature (Aspland, Edwards, O'Leary, & Ryan, 1999). The University of Bergen has clear regulations and policies that establish a standard which supervisors and candidates are expected to meet (Bergen, 2003, updated 2006). Both candidates or student's supervisee and supervisors sign a contract at the beginning of the candidature that implies that they should be familiar with their duties and responsibilities. Generally student's supervisee want their supervisors to provide expert guidance and direction and supervisors want their candidates or student's supervisee to progressively take control of their research and develop an authoritative voice on the topic.

However, supervisors and student's supervisee or candidates may differ in their understanding of how much guidance is acceptable and how much autonomy is reasonable (Murphy, Bain & Conrad, 2007). Very little is known about their real expectations of each other and to which extent their expectations are mutually acceptable, especially in an international context (Aspland & O'Donoghue, 1994). According to Pearson and Kayrooz (2004) proposed that supervision can be framed as a series of tasks and responsibilities that can be clustered and operationalized (expert coaching, facilitating, mentoring and reflective practice). So the successful of the supervision on the guidance process is determined by how the supervisor and the student's supervisee can be conducted their responsibility together, through conducting each responsibility would be arise some expectation from both of them and they should be met with such expectation.

### 3.1 Responsibility

According to Emilia (2009) who stated that in communication or interaction with the supervisor there are several point that should be paid attention during the guidance process going on. This is very valuable and benefitted in order can avoid



from the misunderstanding that can caused bad damage for the supervisor and the student's supervisee. In this term, Roberts (2004: 50-53) gave suggestion about the way to sustain well corporation with the supervisor and it is quite relevant for Indonesian student. There area several suggestion, below :

- Ø Making the regulation or norm at early about how we can corporate together. There are several terms that should be well known at the beginning, such as when the draft of every chapter would be given, how to given, when the draft would be back or not.
- Ø Always give the best draft to the supervisor. with writing well draft can help the supervisor more easy to read directly on the content, not only on the mechanism of writing.
- Ø Accepted the critiques patiently and doesn't defensive., writing thesis and dissertation is different than the other it should be scientifically and should be have accurate resources and source. So, we have think for several time until the text has appropriate to be presented to the supervisor.
- Ø Always involved suggestion from the supervisor in every revision of every chapter
- Ø Appreciate into the supervisor's time
- Ø Maintain the positive thinking skill, because by presenting our work with enthusiasm would make an enjoy activity
- Ø Always take an initiative, but hoped the the guidance from the supervisor
- Ø Keep maintain your communication with the supervisor

From Roberts suggestion has illustrated that the suggestion was described how the supervisor's responsibilities in guidance process. And from the table below, was presented how the supervisor responsible into such guidance process. It can be seen below :



Table 2: A table for discussion during a training programme for supervisors

Processes	Directed	Negotiated	Facilitated
<b>Background</b> Understanding the context Recruitment Paperwork, codes of practice etc Funding sources			
<b>Supervisory functions with students</b> Interviewing Setting/agreeing the ground rules Common expectations Meetings timetabled Negotiating resources Introductions to colleagues Planning for the unexpected Ethics Feedback on early writing Fraud and plagiarism Arrangements for transfer from MPhil to PhD Monitor progress/project management/time management Testing the argument Submission and preparation for Viva Evaluation and dissemination of the thesis Evaluation of supervisory practice			
<b>Mentoring other supervisors</b>			
<b>External examining</b>			

Table 3.1 : Developing effective supervisors: Concepts of research supervision from Journal of A.M. Lee

From the table above it was described how the responsible of the supervisor that should be done by them. But almost of them have different style in giving his/her student's supervisee suggestion or advance, but it is should be on the responsibility of the supervisor. This is similar to the technical rational model which gives priority to issues of skills development (Acker et al 1994). The supervisor's task becomes one of directing and project management. A synthesis of the tasks which various writers have suggested supervisors should become adept at is in the table below. (Whisker 2005, Eley and Jennings 2005, Taylor and Beasley 2005)

### 3.2 Being An Effective Supervisor

The search to identify the qualities of a good supervisor is not exactly a model in itself, but Wisker et al (2003a) argue that emotional intelligence and flexibility play a big part in working with students through to successful completion. There is some evidence that poor emotional intelligence, a mismatch in styles (such as when the student is still dependent but the supervision style is one of 'benign neglect') leads unsurprisingly to poor completion rates (Taylor and Beasley 2005). The list of indicators below could be used to identify a mismatch in qualities expressed and desired. Supervisors and students could be as asked to rate the supervisor on a Likert scale and the scores compared (a more affirming approach would be to rate only the effective constructs).



Indicators of an effective-ineffective postgraduate supervisor role	
Effective	Ineffective
Larger experience base	Small experience base
Encouraging	No encouragement given
Facilitator of learning	Uncertain of role
Resourceful	Not resourceful
Committed to student	No interest in student
Multidisciplinary	Expert in narrow field
Directed by student's needs	Driven by self-needs
Highly organised	Lacks supervision experience
Positive self-image	Lacks research experience
Good writer	Not good at writing
Insightful	Neophyte
Intelligent	Ill-equipped
Knows what he/she wants	Does not know what he/she wants
Supportive	Judgemental

P 11 Zuber Skerritt and Roche (2004)

Table 3.2 Indicators of Effective and Ineffective of The Post-Graduate Supervisor

From the indicator table above, we can assessed how effective the supervisor in guidance his/her student's supervisee in order we can know is the supervisor has conducted right his/her responsibility or no. And also the effectiveness of the supervisor in the real it can presented through his/her feedback given to his/her student's supervisee.

### 3.3 Feedback

The role of feedback in the guidance process is important, because it has pointed out how the supervisor give her/his paid attention to the student's supervisee works. As Coffin, dkk (2003;102 see Murray, 2002; Johnson, 2003; Beach & Friedrich, 2006; Murphy, 2007; Paltridge & Satirfield, 2007) stated that by giving feedback to the student's written works is the most important in pedagogical practice in the high level of education. Whereas according to Hyland (2003;177) who said that in the English teaching context as a second language or as foreign language, giving feedback often assumed the most important task. The importance of giving feedback at the beginning the student's supervisee write their work, would help them to write the thesis more easy and then through the feedback given, the student's supervisee can be developed their thinking and ideas to develop her/his skill in writing and learnt to generated their idea in written more lively. As Murray stated that the supervisor has responsibility to read the student's written text and give her/his suggestion for length acceptable period. And the supervisor also is ot only related with the content of the research study, but also make the written text of the student's supervisee more "writerly, lively and interesting". It means that the supervisor didn't only guide the student's





supervisee to explore the content of their research study but also guide them how to good writing in order can produce the interesting text and scientifically.

Because feedback is the most significant element to help the student's supervisee to write the research thesis or dissertation moreover writing research thesis in English as foreign language, besides that by routine feedback given, can made the student's supervisee to develop their academic writing skill. And also the student's supervisee should be paid attention and listen into every feedback given from the supervisor moreover in the early stage of writing research thesis or dissertation, because the opinion or the comment of the supervisor becomes the important resources to revised not only the content and the idea, but also the use of language and rhetoric organization from it is written. Cited from Emilia (2009). Feedback from the supervisor are more needed by the Indonesian student moreover that they were writing research thesis and dissertation in English, so the supervisor should mentored his/her student's supervisee at the beginning in order to see the student's writing progress. Therefore the supervisor should comprehend into the student's ability to write research thesis. Although sometime the student tend to be more comprehend into feedback for their friends but they should be comprehended that the role of feedback from their supervisor should become primarily.

As Hyland (2003:178) stated that many teachers do not feel that they have done justice to students efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teachers feedback as crucial to their improvement as writers. It means that the feedback in written from the supervisor/lecturer or the teacher played vital role in developing the student's skill in writing research thesis in English.

As Beach and Friedrich (2006) determined that feedback that given by the teacher or the supervisor would be determined is the student revised their text or not, it is very important to revise their text production both in thesis or dissertation. And the feedback that given at the end of the research process completion it is not only enough to revise the text production of the student's supervisee. As Beach and Friedrich (2006 : 223) said that it also became clear that the nature and quality of the teacher feedback during the composing process is critical to whether students revise.

According to Emilia (2009) who highlighted that feedback into the research thesis or dissertation should be given at the beginning of writing research process. It also



supported from Hamilton and Clare (2003c), Allison and Race (2004), Paltridge and Stairfield (2007), and also Wellington et.al (2005), stated that the guidance from the tutor or the supervisor is very important to be started at the beginning, started from the planning step and so on. And the student's supervisee should be more listened and comprehend into the supervisor suggestion, advice or instruction when the guidance going on (Hamilton & Clare, 2003c:192, see also in Paltridge & Stairfield, 2007). As Allison and Race (2004:3) said that Keep showing people your draft. It is never too early to get feedback in your early drafts. In fact it is much better to get feedback on your first thought rather than on your twenty first thought. It is means that the student's supervisee should be presented their text at the beginning in order they can get feedback from the supervisor and also they can comprehend and aware to their mistakes and it is also can help them to revise their text more comprehend. The positive feedback from the supervisor besides can help the student's supervisee to develop their writing skill and thinking, also it can encourage the student's motivation to complete their research thesis immediately. As Goldwasser (2006 : 57) cited from Maslow about the need hierarchy said that giving and receiving feedback, whether it is personal or professional helps people to feel appreciated for what they know, what they do and perhaps above all, who they are.

### 3.3.1 Kinds of Feedback

According to Emilia (2009) there are six kinds of feedback that should be paid attention by the supervisor such as

- a. It is cited from the research study that conducted by Ivanic et.al (2000), and also Lea and Street (2000) that was cited by Coffin et.al (2003: 118) found that the feedback for the text of the student's supervisee has several characteristic that can encourage collegial relationship between the student's supervisee and the supervisor. The characteristic can be seen below :
  1. The supervisor always provide the question with involved the student's supervisee
  2. The supervisor give his/her feedback more friendly
  3. The use of pronoun 'I' for example : I'd suggest here..... was pointed that there another possible kinds of feedback as an opinion of the writer (Coffin et.al,2003:118, and see also the similar explanation





from Hyland, 2003:179 about the preference of student and the use of feedback)

- b. According to Coffin et.al (2003) the supervisor should be paid attention into the use of language in context and the specific of teaching
- c. The comment or opinion that given perhaps should be considered based on the step of writing process, for example :
  - Ø The supervisor use the open question that can encouraged the student's supervisee to generate their idea.
- d. The way of giving the feedback are very related with the relationship and the communication that has build among the supervisor and the student's supervisee.
- e. The language used in feedback can be described the relationship collegial and can pointed different power among the supervisor and the student's supervisee.
- f. According to Hyland (2003 :183) has remind that the supervisor is not only as the teacher of language but also as the teacher of writing.
- g. By explicit guidance will help the student's supervisee wouldn't lose their route. It means that the student's supervisee need an explicit guidance from their supervisor in order they can know what should be done and no.
- h. Feedback from friend. Almost of the student's supervisee sometime didn't understand what the supervisor means from his/her suggestion in giving feedback into their text. Therefore Hyland(2003), Beach and Friedrich (2006:229) said that "often made the supervisor suggested to his/her student's supervisee to get feedback from their friend. The benefitted from the peer feedback from friends can made the student's supervisee didn't assumed the killer suggestion, moreover it can made the student's supervisee tend to be more comprehend into the supervisor means, through shared the suggestion with their friend.

## H. Research Method

### 1. Research Setting

The research setting is conducted on English Language Education Department of Faculty Education and Teacher Training the State Institute for Islamic Studies Syekh Nurjati Cirebon in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education Department. The superior aspect of this institute especially in English department, there are some students that success to complete their research paper in time. Moreover in level of institutional, researcher can analyze students learning experience on successful expectation of their progress research. So that, significance to conduct the data in English Language Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon is very helpful for the researcher to get clear factor that influence of their successful research paper in time.

### 2. Source of Data

The researcher collects the source data through two steps primary and secondary source data. The primary source data the researcher take place from the interview directly. While the secondary source data the researcher takes from the learning log and field notes of the two respondents. In the interview directly as primary source data, the interview will conduct twice in order to get in depth information. Researcher analyze from the two data interview from the two respondents. While, as researcher guidance to focus on aims of important aspect that will be observe and analyze researcher use field note which consist of some question related to aim of the research.

Moreover, to equip accurate source of data that cannot conduct from the interview researcher used study document as the secondary source data. The object of interviewed is the two students were writing phonology research. Researcher divided two parts of questions to dig deep information clearly.

The source data will taken from two respondents of students' researcher and. Starting from Putri Khumaeroh, her research title is about "Exploring Attitudinal Function of Nelson Mandela's Presidential Inauguration Speech: Discourse- Phonology Perspective " and then the second respondent from Nina Listiawati under title "Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono in the 21<sup>st</sup> APEC Economic Leaders Meeting 2013 : Discourse – Phonology Perspective", both of them has







the same interest of the research area and they also got the same supervisor , The first supervisor is Mrs. Huriyah Saleh and the second supervisor is Mr. Lala Bumela.

### 3. Research Design

The method of this research uses semi ethnography exactly it is one of the types of qualitative research. Ethnography is the in-depth study of naturally occurring behavior within a culture or social group (Donald, Ary. Et.all, 2010 : 458)

Qualitative research investigate the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 2009: p. 422). Alternatively, a qualitative approach investigate human behavior which is always bound to the context and portraying the meaning that is constructed by the participants involved in particular social settings or events (Ary at all, 2010, p.420). One of the key elements of collecting data is to observe participants' behaviors by participating in their activities (Creswell, 2003: pp.18-21).

Because of that, researcher reason to use this method is to analyze progress report of the students. So that, researcher conducts the data through recording consult activity and interview supervisor-students.

#### I. Research Systematics

##### 1) Steps of the Research

According to Fraenkel and Wallen (2009, pp.425-426), there are several steps involved in qualitative research:

##### 1. Identification of the phenomenon to be studied.

Researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher analyzing the data interview from the two respondents as source of data, and analyzed the personal experience of the two respondents during guidance process.

##### 2. Identification of the participants in the study.

The participants in the study constitute the sample of individuals who will be observe (interviewed) such as Putri Khumaeroh and Nina Listiawati. In other words it called the subjects of the study.

##### 3. Data collection.



The collection of data in a semi-ethnography study is ongoing. The researcher is continually observing the two respondent through their personal experience with in-depth interviews.

4. Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered.

5. Interpretations and conclusions.

Interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher.

2) Technique and Instruments of Collecting Data

a. Technique of Research

According to Grounded Theory researcher used interview and study of documents as primary data collection in research technique. The ethnography approach focuses on gathering data about peoples' experiences in a particular context within social group or culture, it seeks to understand the relationship between culture and behavior, with culture referring to the beliefs, values, and attitudes of a special group or people, that emerges from the data and that provides an explanation of a process, action, or interaction (Ary at all, 2010, p.458).

Through researcher interview researcher can find out supporting data that can't be seen by observation such as human opinion. Meanwhile for strengthened the data, researcher also use study document that can find out more information about the respondents through their documents.

b. Research Instrument of Collecting Data

The instrument of this research is the researcher. Another instrument that help researcher conducting this research is field note, transcript and document. The recorder and the transcript into written form, that presenting in this research used to analyze the experience of the respondent during research process are going on. Then,

field note used as researcher guidance to limit some important aspect that will be observe.

To know the process of the research process and the guidance process researcher used document from the respondents to be analyzed as the addition information data for this research.

#### 1) Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data (Ary at all, 2010, p.438). It used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

Researcher used interview guide approach as type of interview. Which consist of sequence of questions in outline form. Where for the types of interview question researcher used background question to know the characteristic of respondent, knowledge question to get factual information, experience question focus of what respondent doing in the past, opinion question to find what respondent think of the topic, feeling question, and sensory question (Fraenkel and Wallen, 2009, pp. 448-449). In the Appendix I draw the design of interview guidance. Then, the Appendix II consist of various questions about investigating role of the supervisor, students' consult interaction.

#### 2) Study of Documents

Study of document focuses on analyzing and interpreting recorded material to learn about human behavior (Ary et,al, 2010). The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. By using content analysis or study document can help the researcher to get the other information that did not get from the interview.

#### c. Data Analysis

After collecting the data, the researcher has to be processed and analyzed in accordance outline of the research plan. The researcher will select the data and take the



record that appropriate with the aim of the research. Furthermore, the researcher will make the transcript from the recording and interview.

Coding means data that have been gathered, the researcher must also decide how to segment the data for presentation (p.221). Orwin's (1994) comment when preparing to code data: "Coding represents an attempt to reduce a complex, messy, context-laden and quantification resistant reality to a matrix of numbers" (Mackey and Gess, 2005, p. 140). Data coding, simply defined, entails looking for and marking patterns in data regardless of modality (Mackey and Gess, 2005, p.225).

Zhang and Wildemuth (1996) stated that to support valid and reliable inferences, qualitative content analysis involves a set of systematic and transparent procedures for processing data. It conducted from some steps below:

Step 1: Prepare the Data, which means researcher transformed the data into written text before analysis can start.

Step 2: Define the Unit of Analysis, assign the code to text such as:

First Interview	: F1
Second Interview	: F2
Respondent 1	: R 1
Respondent 2	: R 2

Step 3: Develop Categories and a Coding Scheme, Categories and a coding scheme can be derived from three sources: the data, previous related studies, and theories. Coding schemes can be developed both inductively and deductively.

Step 4: Test Your Coding Scheme on a Sample of Text, develop and validate the coding scheme early in the process.

Step 5: Code All the Text, during the coding process, researcher will need to check the coding repeatedly, to prevent "drifting into an idiosyncratic sense of what the codes mean" (Schilling, 2006).

Step 6: Assess Your Coding Consistency, after coding the entire data set researcher need to recheck the consistency of the coding.

Step 7: Draw Conclusions from the Coded Data, involves making sense of the themes or categories identified, and their properties.

Step 8: Report Your Methods and Findings, researcher report the decisions and practices concerning the coding process.





## d. Research Timeline

The researcher will conduct the data through recording consulting activity and interview (the supervisor-students) in Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon. The researcher will conduct the data for about 3 (three) month

No.	Activities	Months														
		October					November				December					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal															
2	Instrumental development of research proposal															
3	Instrumental try out of research proposal															
4	Revision of research proposal															
5	Asking agreement to the principal of the university for doing survey															
6	Survey in the university environment using observation and interview															
7	Analyzing data from recording															
8	Conducting interview															
9	Analyzing data from interview															
10	Making data conclusion															



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