

**THE BENEFIT OF DOING RESEARCH FOR ENGLISH FRESH  
GRADUATE STUDENTS AT IAIN CURUP  
(A Qualitative Research of Eighth Semester Students Who had  
Conducted Research of English Study Program in IAIN Curup )**

**THESIS**

This Thesis is submitted to fulfill  
the requirement for “sarjana” degree  
in English Tadris Study Programme



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(IAIN) CURUP  
2019**

Hal : Pengajuan Skripsi  
Kepada  
Yth. Bapak Ketua IAIN Curup  
Di  
Curup


Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudari **Hayuni Dija** yang berjudul "*The Benefit Of Doing Research For English Fresh Graduate Students At IAIN Curup*". Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

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Day / Date : **Wednesday, 28<sup>th</sup> August 2019**  
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## **PREFACE**

The thesis is submitted as a part of the completion for the “sarjana degree” in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, September  
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## ACKNOWLEDGMENT



*Assalamu'alaikum Warrahmatullah Wabarokatuh*

*Alhamdulillahirabbil'alamin*, all of praises just for ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled “The Benefit Of Doing Research For English Fresh Graduate Students At IAIN Curup”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Dr. Rahmad Hidayat, M.Ag, M.Pd as the Rektor of IAIN Curup.
2. Dr.H. Ifnaldi Nural, M.Pd. as Dean Faculty of Tarbiyah
3. Mrs. Jumatul Hidayah, M.Pd as the Chief of English Tadris Study Program and my academic advisor, thanks for the guidance and helping.
4. Mr. Bayu Senjahari, M.Pd, M.Ed as my Advisor and Ms. Henny Septia Utami, M.Pd as my Co-Advisor who have given many corrections, useful

suggestions and also guidance to complete this thesis. Thank you very much for valuable time that spent to guide me to finish this thesis.

5. All of the lecturers and staffs of IAIN Curup, especially in English Tadris Study Program, for their continuity support and knowledge.
6. My great thanks to my beloved family, they are my father Mr. Bulqaini Akhyar, my mother Mrs. Minarni, S.Sos, My Brother Ilham Bakasdo, and also all of my family that always increase my spirit.
7. My Bee Mr. Defri Erdiansyah S.Pd who always accompanies me from first until eight semester.
8. All of my friends in IAIN Curup especially TBI B 2015.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for testing in learning teaching process.

*Wassalamu'alaikum Warahmatullah Wabarokatuh*

Curup, September  
2019

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## MOTTO

*“..Maka Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan. Sesungguhnya Bersama Kesulitan Itu Ada Kemudahan” (Q.S Al-Insyirah: 5-6)*

*“..Dan Barang Siapa Yang Bertaqwa Kepada Allah Niscaya Allah Menjadikan Baginya Kemudahan Dalam Urusannya” (Q.S At-Talaq: 40)*

*“Dan Hanya Kepada Tuhanmulah (Allah SWT), Hendaknya Kamu Berharap”. (Q.S Al-Insyirah: 8)*



## DEDICATION

This thesis is dedicated to:

- ❖ A lot of thanks to Allah SWT
- ❖ My Beloved Family, they are my father Mr. Bulqaini Akhyar, my mother Mrs. Minarni, S.Sos, My beloved brother Ilham Bakasdo who always giving me passion, motivation, love, support and prayers.
- ❖ My Bee Mr. Defri Erdiansyah S.Pd who always accompanies me from first until eight semester.
- ❖ Mr. Bayu Senjahari, M.Pd, M.Ed as my Advisor and Ms. Henny Septia Utami, M.Pd as my Co-Advisor who have given many corrections, useful suggestions and also guidance to complete this thesis.

- ❖ Mrs. Jumatul Hidayah, M.Pd as the Chief of English Tadris Study Program and my academic advisor, thanks for the guidance and helping.
- ❖ All of my friends as place to share knowledge, jokes, laughter, and experience especially for: Meilissa Dwiyanda S.Pd, Hilwa Wardatul Jannah S.Pd, Tri Rahayu Amd.KeP, Wulan Aprianti, Rifani Rizki Utami, Ade Elcha Putri Siska Who always support me And also to my lovely friends Formadiksi squad, TBI B squad and all of my beloved friends who can't i mention one by one.
- ❖ My thanks also to all of family in KKPM program at Tebat Tenong Dalam for the togetherness and experiences. And also to all my friends in PPL program at MAN Rejang Lebong.
- ❖ My almamater IAIN Curup that I'm so proud.

## ABSTRACT

**Hayuni Dija, 2019** : **Benefit of Doing Research For English Fresh  
Grauate at IAIN Curup**  
**Advisor** : **Bayu Senjahari, M.Pd , M.Ed**  
**Co-Advisor** : **Henny Septia Utami, M.Pd**

This thesis focuses on benefit of doing research for English Fresh Graduate at IAIN Curup. This is a descriptive research which is presented in qualitative way. The objective of the research is to investigate the benefits students get and the application of those in the process of making thesis. The subjects of the research were six students of English study program. The technique for collecting the data was interview. The instrument of the research was interview guidance to guide the researcher in the interview. The finding of this research shows that: 1) Fresh graduates apply some benefits of classroom knowledge, can pose the various of questions and issues, can solve the problem, can understand the correct composition of gramatical writing, can understand more specifically and deeply about intersection of disciplines, can be cooperative with others, have a close and good relationship with lectures because of guidance process, enlarge opportunities for further education and obtaining employment, more active to ask someone else who had same problem, can do anything theirsself without waiting their friends and cheating with others, can prepare and make thesis without command and coercion from lecture as advisor, and Fresh Graduate also believe in their own research; 2) There are twelve benefits students get after doing the research: classroom knowledge, creativity and critical thinking, problem solving, communication skills, intersection of disciplines knowledge, work collaboratively, relationship, Post-baccalaureate education and job, curiosity, learn independently, personal initiative and confidence.

***Keyword: benefit, research, fresh graduate***

## LIST OF CONTENTS

<b>TITLE PAGE</b>	
<b>PENGAJUAN SKRIPSI.....</b>	<b>i</b>
<b>PREFACE.....</b>	<b>ii</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>iii</b>
<b>MOTTO.....</b>	<b>vii</b>
<b>DEDICATION.....</b>	<b>viii</b>
<b>ABSTRACT.....</b>	<b>x</b>
<b>LIST OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLE.....</b>	<b>xii</b>
<b>LIST OF APPENDIXES.....</b>	<b>xiii</b>
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
a. Background Of The Research.....	1
b. Questions Of The Research.....	4
c. Objectives Of The Research.....	4
d. Significance Of The Research.....	5
e. Definition of Key Term.....	6
f. Delimitation Of The Research.....	7
g. Organization of Thesis.....	7
<b>CHAPTER II: REVIEW OF RELATED THEORIES.....</b>	<b>8</b>
A. Review Of Related Theories.....	8
1. Research.....	8

2. The Importance Of Research In Higher Education.....	18
3. The Benefit of Undergraduate Research.....	21
B. Review Of Related Finding.....	27
<b>CHAPTER III: RESEARCH METHODOLOGY.....</b>	<b>28</b>
A. Kind Of The Research.....	28
B. Subject Of The Research.....	29
C. Technique Of Collecting Data .....	30
D. Research Instrument.....	32
E. Reliability and Validity.....	36
F. Technique Of Data Analysis .....	38
<b>CHAPTER IV: FINDINGS AND DISCUSSION.....</b>	<b>40</b>
A. Research Finding.....	40
B. Research Discussion.....	41
<b>CHAPTER IV: CONCLUSION AND SUGGESTION .....</b>	<b>79</b>
CONCLUSION .....	79
SUGGESTION .....	81
 REFERENCES	
 APPENDIXES	
 BIOGRAPHY	

## **List Of Table**

Table.1 The data of English Fresh Graduate.....	30
Table.2 The Interview Guidance .....	33
Table.3 Interview result of Benefit After Doing Research .....	41

## **LIST OF APPENDIX**

<b>Appendix I</b>	<b>SK Pembimbing</b>
<b>Appendix II</b>	<b>SK Penelitian dari IAIN Curup</b>
<b>Appendix III</b>	<b>Kartu Konsultasi Pembimbing Skripsi</b>
<b>Appendix IV</b>	<b>Proof Reading Certificate From UPTBahasa IAIN Curup</b>
<b>Appendix V</b>	<b>Script Of Respondents Interview</b>
<b>Appendix VI</b>	<b>Documentation</b>
<b>Appendix VII</b>	<b>Biography</b>

## CHAPTER I

### INTRODUCTION

#### A. Background

The term of research consists of two words, *Re* and *Search*. *Re* means again, and *Search* means to find out something. Yogesh Kumar Sings said that research is a process of which a person observes the phenomena again and again to collect the data, and on the basis of data, he draws some conclusions. So, it can be concluded that to do the research, the phenomena are needed to be found out first. Research is simply a systematic and refined technique of thinking, employing specialised tools, instruments, and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means. It means that research starts with a problem, collecting data or facts, analysing these critically and reaching decisions based on the actual evidence. According to George J. Mouly, research is a systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of social studies problems.<sup>1</sup> Based on the definition of research, the researcher concluded that a research is studying problem by observing the phenomena and collecting the data.

Research is a combination of both experiences and reasoning and must be regarded as the most successful approach to the discovery of

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<sup>1</sup> Yogesh Kumar Singh, fundamental of research methodology and statistic, new age international publishers, new delhi, 2006, page 2-5



truth.<sup>2</sup> So it is concluded that research is several facts and must be logic. Educational research can be defined as a purposeful and systematic enquiry to solve a problem, illuminate a situation or add to our knowledge by the discovery of non-trivial facts and in relation to the improvement of educational policy and practices, with a commitment to broader dissemination of research findings beyond publication in high status, international, refereed journals.<sup>3</sup> So, in doing the research we need to refer to journal and experience to do an educational research.

Educational research is important because it is conducted in order to provide trustworthy information regarding educational problems and their solutions. There are many things that need to be considered when looking at what educational research, for example some thoughts need to be put into looking at current paradigms, what count as evidence in educational research, maintaining quality, and the role of peer review in validating new knowledge in educational research.

PMA. No 31 year 2016 article 4 point B stated “ colleges have a mission to organize and develop various disciplines through competitive, quality, and reliable research.” Moreover, article 5 point A and B stated “Colleges have goals to produce scholars who are experts in the sciences, Islamic studies, having character, professional, independent and produce quality scientific research.” So, from the statuta above, the researcher concluded that doing research is one of the ways to produce scholars who

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<sup>2</sup> Mutch & Gale, *The role and importance of educational research philosophy*, Uk, 2005, page 14

<sup>3</sup> Ibid page 31

are experts in sciences as well as for the requirement to finish university education. Besides for completing education, thesis also has several benefits for students. First, advancing cognitive and intellectual growth, second, fostering professional growth and advancement, and the last promoting personal growth.<sup>4</sup>

Based on free interview with some fresh graduate of 2017/2018, they assumed that doing research is useless because the students didn't feel the benefits for themselves. In their opinion, the research only gives benefit for their junior to guide them in making a research. Furthermore, the students point of view in looking for a job usually that the company only see the certificate and the skills, they do not look at the thesis. The employers usually select the job seekers based on their GP, not based on quality, title, process, and difficulties of the thesis. So, students concluded that the research didn't have a significant impact for them, it only carried out the obligation as an undergraduate.

The researcher feels curious because several students said there was no benefit of doing research, meanwhile there is a theory said that there are some competencies students get from doing research: reading and writing skills, critical thinking, and analytic skills, data analysis skills, research skills, presentation skills, creative skills, and cultural and civic skills. So, the researcher wants to know what skill students have during

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<sup>4</sup> Osborn, J.M. and K. K Karuktis. 2009. *The benefits of undergraduate research, scholarship, and creative activity*. In: M.Boy and J. Weseman, pages 41-53, broadening participation in undergraduate research : fostering excellence and enhancing the impact . council on undergraduate research, washington, DC.

doing the research based on the theory because without students knowing there are many benefits that the students will gain that are increased after doing research. The researcher was interested in finding out and analyzing what skill students have after doing research and how students implemented them in the process of doing research. So, the researcher conducted a research entitled **The Benefit Of Doing research For English Fresh Graduate At IAIN Curup.**

### **B. Research Question**

Based on the research background, the research problems can be formulated as follows:

1. To what extent did the students apply those benefits in doing the research ?
2. What did the benefits students have after doing research ?

### **C. Objectives of the Research**

This research aimed to find the answers of the questions stated in the questions of the research. Thus, the objectives of the research are:

1. To know how the students applied the benefits in their process of doing research
2. To find out benefits the students have after doing research in English Program at IAIN Curup

#### **D. Significance of the Research**

This research gives useful information for lectures as advisor, English departement, English students and further researchers. The significances will be presented in these points :

1. For lectures as thesis advisor

The result of the research is useful for lecturers as thesis advisors because it can help the lecturers to give information about the benefits that students get after doing the research. So, it can give suggestion for the lecturers to fix it.

2. For english departement

The result of the research is useful for english departement because it can add information about the benefits that students get after doing research.

3. For english students

The result of the research is useful for english students because it can prove that there are benefits for students in doing research.

4. For further researchers

The results of this study can be used as a reference for other researchers who are interested in conducting similar study.

## E. Definition of the Key Terms

Based on the title above, there are three technical terms which have to be defined. They are as follows:

### 1. Benefit

Advantages is a something that produces good or helpful results<sup>5</sup> In the thesis, the intended benefit is the one after conducting research. So, the researcher want to know the benefits after doing research for fresh graduates.

### 2. Research

“Research is the manipulation of things concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in the practice of an art.”<sup>6</sup>  
In the thesis, the research is thesis for sarjana degree

### 3. Fresh Graduate

Fresh graduate is a student who had been finishing education in university with a valid certificate of graduation.<sup>7</sup>

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<sup>5</sup> Meriam webster since 1828

<sup>6</sup> Yogesh Kumar Singh, *fundamental of research methodology and statistic*, new age international publishers, new delhi, 2006, page 2

<sup>7</sup> Statuta Pma Bab 1 ketentuan umum pasal 1 no 18

## **F.Limitation of the Research**

This research focuses on the implementation of research skills. This research focuses on eight semester students who have done research in English study program at IAIN Curup academic year 2019-2020

## **G.Organization of Thesis**

This part provided the paper organization from chapter one until chapter five. Chapter I was the introduction. This chapter consist of introduction covering background of the study, research question, objective of the research, the delimitation of the research, significance of the research, definition of key terms and organization of thesis.

Chapter II deals with review of the related literature. It provided theoretical foundation that is related to this research and previous study of the research. Review of related theories consist of definition of research paper, the important of thesis, and the process of writing research paper.

Chapter III is research methodology. It deals with kind of the research, population and sample of the research, the techniques of collecting data, instrument of the research, validity of instrument, reliability of instrument and techniques of analysis data.

Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question. It also provided interpretation of data related to purpose of study and some theories.

Chapter V is conclusion. This chapter showed conclusion of whole study. In addition, suggestion for following studied was present.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Research

Research is undertaken within most professions. More than a set of skills, research is a way of thinking, examining critically the various aspects of your day to day professional work, understanding and formulating guiding principles that govern particular procedure, and developing and testing new theories that contribute to the advancement of your practice and profession.<sup>8</sup> It is a habit of questioning what students do, and a systematic examination of clinical observations to explain and to find answers for what student perceive, with a view to instituting appropriate changes for a more effective professional service.

John W. Best thinks that “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis.”<sup>9</sup> It concerns a more systematic structure of investigation, prevalent resulting in several sort of formal record of a report and procedures of results or conclusions. In the other hand, According to C. Francies Rummel, “Research is an endeavour to discover, develop and verify knowledge”.<sup>10</sup> So, it is an intellectual process that has developed

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<sup>8</sup> Ranjit kmar, *research methodology a step by step guide for beginners*, sage publications india pvt ltd, new delhi , 2011

<sup>9</sup> Yogesh Kumar Singh, *fundamental of research methodology and statistic*, new age international publishers, new delhi, 2006, page 3

<sup>10</sup> *ibid*

over hundreds of years, ever changing in purpose and form and always searching for truth.

Kumar Singh stated in University of Illinois that “Research may be defined as a method of studying problems whose solutions are to be derived partly or wholly from facts. The facts dealt with in research may be statements of opinion, historical facts, those contained in records and reports, the results of tests, answers to questionnaires, experimental data of any sort, and so forth”.<sup>11</sup> It should conclude by procedures or formulating principles. The mere tabulation and collection of facts is not research, though it can be preliminary to it or even a part thereof.

To sum up, it can be concluded that research is a sequence of systematic studies to prove the truth, to develop something and to know based on theory by a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions.

#### **a. General Characteristic Of Research**

The following characteristics may be gathered from the definitions of ‘Research’:<sup>12</sup>

1. It gathers new knowledge or data from primary or first-hand sources.
2. It places emphasis upon the discovery of general principles.
3. It is an exact systematic and accurate investigation.
4. It uses certain valid data gathering devices.
5. It is logical and objective.

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<sup>11</sup> Loc.it

<sup>12</sup> Ibid page 4



6. The researcher resists the temptation to seek only the data that support his hypotheses.
7. The researcher eliminates personal feelings and preferences.
8. It endeavours to organise data in quantitative terms.
9. Research is patient and unhurried activity.
10. The researcher is willing to follow his procedures to the conclusions that may be unpopular and bring social disapproval.
11. Research is carefully recorded and reported.
12. Conclusions and generalisations are arrived at carefully and cautiously

Based on that characteristic listed above, it can be seen that research is sequence of systematic and accurate studies, in which the data must be original, valid, logic, and objective because research is real investigation without preferences and personal feelings.

#### **b. The Functions Of Research**

The following are the main functions of research. The main function of research is to improve research. The refinement of existing knowledge or the acquisition of new knowledge is essentially an intermediate step toward the improvement of the social studies process. The social studies improvement is associated with various aspects of Social Studies:<sup>13</sup>

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<sup>13</sup>Ibid page 5

1. The function of research is to aid to making a decision concerning the refinement or extension of knowledge in this particular area.
2. The function of research is to improve the students learning and classroom problem with which teacher is encountering with problems. The more effective techniques for teaching can be developed.
3. Another function of research is to aid social studies administrators to improve the Social Studies systems.

In the meaning of the function of doing research, the researcher concludes that the researcher should contribute to the theory and practice of the study simultaneously. The researcher should have the representation of a helpful mechanism which can be used by research/scholar in one way or the other for the improvement of the process.

### **c. Qualities of a Good Research**

Good research possesses certain qualities which are as follows:<sup>14</sup>

1. Good research is systematic

It means that research is structured according to set of principles to follow certain steps in specified sequence.

Systematic research also invites creative thinking, and certainly

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<sup>14</sup> McGuigan, F.J. (1990): Experimental Psychology: A Methodological Approach. New York : Printice Hall.

avoids use of guessing and intuition for arriving at the conclusion.

2. Good research is empirical

It implies that any conclusion drawn is based upon hardcore evidence gathered from information collected from real life experiences and observations. This provides a basis for external ability to research results.

3. Good research is valid and verifiable

It involves precise observation and accurate description. The researcher selects reliable and valid instruments to be used in the collection of data and uses some statistical measures for accurate description of the results obtained. Whatever you conclude on the basis of finding is correct and can be verified by yourself and others.

4. Good Research is logical

It suggests that research is guided by the rules of reasoning and logical process of induction (general to specific) and deduction (specific to general) that plays an important role in carrying out research. In fact, logical reasoning makes research feasible and more meaningful in the context of decision making.

#### d. Specific Characteristic of Research

The following are the main characteristics of research:<sup>15</sup>

##### 1. A sound philosophy of social studies as the basis of research

Robert R. Rusk observes in the application of scientific procedure to social studies a sound philosophy as well as a sound commonsense must be invoked to save the scientific procedure from itself.

##### 2. Research is based on insight and imagination

The same writer feels Social studies by its reliance on research must never fail to realize that in addition to its practical practitioner and skilled investigators, it stands in need of men and women of imaginative insight, who look beyond, he present and behold the vision splendid. If the vision should fade into the light of common day, not only will the people perish, but research itself will become a sterile futility.

##### 3. Research requires an inter-disciplinary approach

Research is not the mere description of elementary and isolated facts of nature. It must be related to the study of complex relationships of various facts. It requires an inter- disciplinary approach.

##### 4. Research usually employs deductive reasoning process

Eric Hylla writes in the Nature and Functions of Research science of mind commonly uses methods of description, explanation, interpretation, sympathetic or intuitive understanding methods which

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<sup>15</sup> Yogesh Kumar Singh, *fundamental of research methodology and statistic*, new age international publishers, new delhi, 2006, page 5

are mainly speculative and deductive in character and which rarely furnish results that can be subjected to measurement or mathematical procedures.

5. Research should come out of a desire to do things better

Stephen M. Corey write that social studiesal means better development or formulation of instructional aims, better motivation of pupils, better teaching methods, better evaluation and better supervision and administration, these are operations or activities.

6. Research is not as exact as research in physical science

In the whole world, there are probably no two things exactly alike similarly no two human beings are alike, they differ physically in size, weight, height, colour of eyes and hair texture of skin and in a thousand other details as well as in thousands of details of mental, social and spiritual life writes H.C. McKown. This fact stands in the way of making research as an exact science.

7. Research is not the field of the specialist only

W.C. Redford writes in sum that he believes the teachers in every country have the opportunity and the capacity to undertake some research. Such research, carried out in the day-to-day work of the school, should be concerned directly with the problems of that school. It can properly concern itself with such matters as child development, class organisation, teacher-pupil relationships, interaction with the community, curriculum matters, teaching techniques and many others.

Similarly, Kamat in an article entitled Can A Teacher Do Research published in Teaching making the remarks that any teacher with commonsense, intelligence and insight can undertake research in a problem. In the beginning such workers may require some guidance and training but this can be made easily available to them at the hands of experts.

8. Research generally requires inexpensive material

In many social studies research studies we simply need subjects, example, children, their social studiesal tools of daily use, paper and pencil and a few tests.

9. Research is based on the subjectivity and intangibility of social phenomena

Lundberg has pointed out that the physical phenomena may be known directly through sense, whereas social phenomena are known only symbolically through words representing such phenomena as tradition, custom, attitude, values and the whole realm of so called subjective worlds.

10. Research is perhaps incapable of being dealt through empirical method

According to Lundberg, exact science tends to become increasingly quantitative in its units, measures, and terminology while most of the matter of social science is quantitative and does not admit of quantitative statement. We can talk of urbanisation, cultural and assimilation, but we can't measure quantitatively. We may talk of

growing indiscipline, but unless we can measure it, unless we can ascertain the degree of indiscipline, we cannot find a perfect cure. According to Mitchell, even in the work of the most statistically minded, qualitative analysis will have a place. Always our measurements, the pre-conceptions shape our ends, our first glimpses of new problems, our widest generalisations will remain qualitative in form.

#### 11. Research is based on inter dependence of causes and effect

MacIver rightly points out that Social science has hit her to suffered greatly from the attempt to make it conform to method derived from the order and more abstract sciences. It has led us to look for impossible results and to be disappointed at not getting them. We enquire, for example, after the manner of physical sciences which of the two related social phenomena is cause and which the effect. It usually turns out in the social sphere, that both are cause and both are effect.

#### 12. Research cannot be a mechanical process

Hugh B. Wood states every year about a thousand young men and women go off justly neglected corners of knowledge and assemble tiny scraps of more or less useless information into a little pile of dust, which, adopted with comparative tables, correlative graphs, and other forms of academic is served up as a thesis. The reward is the little of Doctor of Philosophy, which enables its recipient to ascend the social

studies as ladder and in time teach other young men and women to scrap together their own heaps of dust or doctoral dissertations.

So from the specific characteristic, there are twelve characters of research. They are application of scientific procedure to social studies, based on insight and imagination, requires an inter-disciplinary approach, employs deductive reasoning process, come out of a desire to do things better, as exact as research in physical science, the field of the specialist only, requires inexpensive material, subjectivity and intangibility of social phenomena, perhaps incapable of being dealt through empirical method, based on inter dependence of causes and effect and mechanical object.

#### **e. The Objectives of The Research**

The research has the following three objectives:<sup>16</sup>.

##### **1. Theoretical Objective**

Those researches whose objectives are theoretical formulate the new theories, principles or laws. Such type of research is explanatory because it explains the relationships of certain variables. The researcher contributes some basic knowledge to the human knowledge. The researcher in different disciplines example, Physics, Chemistry, Mathematics etc. have the theoretical objective.

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<sup>16</sup> Ibid page 7



## 2. Factual Objective

Those researches whose objective is factual find out new facts. This objective is by nature descriptive. The researcher describes facts or events which happened previously. Such type of research is done in history.

## 3. Application Objective

The research having application objective does not contribute a new knowledge in the fund of human knowledge but suggests new applications. Application means improvement and modification in practice. For example, if anyone gives a new application of electricity then such type of research has application objective.

## 2. The Importance of research in higher education

### a. MOTIVATION IN RESEARCH

The possible motives for doing research may be either one or more of the following:<sup>17</sup>

1. Desire to get a research degree along with its consequential benefits
2. Desire to face the challenge in solving the unsolved problems
3. Desire to get intellectual joy of doing some creative work
4. Desire to be of service to society
5. Desire to get respectability

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<sup>17</sup> Kothari, *research methodology*, new age international publishers, new delhi, 2004, page 2

However, this is not an exhaustive list of factors motivating people to undertake research studies. Many more factors such as directives of government, employment conditions, curiosity about new things, desire to understand causal relationships, social thinking and awakening, and the like may as well motivate people to perform research operations.

Beside that, students do research as a final project to finish their education. Thesis is one of subject that must be conducted in eight grade because thesis have own credits. In addition, there are the rules written in PMA No 31 year 2016 article 1 point 18 stated “ Graduate is a student who had been finishing education in university with a valid certificate of graduation.”<sup>18</sup> Every students can be said as a graduate if the student has a valid certificate of graduation. Certificate of graduation can be acquired by students finishing their education.

The rule of certificate of graduation is written in Peraturan Menteri Pendidikan dan Kebudayaan RI no 81 year 2014 about certicate of graduation, competence certificate, and professional certificate of higher education. Article 1 stated “ a certificate of graduation is a document recognizing learning achievement and/or completion a level of higher education after passing the exam held by college.”<sup>19</sup> So, when students don't take examination, he/she is only called students. In other article,

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<sup>18</sup> Statuta Pma no 31 tahun 2016 Bab 1 ketentuan umum pasal 1 no 18

<sup>19</sup> Statuta menteri pendidikan dan kebudayaan RI no 81 tahun 2014 bab 1 ketentuan umum pasal 1 no 1

exactly article 5 point 1 stated “Certificate of graduation are given to graduate by at least one with academic transcript and SKPI”.<sup>20</sup>

For academic transcript is set on pasal 6 that stated that academic transcript as referred to article 5 point 1 at least states: college logo, name of college, decree of establishment of higher education institution, academic transcript number, educational programs, name of study program, full name of the owner of the academic transcript, place and date of birth of academic transcript owner, student number (NPM), date, month, and year of publication of academic transcript, leaders of higher education institutions who are authorized to sign transcript academic, college stamp, student photos, all names of courses taken and graduated, weighted credits, and grades which have been obtained starting from the first semester until the end and the last grade point.<sup>21</sup> So, if students want to graduate, students must have certificate of graduation.

Certificate of graduation can be acquired from when the students do examination. When students want to join examination, they must complete all of subject start from first grade until the end. Moreover, thesis is one of the subject as final project which have own credits in students portal of value. In addition to one of requirement to finish education, research is also a mission for university as article 4 point 2 stated “ colleges has a mission to organize and develop various disciplines through competitive

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<sup>20</sup> Statuta Pma no 31 tahun 2016 Bab 2 about ijazah pasal 5 no 1

<sup>21</sup> Ibid pasal 6

research, quality, and reliable.<sup>22</sup> It's clear that by doing research students can realize university mission. Moreover, article 5 point 1 and 2 stated "Colleges have goals to produce scholars who are experts in the sciences, islamic studies, having character, professional, independent and produce quality scientific research."<sup>23</sup> Students do research not only for finishing education but also to prove realization of goals to be scholars who are experts in the sciences, islamic studies, having character, professional, and independent by producing scientific research so that they can compete in a real life.

### **3.The Benefit of Undergraduate Research**

The involvement of undergraduate students in collaborative research is a proven and powerful practice in view of the many educational benefits gained by students. Undergraduate research has gained further national prominence as an effective educational strategy given the changing demographics of students, the expanding scope of institutions providing undergraduate education, and the enhanced appreciation for active learning strategies.<sup>24</sup> So, from the statement above could be conclude that undergraduate research impacts all key stakeholders of higher education, and one of them is students.

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<sup>22</sup> Ibid pasal 4 no 2

<sup>23</sup> Ibid pasal 5 no 1 dan 2

<sup>24</sup> Osborn, J.M. and K. K Karuktis. 2009. *The benefits of undergraduate research, scholarship, and creative activity*. In: M.Boy and J. Weseman, pages 41-53, broadening participation in undergraduate research : fostering excellence and enhancing the impact . council on undergraduate research, washington, DC

The process of establishing and strengthening departmental and institutional programs is facilitated by having a shared understanding of undergraduate research. Several definitions of undergraduate research have been proposed and are variously used, both informally and formally, throughout academic. A generally accepted definition and one that has been adopted by the Council on Undergraduate Research (CUR) is: “Undergraduate research [scholarship, and creative activity] is an inquiry or investigation conducted by an undergraduate in collaboration with a faculty mentor that makes an original intellectual or creative contribution to the discipline”.<sup>25</sup> This definition encompasses all modes of research from both disciplinary and interdisciplinary fields, employs and recognizes a teacher scholar model for participating faculty members, and ensures that both students and faculty mentors have a vested interest in the research experience.

To expand on the definition above, all forms of undergraduate research, scholarship, and creative activity are characterized by four unifying features: mentorship, originality, acceptability, and dissemination.<sup>26</sup>

Mentorship involves a serious, collaborative interaction between the faculty mentor and the student, in which the student is intellectually engaged in the scholarly problem or project. So, the researcher concludes that the faculty mentor guides the student into deeper intellectual

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<sup>25</sup> 2008-2009 CUR President

<sup>26</sup> Michael Nelson. 2001. Features in personal communication

engagement over the course of their collaboration and focused on the student's development and on the results or product of the scholarly or creative project.

Originality is the student needs to make a meaningful and authentic contribution to the scholarly problem or project, and the work must be entirely or partially novel. In the other meaning, the problem or project may reveal more questions than answers.

Acceptability means the student's work should employ techniques and methodologies that are both appropriate and recognized by the discipline. So, the scholarly problem or project must also include a reflective and synthetic component that is appropriate to the discipline.

Dissemination means the project must include a final tangible product for which both the process and results are peer reviewed, critiqued, juried, or judged in a manner consistent with disciplinary standards. It means the result is expected honestly and real without counterfeiting, engineering and redundancy.

#### **A. Benefiting students**

After doing research is expected, such engagement also yields an array of greater educational outcomes in comparison with those of students who do not participate in these experiences. These gains are related to cognitive and intellectual growth, professional growth and advancement, and personal growth. Examples of specific gains attributed to the participation in undergraduate research are noted below. Faculty and

institutions may find this list helpful in generating initial interest among students who may not understand the value of such an experiential endeavor, particularly students from groups traditionally underrepresented in undergraduate research. The list may also be used to align undergraduate research with learning outcomes.

### **1. Advancing Cognitive and Intellectual Growth**

The benefits with regard to cognitive and intellectual growth are particularly rich and in many cases are demonstrated by metrics that institutions and departments track.

a. Gains in knowledge and skills.

Measured by performance on traditional evaluations are exams, interview, quizzes, papers, reports and demonstrated by self-reported improvements in intellectual and practical skills, benefits in this category.

b. Enhanced ability to put classroom knowledge into practice.

It means students can apply all of knowledge that students get while studying in class into practice when students making a thesis.

c. Increased creativity and critical thinking.

It means students can think precisely and quickly with own way without plagiarism.

d. Enhanced problem-solving skills.

It means students can solve problems quickly and precisely without delay.

e. Enhanced communication skills, both oral and written.

It means there is changing from the beginning didn't know the correct composition of grammatical writing so it can, and practice when students speak.

f. Greater understanding of the intersections of disciplines.

It means student becomes more systematic and focussed with their research.

## **2.Fostering Professional Growth and Advancement**

The benefits with regard to professional growth and advancement are commonly acknowledged by students pursuing undergraduate research. Relating primarily to career development, they include formulating career plans and acquiring the special skills and competencies needed in various career fields. Benefits include the following are

- a. Enhanced ability to work collaboratively with others in teams
- b. Stronger relationships with mentors and other professionals
- c. Higher rates of acceptance into and enrollment in post-baccalaureate education and/or directly securing employment in the workforce.



### **3.Promoting Personal Growth**

Personal growth reflects non-cognitive that leads to the examination and development of attitudes, values, aspirations, and beliefs. The benefits with regard to personal growth are commonly acknowledged by students pursuing undergraduate research and include the following:

- a. Stimulation of curiosity
- b. Enhanced ability to learn independently
- c. Enhanced development of personal initiative.
- d. Increased confidence.

### **B. Review of Related Findings**

The researcher has found the related research done by researchers before this that discussed various things about benefit of doing research. The researcher provides the studies about benefit of doing research. This results can be taken as the examples and guidance for this study.

The research comes from Jeffrey M. Osborn which entitled "*The Benefit of Undergraduate Research, Scholarship, and Creative Activity*". That research is so closely related to what the researcher wants to observe here: benefit of research. However, the difference is, the researcher only focuses on fresh graduate. Jeffrey used qualitative method to describe his benefit. He focused on all of benefit for undergraduate, scholarship and creativity activity. Source of course materials used in theory, and

researcher want to know what skill students have after doing research and how the implemented when the process making thesis is.

## CHAPTER III

### METHODOLOGY

#### A. Kind of the research

This is a descriptive research which is presented in qualitative way. In this research, the researcher describes all of benefits students get after doing research to break students' opinion that research is useless. According to Jhon W Creswell, qualitative research is the process of research that involves emerging questions and procedures, in which the data typically collected in the participants setting, data analysis is inductively build from particulars to general themes, and the researcher makes interpretations of the meaning of the data.<sup>27</sup> The research used the qualitative research to gain an understanding of the reasons and opinions. It provides insight into the problem or helps develop ideas for potential qualitative research. Descriptive research is used to describe characteristics of a population or phenomenon being studied.

Furthemore, Arikunto states that descriptive research purpose to collect the data of interest factually.<sup>28</sup> It means that the data obtained from this method comes from interesting things that actually occur based on phenomena that develop in various fields of society. Damin suggests that the characters of qualitative research are the data which come from the words, pictures, non-numeric. Although, there are numerical data, but it is just the supporting data. The data come from an interview, field notes, photos, private document, ect.<sup>29</sup>

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<sup>27</sup> Jhon W Creswell, Educational Research (panning, conducting and evaluating qualitative and qualitative research), Lincoln: University of Nebraska: 2012, P.32

<sup>28</sup> Nana Sujana, Tuntunan Karya Ilmiah, Seminar Baru, Bandung:2001, P.55

<sup>29</sup> Sudarwan Damin, *Menjadi Peneliti Kualitatif*, CV. Pustaka Setia, Bandung:2002, P.16

This research explores the data based on the measurement of the subject. The subject studied in this research is students of english program who had completed their thesis in 2018-2019. In my title, I choose fresh graduate. Six of the samples were included in fresh graduate because they had joined the first munaqasah thesis examination.

## **B. Subject of The Research**

Spradley in Sugiyono states that in qualitative research, population is called as social situation which includes three element: place, actors and activity. Sugiyono gives detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case which happen in social enviroment. In this research, the place referred to the place of the research. It was english study program IAIN Curup, and the subject reffered to student of English Study Program who had completed their research 2018-2019.

Furthermore, Sugiyono says that sample in qualitative research is often called as respondents of the research.<sup>30</sup> Respondents of the research are students of English Study Program. The technique for taking the sample is purposive sampling.<sup>31</sup> Purposive sampling is a technique for selecting the subjects by some considerations or purposes<sup>32</sup>. So, in this research the researcher choose the students who had been doing research 2019. In my title, I choose fresh graduate, so the sample is eight semester students who had conducted thesis in first munaqasah in English program.

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<sup>30</sup> Sugiyono, *Metode Penelitian Kombinasi*, Penerbit Alfabeta, Bandung:2011, P.297

<sup>31</sup> *Ibid*, P.298

<sup>32</sup> Sugiyono, *metode penelitian kualitatif, kuantitatif dan R&D*,:Alfabeta,Bandung:2010,page 219

**Table 1**  
**Students who had been doing research 2019**

	Name of Students	Years
1	Fresh Graduate A	2019
2	Fresh Graduate B	2019
3	Fresh Graduate C	2019
4	Fresh Graduate D	2019
5	Fresh Graduate E	2019
6	Fresh Graduate F	2019

### C. Technique of Collecting Data

#### 1. Interview

The data which were taken could not be valid if the reseacher used a tehique for collecting data only. So, the researcher used an interview to some respondents. According to Sugiyono, an interview is used as a technique for collecting the data as the early study to find the problem that should be studied, and the interview can be used if the researcher wants to know small respondent information deeply.<sup>33</sup>

For additional, Syamsuddin stated that in qualitative reasearch, interview activity has two functions. First, as main strategy in collecting data like data in the form of interview transcript, and second , as additional strategy for other techniques like participatory observation, document

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<sup>33</sup> Sugiyono, *Metode Penelitian Kombinasi*, Penerbit Alfabeta, Bandung:2011, P.188

analysis and photograph. In addition, according to Sugiyono, there are three types of interview; those are structure interview, semi structure interview and unstructured interview.

Based on the types of interview above, the researcher used semi structured interview. It means that the implementation of this interview was freer than the structured interview. The purpose of this type of interview was to define the problem openly, in which the interview is used to ask opinions and ideas. In conducting this interview, the interviewer recorded carefully and took note on the comments made by the resource person.<sup>34</sup>

By doing interview, the researcher got more information in real situation. The purpose of interview was to find out the techniques that benefit students after doing research. To collect the data of interview, the researcher makes some procedures. Those are, 1. Preparing the concept of questions that want to be asked to the subject; and 2. The researcher transcribes the result of the interview.

The researcher used interviews because by interviewing the researcher can obtain the most profound information about a benefit, especially with regard to someone's personality, and by interviewing the researcher got the respondent's answer completely by revealing information that is not found in questionnaire. In this research, the

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<sup>34</sup> Sugiyono. *Op.Cit.*, p. 233

researcher used interview in order to know about what benefits of doing research are.

A valuable source of information in qualitative research can be documentation. According to Sugiyono, documentation can be written and pictured by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation interview in this research, and the documentation guide is subjects grade transcript.

#### **D. Research instrument**

According Lincoln and Guba, the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation that may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, an instrument can be constructed that is grounded in the data that the human instrument has product.<sup>35</sup> Instrument is a tool to collect data that is needed. In this research, researcher was also helped by some instrument such as, interview guidance, tape recorder and documentation in order to complete the data.

##### **1. Interview Guidance**

The researcher used interview guidance that means a list of question to investigate the benefit of doing research for fresh graduate.

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<sup>35</sup> Sugiyono, *Metode Penelitian Kombinasi*, Penerbit Alfabeta, Bandung:2011, P.306

Interview guidance is a set of questions to be answered by the subject of the research. The first, the researcher determined the related theory towards the research question to decide the indicators. After deciding all indicators, the researcher determined the questions or criteria to get the data or information. The advantages of this instrument are that the interviewer can clarify any questions that are obscure and also can ask the respondent to expand on answers that are particularly important or revealing.<sup>36</sup>

**Table 2**

**Interview Guildeline**

Indicators	Sub-Indicators	Question	Answer
1. Advancing Cognitive and Intellectual growth	1. Classroom Knowledge skills	1. How did you apply your ability to put classroom knowledge into practice in doing research ? 2. did you get the benefit of classroom knowledgen after doing research ?	
	2. Creativity and Critical Thinking skills	1. How did you apply your creativity and critical thinking skills in doing research ? 2. did you get the increase of creativity and thinking skills after doing research ?	
	3. Problem Solving Skills	1. How did you apply your problem solving skills in doing research ?	

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<sup>36</sup> Fraenkel, Jack R and Norman E. Wallen. 2009. How to Design and Evaluate Research in Education: Seventh Edition. New York: McGraw Hill.



		2. did you get the enhance of problem solving skills after doing research ?	
	4. Communication Skills	1. How did you apply your communication skills in doing research ? 2. did you get the enhance of communication skills after doing research ?	
	5. Intersection of disciplines knowledge skills	1. How did you apply your greater understanding of the intersection of disciplines in doing research ? 2. did you feel the greater of intersection in disciplines after doing research ?	
2. Fostering Professional Growth and Advancement	1. Work Collaboratively	1. How did you apply your ability to work collaboratively with others in doing research ? 2. did you get enhance ability of work collaboratively after doing research ?	
	2. Relationship	1. How did you apply your relationship with mentors and other in doing research ? 2. did you feel the stronger of relationship after doing research?	
	3. Post-baccalaureate education or job	1. How did you apply your research for post baccalaureate education or job in doing research ?	

		2. did you get the benefit after doing research ?	
3. Promoting Personal Growth	1. Curiosity	1.How did you apply your curiosity in doing research ? 2. did you get the stimulation of curiosity in doing research ?	
	2.Independently	1.How did you apply yourself to learn independently in doing research ? 2. did you get the enhance ability to learn independently after doing research ?	
	3.Personal Initiative	1.How did you apply your personal initiative in doing research ? 2.did you get the enhance of development of personal initiative after doing research ?	
	4.Confidence	1.How did you apply your confidence in doing research ? 2.did you get the increased of confidence after doing research ?	

## 2. Tape/Video recorder

In doing interview, the researcher used tape recorder to get the result of interview. Chatherine said the advantages of using tape recorder are:<sup>37</sup>

1. Can concentrate on listening to what they say.
2. Able to maintain eye contact.
3. Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
4. Have plenty of useful for report. The recorder data will be changed into written transcript text.
5. Could take a few notes as well – helps you to write down important issues and you can have some records if equipment fails. Since it gives some advantages for the researcher, it is used in the process of interviewing, so that the researcher could play and listen carefully to the result of interview for many times as the equipment in describing the data. After that, the record data were changed into written transcript text.

### **D. Reliability and Validity**

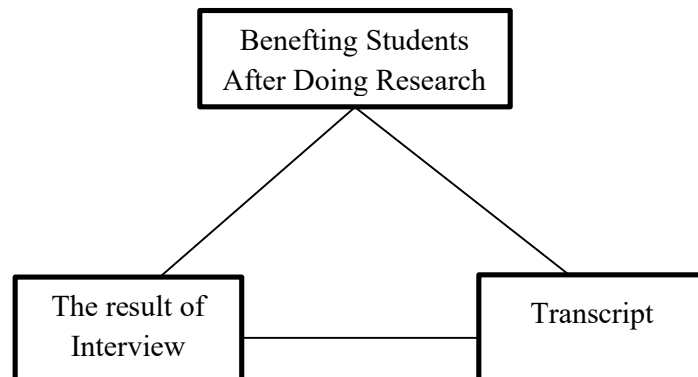
In qualitative research, validity doesn't have the same connotation with validity in qualitative research, it is also not parallel to reliability (which means testing stability and consistency of response) or with generalisability (which means external validity of the result of the research which can be applied to

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<sup>37</sup> Dawson, Catherine. 2002. Practical resaerch Method. United Kingdom: Deer Park production

new settings, people or samples). According to Cresswell, qualitative validity is an attempt at examination on the accuracy of the result of the research by applying procedures. There are eight procedures that are often applied in qualitative research, namely: triangulation, member checking, making a description, refraction clarifying, presenting different information, use a long time, do question and answer with colleagues, and invite an outside auditor.

In this research, the researcher used a triangulation strategy that is examining evidence. According to Burhan Bungin, triangulation gives the opportunity to carry out several things including: 1) assessment result of the research by respondents; 2) correcting errors by data sources; 3) voluntarily providing additional information; 4) add informants in the research arena; 5) assesses the adequacy of the data.<sup>38</sup> On this study, interviewees were cross-checked with respondents recording.



The qualitative reliability indicates that the approach used by researchers is consistent if it is applied by other researchers.

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<sup>38</sup> Wahidmurni.kronologis konflik pilkada tahun 2006 oleh masyarakat tuban.2006.UPI

## E. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews and others.

### A. Data from observation and interview

To analyze the data from the interview, the researcher analyzed it by these steps: managing, reading, description, classifying and interpreting.

#### 1. Identifying

Data identifying involves creating and organizing the data collected during the research. The data from interview were managed by envisioning what. The researcher divided the data based on the resources.

#### 2. Description

After identifying the data, researcher made the description. Description is based on the interview which provided the true pictures of the settings and events that took places in it. So, the researcher and the reader will have an understanding of the context in which the study took place.<sup>39</sup>

In this step, the researcher described all the data from the result of interview. It aims to help the researcher to do the next step in analyzing the data.

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<sup>39</sup> Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merrill Publishing, 1987), p. 241

### 3. Classifying

Next step is classifying the data. Classifying is ordering field notes or written text into categories that represent different aspects of the data.<sup>40</sup> So, after the previous step have finished, the researcher started to classify each of data into several benefit students get by fresh graduate of English Study Program at IAIN Curup.

### 4. Interpreting

The last step in analyzing the data is interpreting. It is also a part of process of writing result of a study. Interpreting is reflective, integrative and explanatory aspects of the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher interpreted the data whenever she used some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from another.<sup>41</sup> After the researcher interpreted the data, she wrote the result of this research in form of table and verbal data.

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<sup>40</sup> *Ibid* p. 242

<sup>41</sup> *Ibid*. P. 2 50

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the findings taken from interview. This research had been done on August 2019. The aims of this research is to investigate the benefit of doing research for fresh graduate. In doing the process of analysis, the researcher used interview guidance to investigate what the benefit of the research, here the following below were the result of them:

**Table.3**

#### **Result of The benefit doing research**

No	Benefits	Description
1.	Advancing Cognitive and Intellectual Growth	1. Fresh graduates can apply some of classroom knowledge what students get while studying in class into practice when students making a thesis
		2.Fresh Graduates can pose the various of questions and issues that are very important and they can be able to formulate of questions and issues clearly, quickly and precisely with own way without plagiarism. Beside that they can developing one idea to another idea
		3.Fresh Graduates can solve the problem by determining the problem, reducing and eliminating the problem, or preventing the problem from occurring without delay
		4.Fresh Graduates change from the beginning didn't know the correct composition of gramatical writing and punctuation to become able, and practice when students speak
		5.Fresh Graduates can get more understanding specifically and deeply about intersection of

		disciplines in their thesis
2.	Fostering Professional Growth and Advancement	1.Fresh Graduates which usually individuals can be more cooperative with others
		2.Fresh Graduates have a close and good relationship with lectures because guidance process
		3.Fresh Graduates can enlarge opportunities for further education and obtaining employment
3.	Promoting Personal Growth	1.Fresh Graduates spend more time in library to read a book and googling in order to get a lot of reference. And then fresh graduate more active to ask with someone else who had same problem
		2.Fresh Graduates can do anything yourself without waiting their friends and cheating with others
		3.Fresh Graduates can prepare and make thesis without command and coercion from lecture as advisor
		4.Fresh Graduates believe in their own research

## B. Discussion

From the findings above, all of respondents said that they get benefits after doing research. According to Osborn, J.M., after doing research, the student will gain these benefits :<sup>42</sup>

### 1. Advancing Cognitive and Intellectual Growth

#### a) Enhanced ability to put classroom knowledge into practice

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<sup>42</sup> Osborn, J.M. and K. K Karuktis. 2009. *The benefits of undergraduate research, scholarship, and creative activity*. In: M.Boy and J. Weseman, pages 41-53, broadening participation in undergraduate research : fostering excellence and enhancing the impact . council on undergraduate research, washington, DC



- b) Increased Critical thinking skills
  - c) Enhanced Problem solving skills
  - d) Enhanced Communication skills
  - e) Greater understanding of the intersection of disciplines
2. Fostering Professional Growth and Advancement
- a) Enhanced ability to work collaboratively
  - b) Stronger relationships with mentors
  - c) Higher rates of acceptance into and enrollment in post baccalaureate education and/or employment in the workforce
3. Promoting Personal Growth
- a) Stimulation of curiosity
  - b) Enhanced ability to learn independently
  - c) Enhanced development of personal initiative
  - d) Increased confidence

Based on the finding, the statement of fresh graduates and the theory are suitable. To prove the students statement and theories, the researcher wrote this explanation:

### **1. Advancing Cognitive and Intellectual Growth**

#### **a) Classroom Knowledge.**

Fresh graduates can apply some of classroom knowledge that they get while studying in class into practice when students made a thesis.

##### **a. Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied the classroom knowledge as follows :

*“In research methodology students had thought about research. What are the quantitative and qualitative. So in the procces making reserarch students only remember what students have learned.”<sup>43</sup>*

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<sup>43</sup> Interview by students A on 1<sup>st</sup> august 2019

So from the statement above the researcher concludes that Fresh Graduate A got the benefit of enhanced ability to put classroom knowledge into practice.

b. Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the classroom knowledge as follows :

*“ In writing and structure subject students had thought about active and passive voice, and then punctuatio. So in the procces making reserarch students only remember what students have learned.”<sup>44</sup>*

So from the statement above the researcher concludes that Fresh Graduate B got the benefit of enhanced ability to put classroom knowledge into practice.

c. Fresh Graduate C

Based on the results of the interview the researcher found that the fresh graduate C applied the classroom knowledge as follows :

*“ In the process of making a thesis, we must compile the sentence. If, we don't understand the structure of grammar, we will have trouble which subject, which is predicate, which is past tense and which is present, if we don't understand, we will not be able to apply it to the thesis.*

So from the statement above the researcher concludes that Fresh Graduate C got the benefit of enhanced ability to put classroom knowledge into practice.

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<sup>44</sup> Interview by students B on 1<sup>st</sup> of august 2019

d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate C applied the classroom knowledge as follows :

*“In research methodology students had thought about research. What are the quantitative and qualitative. So in the procces making reserarch students only remember what students have learned.”<sup>45</sup>*

So from the statement above the researcher concludes that Fresh Graduate D got the benefit of enhanced ability to put classroom knowledge into practice.

e. Fresh Graduate E

Based on the results of the interview the researcher found that the fresh graduate C applied the classroom knowledge as follows :

*“In research methodology students had thought about research. What are the part of research like linguistic. So in the procces making reserarch students only remember what students have learned.”<sup>46</sup>*

So from the statement above the researcher concludes that Fresh Graduate E got the benefit of enhanced ability to put classroom knowledge into practice.

f. Fresh Graduate F

Based on the results of the interview the researcher found that the fresh graduate C applied the classroom knowledge as follows :

*“In reading vocabulary students had thought about intensive reading, comprehension. So in the procces making reserarch students can found easier the main and supporting idea.”<sup>47</sup>*

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<sup>45</sup> Review by students D on 1st of august 2019

<sup>46</sup> Review by students E on 1st of august 2019

<sup>47</sup> Review by students E on 1st of august 2019

So from the statement above the researcher concludes that Fresh Graduate F got the benefit of enhanced ability to put classroom knowledge into practice.

### **b) Creativity and Critical Thinking**

Fresh Graduate can pose the various questions and issues that are very important and they were able to formulate of questions and issues clearly, quickly and precisely with own way without plagiarism. Beside that, they can develop one idea to another idea

#### **a. Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied the Creativity and Critical Thinking as follows :

*“ Thesis is able to make me think more faster because even though i have just been first part but i also think what are the contents of the next chapter so that i can compile it into a complete thesis “*

So from the statement above the researcher concludes that Fresh Graduate A got the benefit of increased creativity and critical thinking.

#### **b. Fresh Graduate B**

Based on the results of the interview the researcher found that the fresh graduate B applied the Creativity and Critical Thinking as follows :

*“ By doing research we just got the theory, so we have to think and infer again what is the purpose of this expert. Then, on the other hand my writing and structure skills were still ugly in the classroom but now I find it easier to develop from one idea to another.*

So from the statement above the researcher concludes that Fresh Graduate B got the benefit of increased creativity and critical thinking.

c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the Creativity and Critical Thinking as follows :

*“ In working on the thesis students must have their own domains so we focus on the domains we want to study for example in the domains of teaching so the students will study teaching like that, what I will take. So, we will definitely think critically right, so we are curious we will look for and we compile from the site we know the thesis. We are going to make while for the creativity itself. So, i finished my thesis according to the procedure, each domain is different. Like teaching him going to school. Ha, before going to school, we arrange the instruments first, then after that we can arrange them into a thesis.”*

So from the statement above, the researcher concludes that Fresh Graduate C got the benefit of increased creativity and critical thinking.

d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate C applied the Creativity and Critical Thinking as follows :

*“ In working on the thesis students must have their own domains so we focus on the domains we want to study for example in the domains of teaching so the students will study teaching like that, what I will take. So, we will definitely think critically right, so we are curious we will look for and we compile from the site we know the thesis. We are going to make while for the creativity itself. So, i finished my thesis according to the procedure, each domain is different. Like teaching him going to school. Ha, before going to school, we arrange the instruments first, then after that we can arrange them into a thesis.”*

So from the statement above the researcher concludes that Fresh Graduate C got the benefit of increased creativity and critical thinking.

e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate C applied the Creativity and Critical Thinking as follows :

*“ Thesis is able to make me think more faster because even though i have just been first part but i also think what are the contents of the next chapter so that i can compile it into a complete thesis “*

So from the statement above the researcher concludes that Fresh Graduate C got the benefit of increased creativity and critical thinking.

f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate C applied the Creativity and Critical Thinking as follows :

*“ By doing research we just got the theory, so we have to think and infer again what is the purpose of this expert. Then, on the other hand my writing and structure skills were still ugly in the classroom but now I find it easier to develop from one idea to another.*

So from the statement above the researcher concludes that Fresh Graduate C got the benefit of increased creativity and critical thinking.

**c) Problem Solving Skills**

Fresh Graduate can solve the problem by determining the problem, reducing and eliminating the problem, or preventing the problem from occurring without delay.

a. Fresh Graduate A

Based on the results of the interview, the researcher found that the fresh graduate A applied the Problem solving skills as follows :

*“Problem solving is one way to answer research question. My ability is improve through i have answered research question by read a book, journal, ask to the other and lecture”*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of enhanced problem solving skills.

#### b.Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the Problem solving skills as follows :

*“I was researching about teaching at school. My problems that I want to see how the techniques used by the teacher can be effective in the classroom. So, that the children can get good achievements so it turns out after I did my research I found out that the teacher uses a lot of techniques so that even children can receive it well “*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of enhanced problem solving skills.

#### c.Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the Problem solving skills as follows :

*“ in the preparation of the thesis there must be some things that we don't understand means we have to find out from senior thesis, read a book, search journal on google or ask the lecturer after we find out we must know so we also increase our knowledge and understand more “*

So, from the statement above the researcher concludes that fresh graduate C got the benefit of enhanced problem solving skills.

#### d.Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the Problem solving skills as follows :

*“Problem solving is one way to answer research question. My ability is improve through i have answered research question by read a book, journal, ask to the other and lecture”*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of enhanced problem solving skills.

#### e.Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the Problem solving skills as follows :

*“ in the preparation of the thesis there must be some things that we don’t understand means we have to find out from senior thesis, read a book, search journal on google or ask the lecturer after we find out we must know so we also increase our knowledge and understand more “*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of enhanced problem solving skills.

#### f.Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the Problem solving skills as follows :

*“I was researching about mini conference. My problems that I want to see how the techniques used by the lecturers to teach about translation can be effective in the classroom. So, that the students can get good achievements so it turns out after I did my research I found out that the lecturers uses a lot of techniques so that even students can receive it well “*



So, from the statement above the researcher concludes that fresh graduate F got the benefit of enhanced problem solving skills.

#### **d.Communication Skills**

Fresh Graduate changed from the beginning didn't know the correct composition of grammatical writing and punctuation so it can and practice when students speak.

##### **a.Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied the communication skill as follows :

*“ From my writing ability, i also increased my reading ability because when we read our thesis. We can automatically correct our written. Maybe, there are words that are less scientific or error in grammar “*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of enhanced communication skill.

##### **b.Fresh Graduate B**

Based on the results of the interview, the researcher found that the fresh graduate B applied the communication skill as follows :

*“ When we want to contact the supervising lecturer in writing, of course it will be through wa. So, as possible our writing procedures must be polite, must know the time when to chat. Because we really need a politeness. While, we are polite sometimes the lecturer takes a long time to reply especially if we are not polite and when we meet, we also reprimand or at least just smile. And the last what we are asked to answer.”*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of enhanced communication skill.

c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the communication skill as follows :

*“For written and oral communication itself is actually an effect of the previous lecture. So the point is for communication itself is indeed a skill that was possessed before I did the thesis.”*

So, from the statement above the researcher concludes that fresh graduate C got the benefit of enhanced communication skill.

d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the communication skill as follows :

*“For written and oral communication itself is actually related to this analogy as I write a thesis I understand what active passive sentences are past and present. Plus I also found a lot of new vocabulary automatically I remembered a little more and memorized so that during the trial I could speak English fluently.”*

So from the statement above, the researcher concludes that fresh graduate D got the benefit of enhanced communication skill.

e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the communication skill as follows :

*“ From my writing ability, i also increased my reading ability because when we read our thesis. We can automatically correct our written. Maybe, there are words that are less scientific or error in grammar “*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of enhanced communication skill.

f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the communication skill as follows :

*“For written and oral communication itself is actually an effect of the previous lecture. So the point is for communication itself is indeed a skill that was possessed before I did the thesis.”*

So, from the statement above the researcher conclude that fresh graduate E got the benefit of enhanced communication skill.

**e) Intersection of Disciplines Knowledge**

Fresh Graduate can get understanding more specific and deeply about intersection of disciplines in their thesis

a. Fresh Graduate A

Based on the results of the interview, the researcher found that the fresh graduate A applied the intersection of disciplines knowledge as follows :

*“There are two, the first in linguistic. Since i conducted this research process so i understand what are the characteristic of bilingual people, what are the types and then we are included in what kind of bilingual. The second is in terms of writing. In the past i didn’t understand what bodynote was, what was scientific work but now it has gained new knowledgewhich is very useful for me “*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of greater understanding of the intersection of diciplines knowledge.

#### b. Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the intersection of disciplines knowledge as follows :

*“improved especially for me in the teaching. Normally we have been studying in class with mam Leffy but now I can directly examine in the field. I find a lot of knowledge and new things that make me even more understand what teaching really is. In addition, when I first made the thesis, I just typed it without knowing that there was a rule in it. Such as setting margins so that when I was guiding I got a lot of scribbles because the writing was slanted next to it, the table was out of line, the writing should be bold so it didn't appear”*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of greater understanding of the intersection of disciplines knowledge.

#### c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the intersection of disciplines knowledge as follows :

*“ As I said before, we will have our own domains, if your domain is linguistics that works on thesis is more focused on linguistics. Such as semantic, pragmatic, semiotic and so forth, then it will focus there on the discipline of science. Like me it's pragmatic so my focus is only on linguistics”*

So, from the statement above the researcher concludes that fresh graduate C got the benefit of greater understanding of the intersection of disciplines knowledge.

#### d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the intersection of disciplines knowledge as follows :

*“improved especially for me in the teaching. Normally we have been studying in class with mam Leffy but now I can directly examine in the field. I find a lot of knowledge and new things that make me even more understand what teaching really is. In addition, when I first made the thesis, I just typed it without knowing that there was a rule in it. Such as setting margins so that when I was guiding I got a lot of scribbles because the writing was slanted next to it, the table was out of line, the writing should be bold so it didn't appear”*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of greater understanding of the intersection of disciplines knowledge.

#### e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the intersection of disciplines knowledge as follows :

*“There are two, the first in translation. Since i conducted this research process so i understand what is the translation exactly. The second is in terms of writing. In the past i didn't understand what bodynote was, what was scientific work but now it has gained new knowledgewhich is very useful for me “*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of greater understanding of the intersection of disciplines knowledge.

#### f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the intersection of disciplines knowledge as follows :

*when I first made the thesis, I just typed it without knowing that there was a rule in it. Such as setting margins so that when I was guiding I got a lot of scribbles because the writing was slanted next to it, the table was out of line, the writing should be bold so it didn't appear”*

So, from the statement above the researcher concludes that fresh graduate F got the benefit of greater understanding of the intersection of disciplines knowledge.

## 2. Fostering Professional Growth and Advancement

### a) Work Collaboratively

Fresh Graduates who are usually individuals can be more cooperative with others.

#### a. Fresh Graduate A

Based on the results of the interview, the researcher found that the fresh graduate A applied the ability to work collaboratively as follows :

*“ If we want to do class action research, implementation, or interview we also need good cooperation so that the person is willing to help. You do this by first telling us what our purpose and intentions and then we do the research after it has been approved “*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of enhanced ability to work collaboratively with others in teams.

#### b. Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the ability to work collaboratively as follows :

*“Actually it was not teamwork but rather collaborated with the school. So, i worked hard to meet with the headmaster of school and explain well what my goals come there so that the school could provide assistance and of course with my effort the school could trust and allow me to research there. “*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of enhanced ability to work collaboratively with others in teams.

#### c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the ability to work collaboratively as follows :

*“Collaborating for my own domain is not because it can be done alone, but in other domains there may be others who need help from other parties, but if it is only me individually.”*

So, from the statement above the researcher concludes that fresh graduate C didn't get the benefit of enhanced ability to work collaboratively with others in teams.

#### d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the ability to work collaboratively as follows :

*“ If we want to do class action research, implementation, or interview we also need good cooperation so that the person is willing to help. You do this by first telling us what our purpose and intentions and then we do the research after it has been approved “*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of enhanced ability to work collaboratively with others in teams.

e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the ability to work collaboratively as follows :

*“ If we want to do class action research, implementation, or interview we also need good cooperation so that the person is willing to help. You do this by first telling us what our purpose and intentions and then we do the research after it has been approved “*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of enhanced ability to work collaboratively with others in teams.

f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the ability to work collaboratively as follows :

*“Actually it was not teamwork but rather collaborated with the teachers. So, i worked hard to call and explain well what my goals and of course with my effort the teachers could trust and allow me to research “*

So, from the statement above the researcher concludes that fresh graduate F got the benefit of enhanced ability to work collaboratively with others in teams.



## **b) Relationship**

Fresh Graduate have a close and good relationship with lectures because guidance process.

### **a.Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied the stronger relationships with mentord and other proffessionals as follows :

*“I illustrate the supervisor as our parents who provide solutions when we are confused, who help when we are in trouble, patiently giving direction to each of our guidance so that we understand what is right and wrong. “*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of stronger relationship with mentors and other proffessionals

### **b.Fresh Graduate B**

Based on the results of the interview, the researcher found that the fresh graduate B applied the stronger relationships with mentord and other proffessionals as follows :

*“ Until now I was still guiding because thank God I was trusted to write a journal so that later I would come back to ask for their acc again.“*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of stronger relationship with mentors and other proffessionals

### **c.Fresh Graduate C**

Based on the results of the interview, the researcher found that the fresh graduate C applied the stronger relationships with mentord and other proffesionals as follows :

*“ We need a guide so we will often meet. It will often communicate so our relationship is even more dynamic and the conversation becomes more fluid and comfortable. And so also with friends who have the same supervisors usually make a pact to be in unison and from the beginning they were less familiar when the guidance became familiar. “*

So, from the statement above the researcher conclude that fresh graduate C got the benefit of stronger relationship with mentors and other proffesionals.

#### d.Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the stronger relationships with mentord and other proffesionals as follows :

*“ We need a guide so we will often meet. It will often communicate so our relationship is even more dynamic and the conversation becomes more fluid and comfortable. And so also with friends who have the same supervisors usually make a pact to be in unison and from the beginning they were less familiar when the guidance became familiar. “*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of stronger relationship with mentors and other proffesionals

#### e.Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the stronger relationships with mentord and other proffesionals as follows :

*“ We need a guide so we will often meet. It will often communicate so our relationship is even more dynamic and the conversation becomes more fluid and comfortable. And so also with friends who have the same supervisors usually make a pact to be in unison and from the beginning they were less familiar when the guidance became familiar.”*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of stronger relationship with mentors and other professionals

#### f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the stronger relationships with mentors and other professionals as follows :

*“ We need a guide so we will often meet. It will often communicate so our relationship is even more dynamic and the conversation becomes more fluid and comfortable. And so also with friends who have the same supervisors usually make a pact to be in unison and from the beginning they were less familiar when the guidance became familiar. “*

So, from the statement above the researcher concludes that fresh graduate F got the benefit of stronger relationship with mentors and other professionals

### c) Further Education and Employment

Fresh Graduate can enlarge opportunities for further education and obtaining employment

#### a. Fresh Graduate A

Based on the results of the interview, the researcher found that the fresh graduate A applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“if we want to register for a higher level, and moreover a famous university, our research in SI can be our assessment material to be accepted. Then, for looking for job it is also very helpful because usually SI graduates are considered to have higher knowledge than people who only rely on high school diplomas.”*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

#### b.Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“Alhamdulillah, although at that time I was still in the process of making a thesis, the school trusted me to teach there, even though it was only an honorarium. But, i still felt grateful and gave rise to the belief that our department was seen by others. ”*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

#### c.Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“ If S2 is automatic it helps because if we want to continue S2 we have to finish the undergraduate thesis, then we can continue. But, for work I don't think so. There is some work, they receive a high school diploma and there are many examples of people whose businesses are not finished yet S1 but they are still successful.”*

So, from the statement above the researcher concludes that fresh graduate C got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

#### d.Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“if we want to register for a higher level, and moreover a famous university, our research in S1 can be our assessment material to be accepted. Then, for looking for job it is also very helpful because usually S1 graduates are considered to have higher knowledge than people who only rely on high school diplomas.”*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

#### e.Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“ If S2 is automatic it helps because if we want to continue S2 we have to finish the undergraduate thesis, then we can continue. But, for work I don't think so. There is some work, they receive a high school diploma and there are many examples of people whose businesses are not finished yet S1 but they are still successful.”*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

#### f.Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the higher rates of acceptance into and enrollment in post-baccalaureate education and job as follows :

*“if we want to register for a higher level, and moreover a famous university, our research in S1 can be our assessment material to be accepted. Then, for looking for job it is also very helpful because usually S1 graduates are considered to have higher knowledge than people who only rely on high school diplomas and now, alhamdulillah i can join in course to teach”*

So, from the statement above the researcher concludes that fresh graduate F got the benefit of acceptance into and enrollment in post-baccalaureate education and directly securing employment in the workforce.

### 3. Promoting Personal Growth

#### a) Stimulation of curiosity

Fresh Graduates spend more time in library to read a book and do googling in order to get a lot of references. And then fresh graduates were more active to ask with someone else who had same problem

#### a. Fresh Graduate A

Based on the results of the interview, the researcher found that the fresh graduate A applied the curiosity in their research as follows :

*“in making a thesis there will certainly be a great curiosity. Especially, in our own research because we will not know what the results will be. So, after we find the phenomenon. We will continue to find out what the theory is suitable because after we get the theory automatically our curiosity will be a little imaginable through the existing theory we can immediately check directly spaciousness.*

So, from the statement above the researcher concludes that fresh graduate A got the benefit of stimulation of curiosity.

#### b. Fresh Graduate B

Based on the results of the interview, the researcher found that the fresh graduate B applied the curiosity in their research as follows :

*“At the beginning when I was start the research itself. I had confusing but it was the confusion that made my curiosity even more. I really want to know as a prospective teacher of engineering that finally it is very effective to be taught to students in the classroom, and what are the classroom activities so that students feel comfortable and lead to very good achievements.*

So, from the statement above the researcher concludes that fresh graduate B got the benefit of stimulation of curiosity.

c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the curiosity in their research as follows :

*“ If the thesis is not from the phenomenon, yes the theory. Automatically we feel curious about whether this theory works or not. Or based on this phenomenon will be solved unanswered or not. So the conclusion that if we are not curious, we will not solve it”.*

So, from the statement above the researcher concludes that fresh graduate C got the benefit of stimulation of curiosity.

d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the curiosity in their research as follows :

*“in making a thesis there will certainly be a great curiosity. Especially, in our own research because we will not know what the results will be. So, after we find the phenomenon. We will continue to find out what the theory is suitable because after we get the theory automatically our curiosity will be a little imaginable through the existing theory we can immediately check directly spaciousness and then If the thesis is not from the phenomenon, yes the theory. Automatically we feel curious about whether this theory works or not. Or based on this phenomenon will be solved unanswered or not. So the conclusion that if we are not curious, we will not solve it.”*

So, from the statement above the researcher concludes that fresh graduate D got the benefit of stimulation of curiosity.



e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied the curiosity in their research as follows :

*“in making a thesis there will certainly be a great curiosity. Especially, in our own research because we will not know what the results will be. So, after we find the phenomenon. We will continue to find out what the theory is suitable because after we get the theory automatically our curiosity will be a little imaginable through the existing theory we can immediately check directly spaciousness.*

So, from the statement above the researcher concludes that fresh graduate E got the benefit of stimulation of curiosity.

f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the curiosity in their research as follows :

*“in making a thesis there will certainly be a great curiosity. Especially, in our own research because we will not know what the results will be. So, after we find the phenomenon. We will continue to find out what the theory is suitable because after we get the theory automatically our curiosity will be a little imaginable through the existing theory we can immediately check directly spaciousness and then If the thesis is not from the phenomenon, yes the theory. Automatically we feel curious about whether this theory works or not. Or based on this phenomenon will be solved unanswered or not. So the conclusion that if we are not curious, we will not solve it.”*

So, from the statement above the researcher concludes that fresh graduate F got the benefit of stimulation of curiosity.

## **b) Learn Independently**

Fresh Graduates can do anything themselves without waiting for their friends and cheating with others

### **a. Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied the learn independently in their research as follows :

*“in making the thesis, it will be difficult for us to ask our friends for help because we both have our own activities and obligations. Meanwhile, to ask the lecturers they also have their own activities, maybe there are some lecturers who can spare their time but they only explain in general because we don't have class anymore and to ask other people also not necessarily all of them understand what what we will examine and what we mean. So, we have to study it ourselves, look for references by ourselves, then read books, journals, look at the thesis of the senior level, then we understand byself.”*

So, the researcher concludes that the fresh graduated A got the benefit of learn independently.

### **b. Fresh Graduate B**

Based on the results of the interview, the researcher found that the fresh graduate B applied the learn independently in their research as follows :

*“ Thesis makes us a very independent figure because usually we are always doing the task with friends but at the time of this thesis we will start moving on to each other's research. What we usually wait for friends but this we can no longer apply. We will start to get busy with each other's busy activities, which will have different directions and objectives. Because as people say it is our thesis so it is impossible to cheat each other ”*

So, the researcher concludes that the fresh graduated B got the benefit of learn independently.

#### c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied the learn independently in their research as follows :

*“ Thesis is the final project of each student so if we finish the thesis we do it ourselves, find out for yourself, we are most assisted by a mentor or we interview people only to that extent but if for its application it returns to each of us so as not to depend on people other. we do not expect too many examples we want to ask for help from others but he is busy yes we do not wait for that person. We hang everything on ourselves not to others. What we are able to do so we do not prioritize getting stuck because this is a responsibility ”*

So, the researcher concludes that the fresh graduated C got the benefit of learn independently.

#### d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied the learn independently in their research as follows :

*“ Thesis is the final project of each student so if we finish the thesis we do it ourselves, find out for yourself, we are most assisted by a mentor or we interview people only to that extent but if for its application it returns to each of us so as not to depend on people other. we do not expect too many examples we want to ask for help from others but he is busy yes we do not wait for that person. We hang everything on ourselves not to others. What we are able to do so we do not prioritize getting stuck because this is a responsibility and in making the thesis, it will be difficult for us to ask our friends for help because we both have our own activities and obligations. Meanwhile, to ask the lecturers they also have*

*their own activities, maybe there are some lecturers who can spare their time but they only explain in general because we don't have class anymore and to ask other people also not necessarily all of them understand what what we will examine and what we mean. So, we have to study it ourselves, look for references by ourselves, then read books, journals, look at the thesis of the senior level, then we understand byself."*

So, the researcher concludes that the fresh graduated D got the benefit of learn independently

#### e.Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate A applied the learn independently in their research as follows :

*"in making the thesis, it will be difficult for us to ask our friends for help because we both have our own activities and obligations. Meanwhile, to ask the lecturers they also have their own activities, maybe there are some lecturers who can spare their time but they only explain in general because we don't have class anymore and to ask other people also not necessarily all of them understand what what we will examine and what we mean. So, we have to study it ourselves, look for references by ourselves, then read books, journals, look at the thesis of the senior level, then we understand byself."*

So, the researcher concludes that the fresh graduated E got the benefit of learn independently.

#### f.Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied the learn independently in their research as follows :

*“ Thesis is the final project of each student so if we finish the thesis we do it ourselves, find out for yourself, we are most assisted by a mentor or we interview people only to that extent but if for its application it returns to each of us so as not to depend on people other. we do not expect too many examples we want to ask for help from others but he is busy yes we do not wait for that person. We hang everything on ourselves not to others. What we are able to do so we do not prioritize getting stuck because this is a responsibility ”*

So, the researcher concludes that the fresh graduated F got the benefit of learn independently.

### **c) Personal Initiative**

Fresh Graduate can prepare and make thesis without command and coercion from lecture as advisor.

#### **a. Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied development of personal initiative in their research as follows :

*“ I always do what I can do first without having to wait for the lecturer so when the lecturer asks I already have my own handle “*

From the statement above the researcher concludes that the fresh graduate A got the benefit of enhanced development of personal initiative.

#### **b. Fresh Graduate B**

Based on the results of the interview, the researcher found that the fresh graduate B applied development of personal initiative in their research as follows :

*“For the initiative itself, sometimes I bring drinks. I for me and I for mentor because what it is as a sense of my discomfort because I always meet them. Sometimes I’ve been to see her 4 times a week.”*

From the statement above the researcher concludes that the fresh graduate B got the benefit of enhanced development of personal initiative.

#### c. Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied development of personal initiative in their research as follows :

*“For the initiative itself, this thesis is individual so we must take the initiative to move not to join friends because if we follow others it will be difficult or long to finish. So when we have finished chapter 1, we must arrange chapter 2 3 and then don't just wait for the lecturer to return chapter 1. So if the lecturer asks at least we already have a little material to discuss”*

From the statement above, the researcher concludes that the fresh graduate C got the benefit of enhanced development of personal initiative.

#### d. Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied development of personal initiative in their research as follows :

*“For the initiative itself, this thesis is individual so we must take the initiative to move not to join friends because if we follow others it will be difficult or long to finish. So when we have finished chapter 1, we must arrange chapter 2 3 and then don't just wait for the lecturer to return chapter 1. So if*

*the lecturer asks at least we already have a little material to discuss and I always do what I can do first without having to wait for the lecturer so when the lecturer asks I already have my own handle sometimes I bring drinks. 1 for me and 1 for mentor because what it is as a sense of my discomfort because I always meet them. Sometimes I've been to see her 4 times a week."*

From the statement above, the researcher concludes that the fresh graduate D got the benefit of enhanced development of personal initiative.

#### e. Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied development of personal initiative in their research as follows :

*" I always do what I can do first without having to wait for the lecturer so when the lecturer asks I already have my own handle "*

From the statement above, the researcher concludes that the fresh graduate E got the benefit of enhanced development of personal initiative.

#### f. Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate F applied development of personal initiative in their research as follows :

*"For the initiative itself, this thesis is individual so we must take the initiative to move not to join friends because if we follow others it will be difficult or long to finish. So when we have finished chapter 1, we must arrange chapter 2 3 and then don't just wait for the lecturer to return chapter 1. So if the lecturer asks at least we already have a little material to discuss"*

From the statement above, the researcher concludes that the fresh graduate F got the benefit of enhanced development of personal initiative.

#### **d) Confidence**

Confidence means when Fresh Graduates believe in their own research.

##### **a. Fresh Graduate A**

Based on the results of the interview, the researcher found that the fresh graduate A applied their confidence in research as follows :

*“in making thesis we must be sure of what we think and we do, even though it will be wrong but we must remain confident with what we have made anyway there will be a supervising lecturer who directs us and we can revise it. My advice would be that later on at the time of making it would be as bad as what we have to remain confident because with confidence we will be motivated by itself, so that we are able to reap the lessons and make them experience.”*

From the statement above, the researcher concludes that the fresh graduate A got the benefit of increased confidence.

##### **b. Fresh Graduate B**

Based on the results of the interview, the researcher found that the fresh graduate B applied their confidence in research as follows :

*“For me self-confidence and independence are related things like the example that I have mentioned if I can't be confident maybe I won't be able to be independent and remain dependent and wait for others. However, although it is important we are not too confident because we fear that we will appear arrogant. And how to apply it, I always write what I thought earlier before the guidance, so be confident that whatever we write will be accredited by the lecturer, even if it is added or reduced.”*



From the statement above, the researcher concludes that the fresh graduate B got the benefit of increased confidence.

c.Fresh Graduate C

Based on the results of the interview, the researcher found that the fresh graduate C applied their confidence in research as follows :

*“Yes, of course, because not everyone can complete this thesis, so it is a matter of pride that I am able and can increase our self-confidence as well.”*

From the statement above, the researcher concludes that the fresh graduate C got the benefit of increased confidence.

d.Fresh Graduate D

Based on the results of the interview, the researcher found that the fresh graduate D applied their confidence in research as follows :

*“Yes, of course, because if we don't confidence that is means we don't believe with own research .”*

From the statement above, the researcher concludes that the fresh graduate D got the benefit of increased confidence.

e.Fresh Graduate E

Based on the results of the interview, the researcher found that the fresh graduate E applied their confidence in research as follows :

*“in making thesis we must be sure of what we think and we do, even though it will be wrong but we must remain confident with what we have made anyway there will be a supervising lecturer who directs us and we can revise it. My advice would be that later on at the time of making it would be as bad as what we have to remain confident because with confidence we will be motivated by itself, so that we are able to reap the lessons and make them experience.”*

From the statement above the researcher concludes that the fresh graduate E got the benefit of increased confidence.

f.Fresh Graduate F

Based on the results of the interview, the researcher found that the fresh graduate E applied their confidence in research as follows :

*“I always write what I thought earlier before the guidance, so be confident that whatever we write will be accredited by the lecturer, even if it is added or reduced.”*

From the statement above, the researcher concludes that the fresh graduate F got the benefit of increased confidence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion is the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

#### A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusions. The first, there are three skills students have. The first are advancing cognitive and intellectual grow include that ability to practice classroom knowledge, creativity and critical thinking, problem solving, communication skills, and instersections of disciplines. The second are fostering professional growth and advancement include that ability to collaboratively, relationship with mentors and others, higher rates of acceptance into and post baccalaureate education and job. The third are promoting personal growth include that stimulation of curiosity, independently, personal initiative, and confidence.

First, Fresh graduate can apply some of classroom knowledge what they get while studying in class into practice when students making a thesis. Second, Fresh Graduate can pose the various of questions and issues that are very important and they can be able to formulate of questions and issues clearly, quickly and precisely with own way without

plagiarism. Beside that they can developing one idea to another idea. Third, Fresh Graduate can solve the problem by determining the problem, reducing and eliminating the problem, or preventing the problem from occurring without delay. Fourth, Fresh Graduate changing from the beginning didn't know the correct composition of grammatical writing and punctuation so it can and practice when students speak. Fifth, Fresh Graduate can get understanding more specific and deeply about intersection of disciplines in their thesis. Sixth, Fresh Graduate which usually individuals can be more cooperative with others. Seventh, Fresh Graduate have a close and good relationship with lectures because guidance process. Eighth, Fresh Graduate can enlarge opportunities for further education and obtaining employment. Ninth, Fresh Graduate spend more time in library to read a book and googling in order to get a lot of reference. Next, fresh graduate more active to ask with someone else who had same problem. Tenth, Fresh Graduate can do anything yourself without waiting their friends and cheating with others. Eleventh, Fresh Graduate can prepare and make thesis without command and coercion from lecture as advisor and twelveth, Fresh Graduate believe in their own research.

Based on the findings and discussions in chapter IV, it can be concluded : Fresh Graduate in eight semester who had conducted thesis in English Program at IAIN Curup 2019-2020 get some benefit after doing research and students can apply it in their thesis.

**B. Suggestion**

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The Fresh Graduate

The finding showed that fresh graduates get some benefit after doing research. So the researcher suggests fresh graduates to utilize the benefit which get to prepare themselves in the real life.

2. The Further Researcher

Further research can be conducted in this area. The writer hopes that in other time, other researcher can investigate more about the benefit of doing research. So, the lectures as advisor can develop the benefit which students get in future.

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Unit Pelaksana  
Teknis Bahasa  
IAIN Curup



**UPT Bahasa**

Institut Agama Islam Negeri Curup, September 23<sup>rd</sup>2019

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Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
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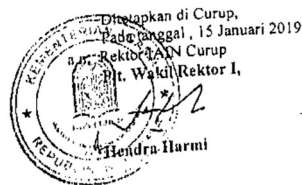
- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
- Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
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- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
- Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
- Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN :

- Menetapkan  
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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :  
N A M A : Hayuni Dija  
N I M : 15551017  
JUDUL SKRIPSI : The Analysis Of Students Needs In Research Methodology Class.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



- Tembusan :
- 1 Pembimbing I dan II;
  - 2 Bendahara IAIN Curup;
  - 3 Kasubbag AK;
  - 4 Kepala Perpustakaan IAIN;
  - 5 Mahasiswa yang bersangkutan;
  - 6 Arsip/Fakultas Tarbiyah

## Script Fresh Graduate A

D : Apakah kemampuan atau pengetahuan yang anda dapatkan dikelas bisa anda terapkan dan praktekkan langsung kedalam proses pembuatan skripsi ?

A : Iya , selama kita belajar di kelas tentunya dari semester 1-8 pastinya ada banyak sekali mata kuliah yang kita dapatkan dan menurut saya itu sangat bermanfaat. Contohnya yaitu metodologi penelitian karna disana kita akan diajarkan tentang apa itu penelitian. Apa itu kuantitatif, kualitatif dan sebagainya. Jadi dalam pembuatan skripsi kita hanya perlu mengulang dan mengingat kembali sedikit apa yang telah kita pelajari. Seperti halnya saya meneliti tentang bilingualism sedikit tidaknya saya tau apa itu bilingualism dari pelajaran sociolinguistic yang pernah saya pelajari sewaktu dikelas. Sebelum saya terjun ke penelitian ya saya berspekulasi bahwa bilingualism yaitu orang yang mampu menggunakan 2 bahasa walaupun saya belum tau detail secara mendalamnya.

D : Apakah pada saat anda melakukan proses penelitian anda merasa adanya penambahan kreativitas dan berpikir secara kritis secara drastis didalam diri anda ?

A : Ya, saya merasa bertambah karena tentunya pada saat pembuatan skripsi saya terlebih dahulu itu membuat saya menjadi orang yang lebih kritis. Jadi saya harus berpikir bagaimana caranya skripsi saya ini benar dan selesai jadi saya selalu mencoba berpikir dengan pemikiran yang seperti itu. Dan juga jika teman-teman saya bertanya jadi saya juga bisa membantu mereka walaupun saya belum terlalu paham skripsi mereka tapi setidaknya saya bisa memberi sedikit pemahaman saya terhadap mereka seperti petunjuk kepada mereka

D : Baiklah , tadikan anda hanya menyebutkan pada poin critical thinking lalu bagaimanakah dengan kreativitas anda apakah mengalami peningkatan juga ?

A : Kalau kreativitas menurut saya sih kita bisa tau tahap pembuatan skripsi dari bab 1-5 seperti contoh sebenarnya pada bab 1 itu mencakup apa saja, terus bagaimana cara mengolah teori sehingga kita sendiri bisa menyusunnya menjadi skripsi yang utuh

D : Apakah anda merasa mengalami kemajuan pada kemampuan berkomunikasi baik itu lisan maupun tulisan ?

A : Kalau bagi saya sendiri sih hanya merasakan dampak pada tulisan saja yang mengalami peningkatan karna pada pembuatan skripsi kita tidak menggunakan speaking skill, kita hanya menuangkan ide kedalam tulisan skripsi kita

D : Baikla, disini anda kan hanya merasakan adanya peningkatan pada writing skill lalu bagaimana cara mengimplementasikannya kedalam proses pembuatan skripsi tersebut ?

A : Dari skill writing kan bisa saya tambahkan adanya peningkatan juga pada reading karna dalam menulis kemampuan reading kita juga akan meningkat. Disana lewat membaca kita bisa mengoreksi tulisan kita barangkali ada kata-kata yg kurang ilmiah, atau adanya grammar yang kurang pas jadi disana tidak hanya skill writing yang meningkat tapi sekaligus reading juga karna mereka sling terkait.

D : Apakah didalam proses pembuatan skripsi ini bisa memunculkan stimulus rasa keingintahuan dan penasaran anda ?

A : Ya tentu dalam membuat skripsi tentu akan ada rasa penasaran yang besar terutama pada penelitian kita itu sendiri karna kitakan tidak tahu seperti apa hasilnya. Jadi setelah kita menemukan fenomena kita akan terus mencari tahu apasih teori yang cocok karna setelah kita mendapatkan teori tersebut otomatis rasa penasaran kita akan sedikit terbayangkan melalui teori yang ada tersebut kita bisa langsung mengecek langsung kelapangan.

D : Apakah skripsi membuat anda mejadi sosok yang mandiri ?

A : Ya tentunya dalam pembuatan skripsi itu kita bakal sulit meminta bantuan teman kita karena kita sama-sama punya kesibukkan dan kewajiban masing-masing. Sedangkan untuk bertanya ke dosen mereka juga memiliki kesibukkan masing-masing, mungkin ada beberapa dosen yang bisa meluangkan waktunya akan tetapi mereka hanya menjelaskan secara general saja karna kita memang tidak memiliki kelas lagi dan untuk bertanya ke orang lain juga belum tentu semua orang itu paham apa yang akan kita teliti dan kita maksud. Jadi, kita harus mempelajari sendiri, cari referensi sendiri, lalu baca-baca buku, jurnal, lihat-lihat skripsi kakak atau ayuk tingkat lalu kita pahami.

D : Apakah anda merasa ada peningkatan dibidang disiplin ilmu ?

A : Iya itu sangat meningkat terutama untuk saya dilinguistic karna memang bagian saya dilinguistic membahas tentang bilingualism semenjak saya melakukan proses skripsi ini saya jadi paham apa sajakah karakteristik orang-orang yang tergolong bilingual, apa saja tipe-tipenya, kemudian kita itu termasuk kedalam bilingual seperti apa. terus saya lebih paham dan terfokus lagi tentang apa itu penelitian qualitative. Kemudian dari segi penulisan saya juga tidak tau apa itu bodynote jadi ini sama saja seperti pertama kali proses pembuatan karya ilmiah yang baik dan benar jadi memang saya sangat merasakan manfaat dan peningkatan yang sangat drastis. Dari berbagai aspek penulisan alfabet, tanda baca dan lain-lain

D : Apakah skripsi mampu menumbuhkan sikap kerja sama anda kepada pihak lain ?

A : Sebenarnya bukan kerja sama akan tetapi lebih kepada namanya kitakan makhluk sosial otomatis kita membutuhkan orang lain pada saat proses pengambilan data untuk dijadikan sample. Contohnya apabila kita ingin penelitian tindakan kelas, pengimplementasian, atau interview jadi kita perlu juga kerja sama yang baik agar orang tersebut bersedia membantu kita

D : Bagaimana cara anda menerapkan kerja sama tersebut ?

A : Ya yang pertama kali kita harus meminta tolong terlebih dahulu sama orangnya, kita jelasin maksud dan tujuan kita apa lalu kita baru temui agar mereka paham dan tidak syok. Ditambah lagi pada saat kita ingin melakukan penelitian kita harus memberikan penjelasan terlebih dahulu penelitian kita itu apa karna ada sebagian orang yang nggk mau diteliti dan merasa keberatan apabila akan berdampak buruk namanya atau privasinya tidak terjaga.

D : Apakah skripsi bisa dijadikan salah satu alasan untuk mempererat hubungan anda dengan dosen dan peneliti lainnya ?

A : Kalau untuk mempererat saya rasa hanya ke pembimbing saja karna kan kita selalu menemuinya untuk proses bimbingan dari awal sampai akhir ya jadi mau nggk mau otomatis kita akan saling dekat dengan sendirinya. Sedangkan untuk peneliti yang lain saya rasa hanya sekedar say haii dan saling memberikan motivasi saja karna memang jenis penelitian dan ranah kami berbeda jadi tidak terlalu banyak tanya . paling sekedar menanyakan cara pembuatan bukan isinya.

D : Tadikan anda menyebutkan bahwa skripsi mempererat hubungan anda dengan dosbing, maksudnya disini erat seperti apa tlong dijelaskan?

A : Maksud erat disini seperti ini, kitakan baru pertama kali berhadapan langsung dengan penelitian yang bersifat ilmiah jadi saya ilustrasikan dosbing itu seperti orang tua kita yang memberikan solusi disaat kita bingung, yang membantu disaat kita kesusahan, sabar memberikan arahan sehingga kita mengerti mana yang benar dan salah.

D : Apakah skripsi memperbesar peluang anda untuk melanjutkan S2 dan mendapatkan pekerjaan ?

A : Iya itu sangat membantu karna apabila kita ingin mendaftar kejenjang yang lebih tinggi, dan apalagi universitas yang terkenal maka penelitian kita di S1 itu bisa jadi bahan penilaian kita untuk diterima. Kemudian untuk pekerjaan itu juga sangat

membantu karna biasanya orang lulusan S1 itu dianggap lebih tinggi ilmunya daripada orang yang hanya mengandalkan ijazah SMA.

D : Kalau bagi anda sendiri dengan cara apa sih anda memanfaatkan skripsi tersebut ?

A : Kalau saya sih lebih tertarik ke jenjang pekerjaan tapi pekerjaan yang saya maksud disini yaitu melamar ke bank , memang sih basic kita itu keguruan tapi bukan berarti kita harus jadi guru karna bahasa inggris itu kan bahasa international dan pegawai bank juga memiliki kualifikasi penguasaan bahasa asing otomatis kita yang dari bahasa inggris juga bisa mendaftar bukan hanya perbankan atau akuntansi saja.

D : Apakah selama anda menjalani skripsi ini bisa meningkatkan rasa percaya diri anda ?

A : Ya harus karna dalam pembuatan skripsi ini kita harus yakin sama apa yang kita pikir dan kita kerjakan, walaupun nantinya salah akan tetapi kita harus tetap percaya diri dengan apa yang telah kita buat toh nantinya kan ada dosen yang mengarahkan kita dan kita pun bisa merevisinya. Saran saya sih mau nantinya pada saat pembuatan itu mau sejelek apa kita harus tetap percaya diri karna dengan percaya diri kita akan termotivasi dengan sendirinya, sehingga kita mampu memetik pelajaran dan menjadikannya pengalaman.

D : Apakah setelah anda bisa menyelesaikan skripsi ini bisa memunculkan perasaan ingin diakui oleh teman lainnya ?

A : Kalau untuk pamer ke orang lain sih nggak akan tetapi lebih kepada diri sendiri karna bisa menyelesaikan semua kewajiban perkuliahan secara tepat waktu. Sampai sekarangpun saya merasa terharu ternyata banyak yang kita dapatkan, dari yang dulunya nggak tau apa itu penelitian malah sekarang nyatanya saya udah mampu melewatinya.

D : Oke terimakasih wss.

D : Apakah kemampuan atau pengetahuan yang anda dapatkan dikelas bisa anda terapkan dan praktekkan langsung kedalam proses pembuatan skripsi ?

H : sebelum kita mengerjakan skripsi itu kan ada pelajaran writing dan structure itu sangat diterapkan pada skripsi karna didalam skripsi itu sangat jelas apakah kita menguasai ilmu-ilmu yang ada pada writing dan structure

D : Bagaimana cara anda menerapkan pada proses pembuatan skripsi tersebut ?

H : Jujur saja saat saya membuat skripsi itu saya juga lupa pelajaran-pelajaran tentang writing, structure, dll jadi saya buka buku dan mengingatnya kembali seperti mengubah kata aktif ke passive ataupun sebaliknya

D : Apakah pada saat anda melakukan proses penelitian anda merasa adanya penambahan kreativitas dan berpikir secara kritis secara drastis didalam diri anda ?

H : Itu tentu saja je, karna seperti yang kalian ketahui saya ada seseorang yang sulit untuk menangkap suatu bahan akan tetapi setelah saya menyelesaikan skripsi ini saya merasa bisa berpikir secara kritis mungkin juga karna sudah terbiasa selama pembuatan skripsi ini kita dipaksa harus kritis dalam menggali suatu permasalahan. Lagian juga kan nggak mungkin kalau kita meneliti tapi kita nggak mau memikirkan apa saja yang mau kita teliti. Jadi contohnya kita itu kan dapat teori jadi kita harus berpikir dan menyimpulkan lagi apa sih maksud dari si expert ini. Kemudian disisi lain skill writing dan structure saya pun masih terbilang jelek didalam kelas akan tetapi sekarang saya merasa lebih mudah untk mengembangkan dari 1 ide ke ide lainnya.

D : Apakah setelah anda melakukan penelitian anda merasa sudah bisa memecahkan masalah secara baik ?

H : Saya rasa tidak karna sampai sekarang sayapun masih merasa sulit apabila diminta untuk menyelesaikan suatu permasalahan. Didalam proses pembuatan saya sering



menjumpai masalah yang sebenarnya bukan itu yang saya anggap masalah eh malah jadi masalah tetapi saya tetap optimis saat ada masalah pasti akan ada pemecahannya yang harus saya kaji ulang kembali secara sabar dan bertahap.

D : Bisakah anda memberikan penjelasan lebih detail bagaimana cara anda memecahkan suatu permasalahan tersebut ?

H : Oh jadi contohnya seperti ini, saya kan meneliti tentang teaching disekolah dan permasalahan saya itu saya ingin melihat bagaimana tehnik yang digunakan oleh guru itu bisa efektif didalam kelas sehingga anak-anak tersebut bisa mendapatkan achievement yang sangat bagus jadi ternyata setelah saya melakukan penelitian saya menemukan bahwasanya guru menggunakan tehnik yang sangat banyak dan juga bagus sehingga anak-anak pun bisa menerima dengan baik

D : Apakah anda merasa mengalami kemajuan pada kemampuan berkomunikasi baik itu lisan maupun tulisan ?

H : Untuk komunikasi itu sendiri ya tentu ya jes contohnya saja saat kita ingin menghubungi dosen pembimbing secara tulisan tentunya bakal lewat wa ya kan ha jadi sebagaimana mungkin tata cara penulisan kita itu harus sopan, harus tau waktu kapan harus chat. Karna kita sangat memerlukan cara, selagi kita sudah sopan saja terkadang dosen tersebut lama membalas apalagi kalau kita tidak sopan dan ketika kita bertemu juga kita menegur atau setidaknya senyum sajalah, apa yang ditanya kita jawab.

D : Apakah didalam proses pembuatan skripsi ini bisa memunculkan stimulus rasa keingintahuan dan penasaran anda ?

H : Ya tentu karna pada awal saat saya akan memulai penelitian itu sendiri saya memiliki ranah yang agak membingungkan akan tetapi kebingungan itula yang membuat rasa keingintahuan saya semakin bertambah. Seperti saya sangat ingin mngetahui sebagai seorang calon guru tehnik apasih yang akhirnya itu sangat efektif untuk diajarkan

pada siswa didalam kelas, dan apa saja classroom activitynya sehingga murid tersebut merasa nyaman dan menimbulkan achievement yang sangat bagus

D : Apakah skripsi membuat anda mejadi sosok yang mandiri ?

H : Ya betul sekali pada saat skripsi ini membuat kita menjadi sosok yang sangat mandiri karnakan biasanya kita itu selalu mengerjakan tugas bersama teman-teman akan tetapi pada saat skripsi ini kita akan mulai beranjak ke penelitian masing-masing. Yang biasanya kita menunggu teman tetapi ini tidak bisa lagi kita terapkan. Kita akan mulai disibukkan dengan kesibukkan masing-masing yang tentunya berbeda arah dan tujuan penelitiannya. Karna seperti kata orang itukan skripsi kita jadi sangat tidak mungkin untuk saling menyontek.

D : Bagaimana cara anda menumbuhkan serta menerapkan rasa mandiri tersebut didalam diri anda ?

H : Ya dengan cara saya hanya bisa mengandalkan diri saya sendiri. Memang sih ada beberapa kali teman saya ikut menemani tp ada juga masanya mereka tidak bisa ikut ha jadi saya harus bisa memberanikan diri dan membuang rasa takut tersebut Seperti contoh saya penelitian di 2 sekolah yang berbeda dan letaknya juga lumayan jauh dari ujung ke ujung. Ha jadi kalau saya ingin cepat selesai saya harus memulai langkah itu sendiri tanpa harus menunggu orang lain besok dan besok.

D : Apakah anda merasa ada peningkatan pemahaman dibidang disiplin ilmu ?

H : Iya itu sangat meningkat terutama untuk saya di bagian teaching. Kan biasanya selama ini kita belajar dikelas bersama mam Leffy tetapi sekarang saya bisa langsung meneliti langsung kelapangan dan saya menemukan banyak ilmu dan hal baru yang membuat saya semakin menguasai apa itu teaching sebenarnya. Selain itu, saya juga ketika pertama kali membuat skripsi itu hanya tok mengetik saja tanpa tau sebenarnya ada rule didalamnya seperti pengaturan margin sehingga pada saat saya bimbingan

saya mendapat banyak coretan karna tulisannya miring sebelah, tablenya keluar dari batas garis, yang tulisannya seharusnya bold jadi nggak bold dan sebaliknya.

D : Apakah skripsi mampu menumbuhkan sikap kerja sama anda kepada pihak lain ?

H : Sebenarnya bukan kerja sama tim akan tetapi lebih berkolaborasi pada pihak sekolah jadi saya bekerja keras bagaimana pihak sekolah tersebut dapat memberikan bantuan dan tentunya dengan usaha tersebut pihak sekolah dapat percaya dan mengizinkan saya untuk penelitian disana.

D : Bagaimana cara anda menerapkan kerja sama tersebut ?

H : Ya yang pertama kali itu saya menemui pihak sekolah yang tertinggi yaitu kepek dan kebetulan untuk pertama dan kedua kali kepala sekolah tidak ada. Tapi saya tetap semangat dan sabar hingga pertemuan ketiga kali baru saya bisa bertemu dengannya. Pada saat itu pihak sekolah bertanya apa tujuan saya dan mengapa saya ingin meneliti itu. Karna mengapa pihak sekolah tidak ingin mereka itu dijelekkkan. Mereka tidak ingin saya menjudge baik itu secara pujian atau hinaan.

D : Apakah skripsi bisa dijadikan salah satu alasan untuk mempererat hubungan anda dengan dosen dan peneliti lainnya ?

H : Iya tentu saja karena saya bimbingan itu tidak sebentar 6 bulan full jadi saya merasa proses pembuatan skripsi ini juga bisa mempererat hubungan dengan dosen yang dulunya saya merasa takut tetapi sekarang saya sudah mulai berani untuk menghubungi beliau duluan.

D : Tadikan anda menyebutkan bahwa skripsi mempererat hubungan anda dengan dosen, maksudnya disini erat seperti apa tlong dijelaskan?

H : Iya seperti contoh sampai sekarang saya masih bimbingan karna alhamdulillahnya saya dipercaya untuk membuat jurnal jadi nantinya saya akan kembali meminta acc lagi kepada mereka.

D : Daritadikn kita hanya menyinggung hubungan anda dengan dosen lalu bagaimanakah hubungan anda dengan peneliti lainnya ?

H : Alhamdulillahnya baik, akan tetapi hanya sebatas menanyakan sudah sampai mana penelitiannya, sudah di acc atau belum, kabarnya juga bagaimana. Akan tetapi ada beberapa juga yang tersinggung waktu ditanyakan jadi saya mengantisipasinya hanya sedikit saja bukan berarti saya tidak peduli tetapi saya hanya ingin menjaga perasaannya. Dan tetap mencari tau lewat teman yang lainnya.

D : Apakah skripsi memperbesar peluang anda untuk melanjutkan S2 dan mendapatkan pekerjaan ?

H : Kalau S2 jujur saya sangat menginginkan ya je akan tetapi pada saat proses pembuatan skripsi jujur saya sangat menyerah dan saya tidak ingin lagi membuat skripsi dan melanjutkan. Tetapi apabila saya ada rezeki nggk apa-apa la saya lanjut tapi untuk sekarang belum. Saya ingin jeda dulu sejenak. Dan untuk pekerjaan itu sangat membantu ya je karna apabila kita sudah melewati skripsi otomatis orang berpikir kita sudah sarjana apalagi skripsi kita bahasa inggris jadi mereka itu sedikit lebih memperhitungkan yang memiliki basic bahasa inggris seperti kita. Apalagi bagi perusahaan asing menurut saya jurusan kitala yang akan lebih mencuri perhatian .

D : Bagaimana bisa anda berpendapat seperti itu dan bagi anda sendiri dengan cara apa sih anda memanfaatkan skripsi tersebut ?

H : Untuk pekerjaan alhamdulillah ya walaupun pada saat itu saya masih dalam proses pembuatan skripsi akan tetapi pihak sekolah mempercayai saya untuk mengajar disana walaupun hanya sebagai honor akan tetapi saya tetap merasa bersyukur dan memunculkan rasa percaya bahwa jurusan kita itu dilihat orang.

D : Apakah skripsi bisa memunculkan inisiatif dari dalam diri anda ?

H : Untuk inisiatif itu sendiri terkadang saya membawakan minum. 1 untuk 1 dan 1 untuk pembimbing karna apa itu sebagai rasa ketidakenakkan saya karna saya selalu menemui mereka. Kadang pernah ya saya itu seminggu sampai 4 kali menemuinya.

D : Apakah selama anda menjalani skripsi ini bisa meningkatkan rasa percaya diri anda?

H : Sama seperti tadi ya bagi saya percaya diri dan mandiri itu adalah hal yang terkait seperti contoh yang telah saya sebutkan apabila saya tidak bisa percaya diri mungkin saya tidak akan bisa mandiri dan tetap bergantung serta menunggu orang lain. Akan tetapi walaupun penting kita juga tidak bole terlalu percaya diri karna takutnya nanti terkesan sombong. Dan cara penerapannya saya selalu menulis apa yang saya pikirkan lebih awal sebelum bimbingan jadi percaya diri saja setiap apapun yang kita tulis itu bakal di acc oleh dosen walaupun itu ada ditambah atau dikurang.

D : Apakah setelah anda bisa menyelesaikan skripsi ini bisa memunculkan perasaan ingin diakui oleh teman lainnya ?

H : nggak sama sekali karna saya pikir kita itu sama. Mungkin ada beberapa orang merasa termotivasi tapi untuk pengakuan itu saya rasa tidak karna sayapun daftar kemaren telat niatnya mau gelombang kedua eh nggak taunya gelombang pertama jadi tentu saya bangga tp kebanggaan itu hanya untuk diri sendiri karna YA Allah akhirnya selesai nggk berasa gitu padahal baru kemaren daftar kulia eh nyatanya heli sekarang sudah selesai ya cukup seperti itu saja. Biarla orang yg menilai.

D : Oke terimakasih wss.

#### Script Fresh Graduate C

D : Apakah kemampuan atau pengetahuan yang anda dapatkan dikelas bisa anda terapkan dan praktekkan langsung kedalam proses pembuatan skripsi ?

I : Iya pastinya ada beberapa yang diterapkan misalnya seperti writing, structure, grammar, ha itu bisa kita terapkan dalam pembuatan skripsi

D : Bagaimana cara anda menerapkan pada proses pembuatan skripsi tersebut ?

I : Kan kalau misalnya kita dalam proses pembuatan skripsi itu pasti kita menyusun kalimat ha kalau kita tidak mengerti tentang structure tentang grammar makan kita akan kesulitan mana subjek, mana predikat, mana yang past tense dan mana yang present ha itu kalau kita tidak mengerti kita tidak akan bisa menerapkannya kedalam skripsi

D : Apakah pada saat anda melakukan proses penelitian anda merasa adanya penambahan kreativitas dan berpikir secara kritis secara drastis didalam diri anda ?

I : Iya tentu saja , karna kita mengerjakan skripsi itu mahasiswa pasti punya ranahnya masing-masing jadi kita fokus pada ranah yang kita ingin teliti misalnya ranah itu tentang teaching maka mahasiswa tersebut akan mempelajari teaching itu seperti apasih, yang akan saya ambil apasih jadi pasti kitakan berfikir kritis kan, jadi kita penasaran apasih yang bakal kita cari dan kita susun ha dari situla kita tau skripsi yang akan kita buat sedangkan untuk keativitas itu sendiri ya jadi saya menyelesaikan skripsi saya ya sesuai dengan prosedurnya ya kan tiap ranahnya itu beda ya. Seperti teaching dia kesekolah. Ha sebelum kesekolah ya kita susun dulu apa instrumennya maka setelah itu kita bisa menyusun kedalam skripsi

D : Apakah setelah anda melakukan penelitian anda merasa sudah bisa memecahkan masalah secara baik ?

I : Iya tentu saja meningkat karna kan dalam penyusunan skripsi itu pasti ada beberapa hal yg kita tak mengerti ha berarti kita harus cari tau dari skripsi kakak tingkat, baca buku atau tanya dosen ha setelah kita cari tau pasti kita taukan ha jadi pengetahuan kita juga meningkat dan lebih mengerti

D : Apakah anda merasa mengalami kemajuan pada kemampuan berkomunikasi baik itu lisan maupun tulisan ?

I : Untuk komunikasi secara tulisan dan lisan itu sendiri sebenarnya itu merupakan efek dari selama perkuliahan yang lalu. Jadi maksudnya untuk komunikasi itu sendiri itu memang skill yang sudah dimiliki sebelum saya mengerjakan skripsi tersebut.

D : Apakah didalam proses pembuatan skripsi ini bisa memunculkan stimulus rasa keingintahuan dan penasaran anda ?

I : Ya tentu saja semakin meningkat karnakan kalau skripsi itu tidak dari fenomena ya teori. Otomatis kita merasa penasaran kira-kira teori ini berfungsi atau tidak. Atau berdasarkan fenomena ini bakal terpecahkan terjawab atau tidak. Jadi kesimpulannya apabila kita tidak penasaran maka kita tidak akan menyelesaikannya.

D : Apakah skripsi membuat anda mejadi sosok yang mandiri ?

I : Iya tentu saja karena skripsi itu kan tugas akhir masing-masing mahasiswa jadi kalau kita menyelesaikan skripsi kita kerjakan sendiri, cari tau sendiri, paling kita dibantu oleh pembimbing atau kita wawancara kepada orang hanya sebatas itu tapi kalau untuk penerapannya itu kembali pada diri masing-masing agar tidak bergantung pada orang lain.

D : Bagaimana cara anda menumbuhkan serta menerapkan rasa mandiri tersebut didalam diri anda ?

I : Ya dengan cara saya kita itu jangan terlalu berharap contoh kita ingin meminta bantuan orang lain tetapi dia sibuk ya kita jangan menunggu orang tersebut. Kita gantungkan semuanya pada diri sendiri jangan ke orang lain. Apa yang sanggup kita buat ya kita dahulukan jangan stuck karna inikan sebuah tanggung jawab

D : Apakah anda merasa ada peningkatan pemahaman dibidang disiplin ilmu ?

I : Iya seperti yang saya katakan tadi kita akan memiliki ranah masing-masing kalau nanti ranahnya linguistic otomatis yang mengerjakan skripsi itu lebih fokus ke linguistic seperti ada semantic, pragmatic, semiotic dan apa sebagainya itu nanti fokus kesitu kedisiplin ilmu tersebut. Seperti saya itu pragmatic jadi fokus saya hanya pada linguistic

D : Apakah skripsi mampu menumbuhkan sikap kerja sama anda kepada pihak lain ?

I : Kalau untuk berkolaborasi untuk ranah saya sendiri itu nggak karna memang bisa dikerjakan sendiri tapi kalau yang ranah-ranah lain mungkin ada yang perlu bantuan pihak lain akan tetapi kalau yang saya itu individually saja.

D : Apakah skripsi bisa dijadikan salah satu alasan untuk mempererat hubungan anda dengan dosen dan peneliti lainnya ?

I : Iya tentu saja jadi kalau misalnya kita butuh pembimbing maka kita akan sering bertemu ha dengan proses sering bertemu ini maka akan sering berkomunikasi jadi otomatis hubungan kita pun semakin erat dan ngobrolnya pun lebih cair dan nyaman. Dan begitu juga dengan teman yang pembimbingnya sama biasanya pasti janji untuk serempak dan dari yang awalnya kurang akrab pas bimbingan jadi akrab begitupun sebaliknya.

D : Apakah skripsi memperbesar peluang anda untuk melanjutkan S2 dan mendapatkan pekerjaan ?

I : Kalau S2 ya otomatis membantu karnakan kalau kita mau lanjut S2 kita harus menyelesaikan dulu skripsi S1 baru bisa lanjut ha tapi kalau untuk pekerjaan saya rasa tidak karna ada beberapa pekerjaan itu mereka menerima ijazah SMA dan banyak kok contoh orang yang bisnis-bisnis itu pun belum selesai S1 tapi mereka tetap sukses.

D : Apakah skripsi bisa memunculkan inisiatif dari dalam diri anda ?



I : Iya tentu saja karna seperti tadi saya katakan kalau skripsi ini individual jadi kita harus inisiatif bergerak jangan ikut-ikutan kawan karna apabila kita mengikuti orang lain maka akan susah atau lama kita selesainya. Jadi apabila kita sudah selesai bab 1 ha kita harus guyur bab 2 3 dan selanjutnya jangan hanya sekedar menunggu dosen mengembalikan bab 1 tersebut. Jadi apabila dosen bertanya setidaknya kita sudah punya sedikit bahan untuk di diskusikan.

D : Apakah selama anda menjalani skripsi ini bisa meningkatkan rasa percaya diri anda?

I : Iya tentu saja karna tidak semua orang bisa menyelesaikan skripsi tersebut jadi itu termasuk suatu kebanggaan ternyata saya mampu dan bisa meningkat rasa percaya diri kita terhadap diri sendiri juga.

D : Apakah setelah anda bisa menyelesaikan skripsi ini bisa memunculkan perasaan ingin diakui oleh teman lainnya ?

I : Hm tidak karna inikan sebenarnya lebih kepada sistem perkuliahan, siapa yang ada niat ya semua bisa selesai asal ada kemauan slain itu ada yang memang ingin menuntut ilmu dan ada juga yang sekedar ingin menjalankan amanah orang tua. Sedangkan kalau ada orang yang memberikan pengakuan itu sih bonus saja karna kalau untuk jenjang pendidikan sebenarnya S1 itu masih rendah untuk apa meminta pengakuan sedangkan yang S3 juga banyak

D : Oke terimakasih wss.

#### Script Fresh Graduate D

D : Apakah kemampuan atau pengetahuan yang anda dapatkan dikelas bisa anda terapkan dan praktekkan langsung kedalam proses pembuatan skripsi ?

R : Iya

D : Bagaimana cara anda menerapkan pada proses pembuatan skripsi tersebut ?

R : Jadi kitakan pernah belajar methodology penelitian na dari pelajaran itu kita jadi tau cara buat background, cara buat skripsinya ha jadi dari dosen kan la jelaskan pasti kita ingat lalu diterapkan deh.

D : Apakah pada saat anda melakukan proses penelitian anda merasa adanya penambahan kreativitas dan berpikir secara kritis secara drastis didalam diri anda ?

R : Iya tentu saja , karna waktu kita mengerjakan skripsi kan kita butuh analisis secara ilmiah jadi kita harus banyak membaca sehingga mendapatkan berbagai sumber dan pengalaman ha lalu kita tulis berdasarkan judul . Sedangkan untuk skill kreativitas itu sendiri saya berdasarkan pengetahuan yang dimiliki lalu dicocokkan dengan teori.

D : Apakah setelah anda melakukan penelitian anda merasa sudah bisa memecahkan masalah secara baik ?

R : Iya tentu saja meningkat karna kan dalam penyusunan skripsi itu pasti ada banyak rintangan pada saat grammar dll dan terus cara saya untuk mengetahuinya ya dengan bertanya dengan ayuk tingkat, dosen pembimbing ataupun teman yang lebih ahli dari saya .

D : Apakah anda merasa mengalami kemajuan pada kemampuan berkomunikasi baik itu lisan maupun tulisan ?

R : Untuk komunikasi secara tulisan dan lisan itu sendiri sebenarnyaterkait jadi analoginya seperti ini sewaktu saya menulis skripsi saya paham apa itu kalimat passive aktif mana yang past dan present. Ditambah lg saya juga banyak menemui kosakata baru otomatis sedikit banyaknya saya ingat dan hapal sehingga sewaktu sidang saya bisa lancar berbahasa inggris dije

D : Apakah didalam proses pembuatan skripsi ini bisa memunculkan stimulus rasa keingintahuan dan penasaran anda ?

R : Ya tentu saja semakin meningkat karnakan kalau kita nulis skripsi pasti la kita pengen tahu apasih akhir dan hasil dari skripsi kita, apakah ada yg pernah nelitinya atau belum dan tentunya bersemangat untuk terus menggali fakta

D : Apakah skripsi membuat anda mejadi sosok yang mandiri ?

R : Iya tentu saja karena rofi itu semuanya serba sendiri. Bimbingan sendiri, buatnya sendiri Cuma kadang kalau ada yang tidak bisa nian baru keperpus, cari goggle, tanya sama dosen dan orang lain juga.

D : Apakah anda merasa ada peningkatan pemahaman dibidang disiplin ilmu ?

R : Iya terutama dalam bidang penelitian ilmu rofi semakin terarah dan bertambah. Dari sebelumnya tidak tau karya ilmiah tapi setelah buat skripsi jadi tau. Intinya rofi tidak pernah capek untuk membaca je.

D : Apakah skripsi mampu menumbuhkan sikap kerja sama anda kepada pihak lain ?

R: Iya karna rofi memerlukan bantuan adek tingkat kan waktu penelitian

D : Apakah skripsi bisa dijadikan salah satu alasan untuk mempererat hubungan anda dengan dosen dan peneliti lainnya ?

R : Iya tentu saja jadi kalau misalnya kita butuh pembimbing maka kita akan sering bertemu ha dengan proses sring bertemu ini maka akan sering berkomunikasi jadi otamatis hubungan kita pun semakin erat dan ngobrolnya pun lebih cair dan nyaman. Dan begitu juga dengan teman yang pembimbingnya sama biasanya pasti janjian untuk serempak dan dari yang awalnya kurang akrab pas bimbingan jadi akrab begitupun sebaliknya.

D : Apakah skripsi memperbesar peluang anda untuk melanjutkan S2 dan mendapatkan pekerjaan ?

R : Kalau S2 ya otomatis membantu karnakan kalau kita mau lanjut S2 kita harus menyelesaikan dulu skripsi S1 baru bisa lanjut ha tapi kalau untuk pekerjaan saya rasa tidak karna ada beberapa pekerjaan itu mereka menerima ijazah SMA dan banyak kok contoh orang yang bisnis-bisnis itu pun belum selesai S1 tapi mereka tetap sukses.

D : Apakah skripsi bisa memunculkan inisiatif dari dalam diri anda ?

R : Iya tentu saja karna seperti tadi saya katakan kalau skripsi ini individual jadi kita harus inisiatif bergerak jangan ikut-ikutan kawan karna apabila kita mengikuti orang lain maka akan susah atau lama kita selesainya. Jadi apabila kita sudah selesai bab 1 ha kita harus guyur bab 2 3 dan selanjutnya jangan hanya sekedar menunggu dosen mengembalikan bab 1 tersebut. Jadi apabila dosen bertanya setidaknya kita sudah punya sedikit bahan untuk di diskusikan.

D : Apakah selama anda menjalani skripsi ini bisa meningkatkan rasa percaya diri anda ?

R : Iya tentu saja karna tidak semua orang bisa menyelesaikan skripsi tersebut jadi itu termasuk suatu kebanggaan ternyata saya mampu dan bisa meningkat rasa percaya diri kita terhadap diri sendiri juga.

D : Apakah setelah anda bisa menyelesaikan skripsi ini bisa memunculkan perasaan ingin diakui oleh teman lainnya ?

R : Hm tidak penting karna rofi Cuma butuh pengakuan dari dosen kalau rofi emang benar-benar selesai

D : Oke terimakasih wss.



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JUDUL SKRIPSI : The Benefit Of Doing research for Fresh Graduate

- \* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
\* Agar ada waktu cukup untuk perbaikan skripsi sebelum ditujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	27 Mei 2019	Judul dan background		
2	09 Juli 2019	Chapter II - III		
3	11 Juli 2019	Acc Perhitungan		
4	15 Juli 2019	Revisi Chapter II		
5	24 Juli 2019	Revisi Chapter IV		
6	07 Agustus 2019	Chapter IV		
7	22 Agustus 2019	Revisi Chapter V		
8	23 Agustus 2019	Acc For exam		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	25 Maret 2019	Background		
2	11 April 2019	revisi Background		
3	24 April 2019	theories used		
4	08 Mei 2019	blueprint		
5	02 Juni 2019	revisi Chapter II - III		
6	17 Juli 2019	revisi Chapter IV		
7	23 Agustus 2019	Add more theories		
8	28 Agustus 2019	Acc For exam		