

**ENGLISH DEPARTMENT ALUMNI'S PERCEPTION  
ON NON-THESIS PROGRAM**

**By**  
**Siti Mina Tamah**  
**Rosalia I. G.**

**THE ENGLISH DEPARTMENT  
WIDYA MANDALA UNIVERSITY**

**October 2004**

## ACKNOWLEDGEMENTS

Above all, the writers would like to express their deepest gratitude to the Lord since they realize that this study would not have been completed without His blessings. In addition, the completion of this study is attributed to various encouragement of many people. To all of them they express their sincere gratitude and appreciation, but only a few may be mentioned.

The writers feel grateful to J.V. Djoko Wirjawan, Ph.D., the former head of Research Center of Widya Mandala University. The writers acknowledge indebtedness to Yusuf Gunawan, M.Sc, the former Rector of Widya Mandala University, and Dr. Wuri Soedjatmiko, the former Vice Rector of Widya Mandala University. They are also indebted to Prof. Dr. J.S. Ami Soewandi, the present Rector who has given the chance to them to finish their study, and also to all their colleagues for their encouragement and understanding.

The writers are fully aware that without the assistance of those people mentioned previously and others who are involved indirectly in this study and whom they cannot mention one by one, this study will not appear in its present shape. They are therefore indebted to them.

Surabaya, September 2004

## TABLE OF CONTENT

<b>ACKNOWLEDGEMENTS</b>	<b>i</b>
<b>TABLE OF CONTENT</b>	<b>ii</b>
<b>LIST OF TABLES</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>v</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study	1
5.2 Statement of the Problem	2
5.2 Purpose of the Study	2
1.4 Significance of the Study	2
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Thesis	3
2.2 Evaluation	4
<b>CHAPTER III RESEARCH METHOD</b>	
3.1 Nature of Study	6
3.2 Population and Sample	6
3.3 Research Instrument	6
3.4 Procedure of Collecting the Data	7
3.5 Procedure of Analyzing the Data	8
<b>CHAPTER IV FINDINGS AND DISCUSSION OF THE FINDINGS</b>	
5.2 The Time Spent to Finish the Study	9
5.2 The Job After Finishing the Study	11
5.2 The Substitute Subjects for Thesis and the Usefulness	14
5.2 The Comprehensive Exam	19
5.2 The Lost Chance of Critical Thinking	24
5.2 The Reason of Choosing Non-thesis Program	27
5.2 Regret as a Non-thesis Graduate	28
5.2 The Benefits of Taking Non-thesis Program	31
5.2 The Desire to Support Non-thesis Program	32
4.10 The Perception on Non-thesis Graduates	34
4.11 The Advantages of Non-thesis Program	37
4.12 The Disadvantages of Non-thesis Program	38
<b>CHAPTER V CONCLUSION</b>	
5.1 Conclusion	39
5.2 Recommendations	40

<b>BIBLIOGRAPHY</b>	41
---------------------	----

**APPENDICES**

Appendix 1	The Questionnaire	42
Appendix 2	The Letter of a Respondent	45

## **LIST OF TABLES**

Table 4.1	The Time Spent for Graduating	9
Table 4.2	The Respondent's Job since Graduated	11
Table 4.3	The Respondent's Job At the Time the Questionnaires Are Returned	11
Table 4.4	The Place of Teaching	12
Table 4.5	The Education Level in Which the Respondents Are Involved	13
Table 4.6	The Types of Students Taught	13
Table 4.7	The Substitute Subjects Taken by Those Who Remember	14
Table 4.8	The Substitute Subjects Taken by Those Who Forget	15
Table 4.9	The Usefulness of the Substitute Subjects	16
Table 4.10	The Passing/Failing of the Comprehensive Exam	19
Table 4.11	The Time Allocation for the Comprehensive Exam	20
Table 4.12	The Number of Examiners for the Comprehensive Exam	22
Table 4.13	The Usefulness of Topic for the Comprehensive Exam	23
Table 4.14	The Lost Chance of Critical Thinking	24
Table 4.15	The Reason of Choosing Non-thesis Program	27
Table 4.16	The Feeling of Regret	29
Table 4.17	The Benefits of Taking Non-thesis Program	31
Table 4.18	The Decision of Taking Non-thesis Program	32
Table 4.19	Public Opinion on Non-thesis Graduates	37

## ABSTRACT

Since 1999 the English Department of Widya Mandala University has given the chance to the students to choose either thesis or non-thesis program. However, the feedback of this thesis and non-thesis program application has never been evaluated formally. This study was then conducted to depict the alumni's perception on non-thesis program. It was more particularly expected to reveal the advantages as well as the disadvantages the alumni think they get from taking non-thesis program.

A descriptive study was employed to answer the research questions. The samples of this study were 299 students who graduated by taking non-thesis program. More specifically, they were the ones who graduated from the English Department of Widya Mandala Surabaya in 2000 - 2003.

To obtain the data, the writers designed a set of questionnaire which was tried out twice. Two types of questions – open and closed ones – were formulated in such a way to make the alumni reveal their perception on non-thesis program. All together there were 15 questions. The questionnaires were then sent to the respective respondents by post and by the university courier. They were sent to the respondents' home addresses and some to their office addresses. The return envelope with the stamp stuck on it was also sent to each respondent. 39.62% returned questionnaires were collected and analysed.

Globally the analysis of the data obtained from the respondents' answers suggests that the alumni hold positive attitude toward non-thesis program. The majority perceive 'on time graduation' as the advantage they get. The alumni are determined to say they finish their study more quickly. Another advantage perceived is related to substitute subjects. The substitute subjects are deemed to be useful thus advantageous. The other two advantages are related to 'easy graduation' and 'quick as well as efficient graduation'. The alumni indicate that they get the benefit of finalizing their study more easily and also more quickly and more efficiently – saving time and money.

Analysis of the data suggests that throughout the respondents' answers, only a small percentage of alumni indicates the disadvantages. The data analysis concerning the perception on non-thesis graduates show that one might be considered a low achiever or a lazy one because of taking non-thesis program. This disadvantage is reported by merely 3.88% respondents. Being deprived of learning or getting more is another disadvantage the alumni get. Similarly, the answer to this particular research question is revealed by the minority - only 4.04% respondents.

# CHAPTER I

## INTRODUCTION

### 1. 1. Background

Well-known as the finalizing subject, thesis is one of the skill subjects available at the eighth semester at the English Department of Widya Mandala University. It is aimed at evaluating students' ability in analyzing and solving English teaching-learning problems (Pedoman Tahun Kuliah 2002/2003 FKIP). It is implied that students taking thesis are provided an opportunity to train themselves to think critically in solving educational problems. Writing their theses, the students are guided by one or two lecturers as their advisor(s).

Since 1999 the English Department of Widya Mandala University has given the chance to the students to choose either thesis or non-thesis program. Since then it is not compulsory for the students to write a thesis to graduate from the English Department. The students who do not choose thesis program drop 2 subjects namely Seminar on Thesis Proposal and Thesis. They are then required to take substitute subjects amounted to eight credits. This eight-credit substitution is fulfilled by the students' taking some elective subjects named 'Mata Kuliah Pilihan Jalur Non-thesis'.

The program of thesis/non-thesis was administered for the first time in February 1999. At the end of 1999 the record revealed that 109 (50%) students graduated by taking thesis program and 109 (50%) by non-thesis program. In 2000 34 (32%) students graduated by taking thesis program and 72 (68%) by non-thesis program. In 2001 37 (33%) students graduated by taking thesis program and 75 (67%) by non-thesis program. In 2002 40 (38%) students graduated by taking thesis program and 66 (62%) by non-thesis program. In 2003 38 (28%) students graduated by taking thesis program and 98 (72%) by non-thesis program.

The data presented in the previous paragraph indicate that there is a tendency for the students to opt for non-thesis program. Seemingly, more students take the chance to 'get rid of writing thesis'. This results in some worries as well as delights. Some lecturers are concerned with the academic quality of the students who graduate without writing a

thesis. Some parents are confused with their sons or daughters who graduate with no thesis produced. Some students are delighted to 'save' their time and money due to their choice of non-thesis program which enables them to 'leave the Department earlier'.

Those side effects of the existence of thesis and non-thesis programs trigger the writers to conduct a research. Since so far there has not been any research performed to obtain a somewhat scientific data about them, the writers raise this issue to commence a preliminary study on thesis and non-thesis programs.

### **1.2. Statement of the Problem**

Based on the rationale mentioned above in (2), the writers pose the following research question: "What advantages and disadvantages do the alumni get from taking non-thesis program?"

### **1.3. Purpose of the Study**

Referring to the research question previously posed, the writers are conducting this study to achieve the objective of revealing the alumni's perception on non-thesis program. More particularly, this study is intended to reveal the advantages as well as the disadvantages the alumni think they get from taking non-thesis program.

### **1. 4. Significance of the Study**

This study as implied in (3) is a survey performed to determine to a certain extent the relationship of courses to work and also to reveal the result of thesis/non-thesis implementation. Particular strengths and weaknesses of the program can then be depicted hence assisting the Faculty in general and the head of English Department more specifically to improve the syllabus. It is also intended in the long run to be of some assistance for the Faculty and the Department to eliminate misconceptions and to provide more convincing information to parents of students-to-be in orientation program as well as the English Department students themselves about thesis/non-thesis program.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Thesis

Thesis is one of the skill subjects available at semester 8 at the English Department of Widya Mandala University. It is aimed at evaluating students' ability in analyzing and solving English teaching-learning problems. Here is the definition, objective and role of thesis writing: (Pedoman Tahun Kuliah 2001/2002 FKIP (page 170))

1. Skripsi adalah tulisan ilmiah yang disusun oleh mahasiswa Program Strata Satu berdasarkan atas penelitian masalah belajar mengajar program studi mahasiswa yang bersangkutan dengan bimbingan maksimal dua orang dosen.
2. Penulisan skripsi dimaksudkan untuk menilai kecakapan mahasiswa dalam menganalisa dan memecahkan masalah belajar mengajar program studi mahasiswa yang bersangkutan secara ilmiah.
3. Penulisan skripsi memberikan kesempatan kepada mahasiswa untuk melatih diri memperoleh dan memecahkan masalah belajar mengajar program studi mahasiswa yang bersangkutan secara ilmiah.

(Translation:

1. Thesis is scientific paper written by a student of S1 degree assisted by maximum two advisors. It is based on a research on teaching-learning problems found in the student's major field.
2. Thesis writing is aimed at evaluating a student's ability in scientifically analyzing and solving teaching-learning problems found in the student's major field.
3. Thesis writing is intended to provide a student to train herself/himself in solving teaching-learning problems found in the student's major field.)

It is implied that students taking thesis writing are provided an opportunity to train themselves to think critically in solving educational problems.

Theoretically thesis writing covers the issues, as stated in the previous paragraph, on teaching and learning. However in reality, the issues related to other fields like linguistics, sociolinguistics and literature are not rejected. They are still considered worthwhile since they are related to language matters.

The students having one advisor are examined before a board of four examiners including the advisor. The students having two advisors are examined before a board of five examiners including the advisors. The examination is allocated for one hour. The examinee's presentation is limited to 10 – 15 minutes. The rest is for question and answer session.

The students choosing non-thesis program drop two subjects namely Seminar on Thesis Proposal and Thesis. They are required to take substitute subjects amounted to 8 credits. This 8-credit substitution is fulfilled by the student' taking some elective subjects named 'Mata Kuliah Pilihan Jalur Non-thesis'. Listed in this particular list are among others Advanced Translation, Teaching English to Young Learners, Poetry and Literary Appreciation. As another requirement, the students taking non-thesis program are to take Comprehensive Examination. Unlike thesis examination, comprehensive examination which is administered twice a year is assessed by Pass/Fail evaluation. In this particular examination the students are tested orally concerning the topics of teaching and learning. The predetermined topics are announced a few weeks before the examination day. A board of three examiners is assigned to execute the exam for each student.

## **2.2 Evaluation**

Once a program is executed, evaluating the effectiveness of it is worth carrying out. Bell (1987:184) puts forward two ways to validate an instructional program. They are quantitative evaluation and qualitative evaluation. Qualitative Evaluation is characterized by the learners' being asked to pass judgements on the course and on the trainers. Quantitative Evaluation is, on the other hand, characterized by the teacher's testing the learners.

Aspects of curriculum are subject to evaluation. It can be used to make decision. Nunan (1999:85) puts it: "*Evaluation* is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangement, etc.) for decision making purposes". Similarly, Cannon and Newble (2000:209) argue, "Evaluation is a process of obtaining information to form judgements and make decisions about programmes, courses and teachers."

Concerning decision making after evaluation, Richards (2001:297) states that it is easier to arrive at decisions about a program or a course if more documentation about it is available. Exemplifying relevant documentation, Richards (2001:297) further states that information on for instance the reason why a course was chosen and the number of students can provide an overview of the nature of the course and its mode of operation, and reveal certain problems.

Quoting Weir and Roberts (1994), Richards (2001) puts forward the characteristics of program evaluation. They include: (Richards, 2001:294)

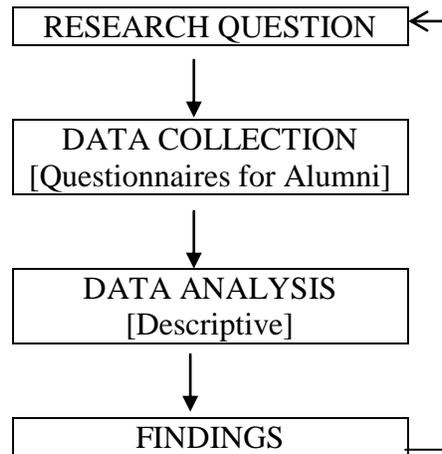
- a need for both insider and outsider commitment and involvement to ensure adequate evaluation
- a central interest in improvement, as well as the demonstration of the “product value” of a program or project or their components
- an associated commitment to a deeper professional understanding of the processes of educational change, as well as the results of that change
- systematic documentation for evaluation purposes both during implementation and at the beginning and end of a program or project’s life
- a willingness to embrace both qualitative and quantitative methodology appropriate to the purpose of the evaluation and the context under review

## CHAPTER III RESEARCH METHOD

### 3.1 Nature of Study

This research is descriptive in nature. It is intended to reveal the alumni's perception on thesis/non-thesis program.

This study is conducted with the research design as follows:



### 3.2 Population and Sample

The population were the alumni graduating when the thesis/non-thesis program was available. The samples of this study were 311 students who graduated by taking non-thesis program. More specifically, they were the ones who graduated from the English Department of Widya Mandala Surabaya in 2000 - 2003. The ones who graduated from the English Department of Widya Mandala Surabaya in 1999 were excluded. They might not be the appropriate respondents as they were in 'clearance/wash-up' period. At that time the Department gave the chance for the students who had 'disappeared' doing nothing for their thesis for a long time. They were encouraged to abandon their thesis and to take the substitute subjects for non-thesis.

### 3.3 Research Instrument

To obtain the data, the writers designed a set of questionnaires. Two types of questions – open and closed ones – were formulated in such a way to make the alumni

reveal their perception on non-thesis program. All together there were 15 questions (See Appendix 1 for the questionnaire).

### **3.4. Procedure of Collecting the Data**

After the proposal was accepted, the writers most importantly prepared the instrument of this study. The items of the questionnaire were defined to get the data to answer the research question.

In February 2004, the try-out was then conducted. Ten alumni living near Kalijudan campus were kindly asked to complete the questionnaire. The returned try-out questionnaires were then analysed. It was found out that three items were to be improved. They were simplified. One item (question number 15) was added as the researchers realized that it should have appeared in the previous questionnaire. Having been improved, the questionnaire was tried out again to four other alumni. The second try-out indicated that the questionnaire was good.

The writers then collected the data concerning the names and addresses of the respondents. These data were obtained from the file at the Faculty. Actually there were 313 alumni listed. However 14 graduates of 1992, 1993 and 1994 academic year were not included since they were considered too old to be the respondents. The number of respondents was then 299 non-thesis graduates who obtained their S1 degree in 2000 – 2003. Trying to make sure that the graduates could be reached based on the addresses listed in the Department's file, the writers phoned 240 (80%) graduates simply to get the up-dated addresses. This attempt resulted in the writers' knowing that 39 graduates moved and their new addresses were not known.

In March 2004, the questionnaires (amounting to 260 sets) were then sent to the respective respondents by post and by the university courier. They were sent to the respondents' home addresses and some to their office addresses. The return envelope with the stamp stuck on it was also sent to each respondent.

In April 2004, 103 (39.62%) returned questionnaires were collected. The analysis was then commenced.

### **3.5 Procedure of Analyzing the Data**

The data obtained were analysed by (1) tallying the answers of the closed questions and counting the percentage, and (2) summarizing the answers of the open questions and counting the percentage. The data were then classified and interpreted. The conclusion was eventually made.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION OF THE FINDINGS**

The analysis will be presented based on the order of the items appearing in the questionnaire. Some questions will be analysed and described individually. The others will be grouped and analysed together since they are of similar topic.

**4.1 The Time Spent to Finish the Study**

The first and second items in the questionnaire say:

1. The year you entered the English Department of Widya Mandala: 199\_\_
2. How long did it take you to graduate from the English Department? 7/ 8/ 9/ \_\_  
semesters

The two items actually lead the writers to reveal the time spent by the respondents to finish their study at the English Department of Widya Mandala. The result of data analysis on those two items is presented in the following table:

**Table 4.1**  
**The Time Spent for Graduating**

A Y	7 smts	8 smts	9 smts	10 smts	11 smts	12 smts	16 smts	Total
1995	-	1	3	3	-	3	1	11
1996	2	11	6	5	-	2	-	26
1997	-	3	6	-	1	1	-	11
1998	4	15	7	5	-	-	-	31
1999	4	17	2	1	-	-	-	24
Total	10	47	24	14	1	6	1	103
%	9.71	45.63	23.30	13.59	0.97	5.83	0.97	100

Note: A Y = Academic Year  
Smts = semesters

Out of 103, eleven respondents were of 1995 academic year. One respondent graduated after studying for 8 semesters. Three respondents graduated after studying for 9 semesters. Three respondents graduated after studying for 10 semesters. Three

respondents graduated after studying for 12 semesters. One respondent graduated after studying for 16 semesters.

Twenty-six respondents were of 1996 academic year. Two respondents graduated after studying for 7 semesters. Eleven respondents graduated after studying for 8 semesters. Six respondents graduated after studying for 9 semesters. Five respondents graduated after studying for 10 semesters. Two respondents graduated after studying for 12 semesters.

Eleven respondents were of 1997 academic year. Three respondents graduated after studying for 8 semesters. Six respondents graduated after studying for 9 semesters. One respondent graduated after studying for 11 semesters. One respondent graduated after studying for 12 semesters.

Thirty-one respondents were of 1998 academic year. Four respondents graduated after studying for 7 semesters. Fifteen respondents graduated after studying for 8 semesters. Seven respondents graduated after studying for 9 semesters. Five respondents graduated after studying for 10 semesters.

Twenty-four respondents were of 1999 academic year. Four respondents graduated after studying for 7 semesters. Seventeen respondents graduated after studying for 8 semesters. Two respondents graduated after studying for 9 semesters. One respondent graduated after studying for 10 semesters.

The data obtained eventually reveal that the majority of non-thesis graduates spent their study at the English Department of Widya Mandala after being a student for 8 semesters. The detailed result – referring to Table 4.1 above - was described as follows: 10 (9.71%) respondents spent 7 semesters; 47 (45.63%) respondents spent 8 semesters; 24 (23.30%) respondents spent 9 semesters; 14 (13.52%) respondents spent 10 semesters; 1 (0.97%) respondent spent 11 semesters; 6 (5.83%) respondents spent 12 semesters, and 1 (0.97%) respondent spent 16 semesters.

#### **4.2 The Job After Finishing the Study**

The third item in the questionnaire concerns with the respondents' job. It more particularly says: "What has been your job since you graduated?" Out of 103, 29 (28.16%) respondents have a teaching profession up to now. Ten (9.71%) respondents

inform that they were not teachers firstly but that they are teachers now. Eight (7.76%) respondents inform that besides becoming private teachers they also have another job. Sixteen (15.53%) respondents inform that they were teachers firstly but not anymore. Forty (38.84%) respondents report that they are not teachers at all since graduated. The details in this paragraph are summarized in the following table:

**Table 4.2**  
**The Respondent's Job since Graduated**

<i>What has been your job since graduated?</i>	Total	%
A teacher up to now	29	28.16
Not a teacher firstly but then a teacher up to now	10	9.71
A private teacher as well as another job	8	7.76
A teacher firstly but not anymore	16	15.53
Not a teacher at all	40	38.84
Total	103	100

As mentioned previously, 8 respondents inform that besides becoming private teachers they also have another job. More information about other jobs of these 8 respondents is detailed as follows: A private teacher and a secretary (2 respondents); a private teacher and a piano teacher (2 respondents); a private teacher and a business woman/man (1 respondent); a private teacher and a marketing executive (1 respondent); a private teacher and a manager (1 respondent); a private teacher and an employee at an office preparing students who want to study in Australia (1 respondent).

Further analysis to the data on Table 4.1 shows the respondents' job at the time they return the questionnaire. Out of 103, 47 (45.63%) respondents are teachers; 56 (54.37%) respondents are not teachers at the moment they return the questionnaires. The finding depicted in this paragraph can be easily seen in the following table.

**Table 4.3**  
**The Respondent's Job At the Time the Questionnaires Are Returned**

<i>The present job</i>	Total	%
A teacher	47	45.63
Not a teacher	56	54.37
Total	103	100

From those 47 respondents who are teachers, the writers get the data about the places they teach. Thirteen (27.66%) respondents state that they teach at a formal school. Eighteen (38.30%) respondents state that they teach at a course. Nine (19.15%) respondents inform that they teach at a private course. Two (4.25%) respondents inform that they teach at a formal school and at a course. One (2.13%) respondent states that he/she teaches at a formal school and at a private course. Two (4.25%) respondents state that they teach at a course and at a private course. One (2.13 %) respondent states that he/she teaches at a formal school, at a course and at a private course. One (2.13%) respondent fail to state further about the place he/she teaches.

**Table 4.4**  
**The Place of Teaching**

<i>I've been a teacher</i>	Total	%
At a formal school	13	27.66
At a course	18	38.30
At a private course	9	19.15
At a formal school and at a course	2	4.25
At a formal school and at a private course	1	2.13
At a course and at a private course	2	4.25
At a formal school, at a course and at a private course	1	2.13
Unknown (No information provided)	1	2.13
Total	47	100

From Table 4.4 it can be concluded that the number of those teaching at formal school amounts to 17 (13 + 2 + 1 + 1) respondents hence comprising 36.17% respondents. The level of education where they teach are: Pre school and at Elementary School, SLTP, and SMA. Please refer to the table on the next page.

**Table 4.5**  
**The Education Level in Which the Respondents Are Involved**

<i>The places of teaching are</i>	Total	%
At Pre school	4	23.53
At Elementary School	6	35.30
At SLTP	2	11.77
At SMA	1	5.88
At Pre school and at Elementary School	1	5.88
At Pre school and at SLTP	1	5.88
At Elementary School, at SLTP, and at SMA	1	5.88
Unknown (No information provided)	1	5.88
Total	17	100

From Table 4.4 previously presented it can be concluded that the number of those becoming private teachers amounts to 21 (9 + 1 + 2 + 1 + 8) respondents thus comprising 44.68%. Unfortunately, no information is obtained about the types of students they teach.

From the same table it can also be inferred that the number of those teaching at courses amounts to 23 (18 + 2 + 2 + 1) respondents hence comprising 48.84% respondents. The types of students they teach are various: young learners, teenagers, and adults. Please see the table below.

**Table 4.6**  
**The Types of Students Taught**

<i>At courses, your students are</i>	Total	%
Young learners	8	34.78
Teenagers	2	8.70
Adults and teenagers	1	4.35
Adults and young learners	3	13.04
Adults, teenagers and young learners	7	30.43
Unknown (No information provided)	2	8.70
Total	23	100

Further analysis based on Table 4.6 above reveals that the majority have young learners as their students. Eighteen (8 + 3 + 7) respondents deal with teaching English to young learners. Briefly, out of 23, 18 (78.26%) respondents are involved in teaching young learners.

Having left their teaching profession, 15 out of 16 respondents state that they are now involved in business detailed as follows: As a purchasing manager (1 respondent), as a marketing employee (3 respondents), as a business woman/man (2 respondents), as a secretary (5 respondents), as a web content editor (1 respondent), as an administrator (2 respondents), as an accountant (1 respondent).

The finding concerning alumni’s jobs after finishing their study implicitly indicates that when the alumni are fresh graduates, more become teachers. Nevertheless, it is surprisingly found out that at the time the questionnaires are returned, more students do not become teachers. One might then wonder why they change or leave their teaching profession.

### 4.3 The Substitute Subjects for Thesis and the Usefulness

Item number 4 deals with the substitute subjects. It asks the respondents the names of the subjects they took. It more particularly says: *You did not take thesis program so you had to take the substitute subjects. What did you take?* So far there are five substitute subjects for the students to choose. The students are required to fulfill 8 credits as the substitute of Thesis (6 credits) and Seminar on Thesis Proposal (2 credits) by taking 3 out of the five substitute subjects.

Having analysed the answers of the respondents, the writer can classify them into 2: the ones of those who remember the substitute subjects they took and the ones of those who do not remember the substitute subjects they took. The respondents who remember mention 3 subjects. The ones who forget mention only 1, 2, or 4 subjects; one of them honestly says “Sorry, I forgot”. The two tables below are presented as the result of the analysis of item number 4.

**Table 4.7**  
**The Substitute Subjects Taken by Those Who Remember**

<i>The substitute subjects I took are</i>	Total	%
TEYL, Advanced Translation, and Literary Appreciation	2	3.23
TEYL, Advanced Translation, and Poetry	53	88.48
TEYL, Literary Appreciation, and Poetry	4	6.45
Advanced Translation, Literary Appreciation, and Poetry	2	3.23
Advanced Translation, Poetry and Second Language Acquisition	1	1.61
Total	62	100

**Table 4.8**  
**The Substitute Subjects Taken by Those Who Forget**

<i>The substitute subjects I took are</i>	Total	%
TEYL, and Advanced Translation	13	36.10
TEYL, and Literary Appreciation	1	2.78
TEYL, and Poetry	3	8.33
TEYL and Second Language Acquisition	2	2.56
TEYL, and CALL	1	2.78
TEYL	8	22.22
Advanced Translation, and CALL	1	2.78
Advanced Translation	2	2.56
Literary Appreciation	1	2.78
TEYL, Advanced Translation, Literary Appreciation, and Poetry	3	8.33
“Sorry, I forgot”	1	2.78
Total	36	100

The respondents’ comments about the substitute subjects are rephrased as follows: (the number appearing at the end of each statement indicates the number of respondents who give the respective comment)

- The subjects, especially TEYL, are useful (10).
- The subjects are useful/helpful (8).
- The subjects are interesting (4).
- The subjects are good enough (4).
- Poetry is not suitable for the substitute subject (3).
- The subjects are important (3).
- The subjects, especially TEYL and Advanced Translation, are useful (2).
- The subjects are excellent (2).
- The subjects, especially Advanced Translation, are useful (1).
- Advanced Translation, Literary Appreciation, and Poetry are boring subjects (1).
- Advanced Translation, and Poetry are rather boring but sometimes interesting (1).
- Advanced Translation is helpful for my job as an accounting staff (1).
- Advanced Translation, and Poetry are useful (1).
- Advanced Translation, and TEYL were useful. Since I like Literature, I got more knowledge about it from Poetry class (1).
- The subjects are good to be learnt even for thesis program students (1).

Besides commenting the substitute subjects, some respondents also provide their suggestions. Here are the rephrased suggestions from the respondents:

- More choices for substitute subjects should be provided (10).
- The classes especially TEYL should be made more practical (6).
- TEYL should be a compulsory subject for all students (2).

In TEYL class, the focus should be on designing material, and media (1).  
Advanced Translation needs improvement (1).

The ten respondents who think that more choices for substitute subjects should be provided mention alternatives, among others: Drama, Writing novels/books, English for babies, for tour leaders, for handicapped children, autistic children, for business.

Item number 5 in the questionnaire says: “How useful are those subjects for you (for your work)?” Having analyzed the respondents’ answers to this particular question, the writer comes up with the following table:

**Table 4.9**  
**The Usefulness of the Substitute Subjects**

<i>How useful are those subjects for you (for your work)?”</i>	Total	%
Not at all	12	11.65
A little	14	13.59
Some	36	34.95
A lot	39	37.87
No answer	2	1.94
Total	103	100

Out of 103, 12 (11.65%) respondents claim that the substitute subjects are not at all useful for them (for their job). 14 (13.59%) respondents perceive that the substitute subjects are a little bit useful for them (for their job). 36 (34.95%) respondents claim that the substitute subjects are quite useful for them (for their job). 39 (37.87%) respondents claim that the substitute subjects are very useful for them (for their job). 2 (1.94%) respondents fail to depict the usefulness of the substitute subjects.

The comments of the respondents who claim that the substitute subjects are not at all useful for them (for their job) are grouped into two. The first belongs to the respondents who do not teach at all are presented. The second belongs to those who are teachers or who were once teachers.

Six respondents who do not teach at all comment that the English knowledge they got from the substitute subjects is not used in their job. One respondent states: “My job requires speaking skill”. The respective respondent seems to suggest that the substitute

subjects do not provide him/her with Speaking subjects so he/she considers that the substitute subjects are not at all useful. One respondent states he/she runs a business so the subjects are not at all useful but the respective respondent considers it useful for the non-business matter as he/she writes: "... but for my life it's useful to educate my children later".

There are 2 comments from the respondents who are teachers or who were once teachers. One says: "I think poetry doesn't have any connection with the goal of the Faculty." The other states: "As a kindergarten teacher I use only simple sentences."

The comments of the respondents who perceive that the substitute subjects are a little bit useful for them (for their job) are similarly grouped into two. Firstly, the comments of those who do not teach at all are presented. Secondly, the ones of those who are teachers or who were once teachers follow.

Five respondents who do not teach at all feel that the substitute subjects are a little bit useful as their job requires only a little English. One of them sometimes uses it to write English letters. Three of them sometimes use it to translate.

The comments of those who are teachers or who were once teachers saying that the substitute subjects are a little bit useful are reported in this particular paragraph. One respondent states that only a little English is used in his/her job. One states that only a little English is used in his/her job in teaching children and that translation is seldom used at school. One claims that he/she gets a little advantage except from TEYL which he/she considers very useful. One points out that for non-teaching job the substitute subjects are not useful but for his/her job as a private teacher the substitute subjects are a bit useful.

The comments of the respondents who claim that to some extent the substitute subjects are quite useful for them (for their job) are similarly grouped into two. Firstly, the comments of those who do not teach at all are presented. Secondly, the ones of those who are teachers or who were once teachers follow.

Four respondents who do not teach at all indicate that the substitute subjects are of some use since their jobs are related to reading and comprehending English letters, documents, brochures, and medicine information. Four others mention that the substitute subjects are of some use since their jobs are related to English translation. Two respondents point out the substitute subjects indirectly enlarge their knowledge. Two

other respondents argue that the substitute subjects are helpful for their communication skill. One of them states further that he/she is glad to get the knowledge obtained in TEYL class for building communication skill since teaching means communicating; the theory obtained is useful. The other states further that he/she is glad the knowledge obtained can be used to manage employees. He/she more particularly puts it “In my profession as Human Resource Officer I have to manage my employee. In TEYL I had learn how to manage naughty children (I think those of all have a similarity)”

The comments of the respondents who are teachers or who were once teachers feeling that the substitute subjects are of some use are reported in this particular paragraph. Five respondents comment that most of their students are young learners; TEYL is helpful. Four respondents comment that the knowledge obtained is applicable in teaching. Three respondents comment that the knowledge is of some use for translating tasks. The followings are the comments provided by the others (one comment for one respondent): “When I was a teacher, TEYL provides me with the methods of teaching. Now as secretary sometimes I have to do some translation English – Indonesian, Indonesian – English”, “I am not a teacher anymore but I’m still able to use it to teach my own children”, “I translate better and teach young learners”; “Not all theories are applicable in my teaching job”, “The subjects are motivating”, “The English is still helpful when making an appointment with my customers”.

The last part of sub-chapter 4.3 concerning the substitute subjects and their usefulness is now presented to report the comments of the respondents who deem that the substitute subjects are very much useful for them (for their job). Similarly, the comments of those who do not teach at all are firstly put forward. The ones of those who are teachers or who were once teachers follow.

The comments of those who do not teach at all are obtained from 8 respondents. Two of them comment that the substitute subjects are very much useful for them as taking them is helpful in making communication with foreigners directly and by internet. The following comments are obtained from the other 6 respondents (one comment for one respondent): “As a purchasing manager, I’ve to get in touch with foreign people”, “They enrich my knowledge”, “I’m dealing with correspondence with customers from abroad”, “Sometimes I have to help my manager translate” “Everyday I’m dealing with

English letters, emails, even speaking with my boss and colleagues abroad” “At my work I always use my English with my customer”.

The comments of those who are teachers or who were once teachers are obtained from 21 respondents. Fifteen of them claim that the substitute subjects are very much useful for them as the knowledge obtained from the subjects is needed for teaching. Two of them reveal the benefit they get; they become creative. One points out “They enrich my knowledge”; another “I can apply it to my son already and it help me in working with many different characters”. One states “I can use especially CALL for my student to play and learn together”.

An interesting finding worth noting from this sub-chapter is about the alumni who are involved in teaching field. The vast majority of the alumni teach at pre-school and elementary school; most of them are involved in teaching young learners (see Tables 4.5 and 4.6). As S1 graduates, they are actually expected to teach at high schools. This then apparently support the alumni’s perception that one of the substitute subjects - TEYL - is beneficial for them. No wonder the majority consider TEYL as the most preferable substitute subject.

#### 4.4 The Comprehensive Exam

Item number 6 in the questionnaire says: “Did you take your comprehensive examination once and passed directly?” The respondents’ answers having been analyzed, the table below is obtained:

**Table 4.10**  
**The Passing/Failing of the Comprehensive Exam**

<i>The comprehensive exam is taken once and pass directly?</i>	Total	%
Yes	91	88.35
No	12	11.65
Total	103	100

The vast majority of the respondents (88.35%) report that they pass directly after taking the comprehensive examination. 12 (11.65%) respondents cannot make it. Out of these 12 respondents, 9 respondents passed after taking the exam for the second time; 2

respondents passed on the third exam; 1 respondent passed after taking the exam four times.

Item number 7 in the questionnaire says: “The comprehensive examination is allocated for 20 minutes for one student.” The respondents are asked to reveal their opinion to the statement. The respondents’ answers having been analyzed, the table below is presented:

**Table 4.11**  
**The Time Allocation for the Comprehensive Exam**

<i>The 20-minute comprehensive exam is:</i>	Total	%
Enough	82	79.61
Not enough	17	16.51
Too long	3	2.91
No answer	1	0.97
Total	103	100

Out of 103, 82 (79.61%) respondents comment that 20 minutes is enough for the comprehensive examination. 17 (16.51%) respondents comment that 20 minutes is not enough for the comprehensive examination. 3 (2.91%) respondents comment that 20 minutes is too long. 1 (0.97%) respondent leaves this part unanswered – hence does not reveal his/her opinion.

Those (79.61%) claiming that the 20-minute time allocation is enough provide their reasons/comments as follows:

- It is enough to measure students’ ability or to know whether or not the students understand or master the material (14).
- It is the right duration (7).
- It is long enough for the students to get a lot of questions (6).
- If it is longer, the students will get nervous (4).
- If it is longer, the students will get bored (4).
- The quality of students’ answers does not depend on time (2).
- The theme is quite easy (1).
- The exam is just to strengthen what the students have learnt (1).
- It is quite scary if it is more than 20 minutes (1).
- At the average the examinees finish it in about 15 minutes (1).

Some of the respondents claiming that the 20-minute time allocation is enough provide their suggestions as follows:

- Most importantly give good questions to check students' teaching knowledge (4).
- Give students enough time to explain and give opinion (3).
- Do not ask too many theoretical questions (1).
- Finish questioning if the students' answers are satisfactory (1).
- Ask only important questions (1).

Here are the reasons/comments from the respondents (16.51%) who consider that 20 minutes is not enough:

- A 20-minute exam is not enough to justify one's knowledge (3).
- There were too many questions asked (2).
- It is impossible to summarize a four-year study in 20 minutes (1).
- The students cannot answer completely (1).
- The students need more time to think of the answers (1).
- The comprehensive exam is the last exam for the students (1).
- The questions are not related with the topic (1).
- More time is needed to ensure the students' ability before they really graduate (1).
- "I learnt a lot but I had to reveal only half of the material learnt" (1).

Here are the suggestions from the respondents who consider that 20 minutes is not enough:

- Make it at least 30 minutes (2).
- Make it 1 hour like thesis exam (1).
- Focus on questions related to how to teach. (1).
- Inform the students about the topic/theme at least 2 weeks before the exam to allow enough preparation (1).

Two of the three (2.91%) respondents who think that 20 minutes is too long for the comprehensive exam state the reasons as follows: the questions are not related to the topic given, the exam can be finished in less than 20 minutes, and the students feel nervous.

Item number 8 in the questionnaire is intended to ask the respondents' opinion about the number of examiners. The following table is presented as the summary of the respondents' opinion:

**Table 4.12**  
**The Number of Examiners for the Comprehensive Exam**

<i>Three examiners are involved in the comprehensive examination:</i>	Total	%
Enough	89	86.41
Not enough	2	1.94
Too many	12	11.65
Total	103	100

It can be seen from Table 4.12 that out of 103 respondents, 89 (86.41%) respondents think that 3 lecturers is enough to be involved as the comprehensive examiners. 2 (1.94%) respondents point out that it is not enough to involve only 3 lecturers. 12 (11.65%) respondents claim that too many lecturers are involved in the comprehensive exam.

Those (86.41%) perceiving that 3 is enough provide various comments. Twenty respondents comment that involving 3 examiners will result in objective evaluation. The students are tested objectively since the examiners are masters of different subjects so they have different questions to ask. Seven respondents are concerned with students' anxiety. They comment that the more examiners are involved the more nervous the students become. Eight respondents state that it is enough to judge the students' capability in different aspects of language teaching. Six respondents write that it is representative enough. Three respondents argue that 3 is an odd number which is good to avoid 'draw' decision, and three others say that involving 3 lecturers is enough because of the 20-minute exam. One states that too many examiners will not help at all. Another respondent states that what counts is not the number of examiners but the quality of the question and answer session. One respondent argues that having 3 lecturers as the examiners the students can be trained to face many questions from different people.

Two respondents belonging to this group saying '3 is enough' write their complaints. One of them says that the questions are sometimes confusing and not related to the theme. The other one says that the evaluation is a little bit subjective even though the examiners have the criteria of evaluation to follow.

As previously revealed, two (1.94%) respondents do not agree to say that 3 lecturers is enough. One states that it is better to involve more than 3 lecturers. The other

one comments that the number of examiners should represent the number of subjects students learnt.

Five respondents of the twelve respondents who think that 3 lecturers is too many claim that 2 is enough to lessen the students' nervousness. One respondent complains that the examiners make the students confused.

Item number 9 in the questionnaire is intended to reveal the respondents' opinion about the topic of the comprehensive examination. It more particularly says: "The students are given a topic/theme to study before the comprehensive examination. How useful is it?" The table below is presented as the summary of the respondents' opinion related to the topic:

**Table 4.13**  
**The Usefulness of Topic for the Comprehensive Exam**

<i>How useful is the topic given prior to comprehensive examination?</i>	Total	%
Not at all useful	16	15.53
A little	22	21.36
Some	23	22.33
A lot	42	40.78
Total	103	100

The table indicates that out of 103, 16 (15.53%) respondents claim that the topic provided is not at all useful. Twenty-two (21.36%) respondents think that they get a little advantage from being told about the topic. Twenty-three (22.33%) respondents think that they get some advantages from the topic determined. Forty-two (40.78%) respondents feel that they get a lot of advantages because they are told about the topic.

The comments of those (15.53%) claiming that the topic is NOT AT ALL USEFUL are obtained from 17 respondents. Ten respondents give the following reason: The questions posed are not related to the predetermined topic. Three state that the topic is too broad whereas two state that the topic is too limited as the students should be ready with all the material they have learnt.

Not all the respondents (21.36%) claiming that the topic is A LITTLE USEFUL provide comments. Only 18 respondents do so. Eleven of them consider it a little useful

because the questions posed are sometimes not related to the predetermined topic. Four of them state that the topic is so limited that the exam does not cover all the material they have learnt. Three respondents respectively give the reasons as follows: “The students only think of how to pass the exam”, “The topic is too broad”, and “It helps a lot if the students really understand the topic”.

The following comments concerning why the 23 respondents (22.33%) think that the topic is of some use are obtained from 21 respondents. Thirteen respondents think that being told about the topic is quite useful as it helps students prepare themselves for the exam. Two respondents respectively state that it is useful since the students do not have any idea about what to prepare/learn if they are not given a topic, and since the Pass/Fail decision can be made easier if there is a topic provided. Six respondents do not think that the topic is very much helpful - only SOME – because the questions posed are sometimes not related to the topic predetermined.

The following comments concerning why the respondents (40.78%) think that the topic is very useful are obtained from 39 respondents. Choosing ‘A LOT’ as their opinion about the topic, thirty-six respondents think that it helps students prepare themselves well for the exam. Two of them further add their comment stating it helps students pass; one states further that both the students and the examiners will be satisfied; one further says that it is very useful as it is impossible to remember all the subjects/materials learnt in 8 semesters. Out of 39 respondents who provide comments, two point out that it is very useful although some lecturers do not ask questions related to the topic predetermined. One states that it is very useful if the questions asked are related to the topic.

Related to comprehensive examination issue, it can be interpreted that the alumni seem to send an important message. They earnestly request the comprehensive examiners to pose questions related to the topic predetermined. Some of them complain they get questions which are not related to the topic.

#### **4.5 The Lost Chance of Critical Thinking**

Item number 10 in the questionnaire is related to the respondents’ opinion about losing the chance of training themselves critically since they do not write a thesis. It more particularly says: “The students who take thesis program get the chance to train

themselves critically by writing a thesis. Because you did not take thesis program, you lost the chance. Do you agree with the previous statement?” The table below is presented as the summary of the respondents’ opinion related to this particular issue:

**Table 4.14**  
**The Lost Chance of Critical Thinking**

<i>As you did not take thesis program, you lost the chance to train yourself critically. Do you agree with the statement?</i>	Total	%
Yes	26	25.24
No	75	72.82
No answer	2	1.94
Total	103	100

It is revealed in the table above that 2 (1.94%) respondents out of 103 do not answer item number 10. Twenty-six (25.24%) respondents agree to say that they lose the chance of training themselves critically since they do not write a thesis. The majority (75 respondents comprising to 72.82%) do not, however, share this opinion; they do not think they lose the chance.

Among the 24 (25.24%) respondents who choose YES, two provide a neutral comment saying “But it depends on the students themselves”. Two other respondents provide their comment by rephrasing the statement saying that if they take thesis they are encouraged to be creative and to be more critical. Two respondents point out respectively their comments as follows: “I lose the opportunity to improve my skill”, “Sometimes I feel I lost the chance to develop my idea into a critical/analytical writing, losing the ‘excitement’ of writing a thesis”.

The others provide the comments showing that they agree to say that non-thesis graduates lose the chance to train themselves critically but they reveal that they have their own reasons for not taking thesis program. This finding can be seen from their comments as follows:

- “Losing more knowledge too but sometimes the lecturer made the students stuck in thesis writing ”
- “Losing the pride to show to others but time, money and not having the right advisor are the problem”

‘But I had known what I am going to be and I didn’t have a theme for thesis writing so I think it’s useless to take thesis’

“But I moved to non-thesis because of financial reason”

“But it’s OK as long as the comprehensive exam requires critical thinking

“But non-thesis students get the chance to make simple paper.

The others provide the comments showing that they agree to say that non-thesis graduates lose the chance to train themselves critically but they reveal that they do not regret it. They write the following comments:

“But I’m not sorry because thesis program takes more time” (2).

“At first, but non-thesis students do not regret it” (1).

“but it’s not used for work” (1).

As revealed in Table 4.14 out of 103, 75 (72.82%) respondents disagree that they lose the chance to train themselves critically by not taking thesis program. A simple reason pointed out by 2 respondents is that they do not like writing. Another reason mentioned is obtained from 2 respondents saying that they can still be critical though they do not take thesis. One simply states “I’m happy without doing a thesis!!!!” Another claims that in real life the skill in writing a thesis is not needed. One argues that it is not a guarantee that students taking thesis program could write better than non-thesis students. One puts it “Facing the real world and learning from experiences will make us think critically because each of us has our own values”. Similarly another respondent puts it “Getting and doing a job well is the true training”. One respondent comments that taking thesis make students critical on one topic only. Another believes that the non-thesis students are made more critical because the topic of the comprehensive exam is broader. Two respondents give similar reasons saying that writing a thesis does not reflect students’ ability in writing well. Five respondents comment that each student has his/her own capability.

Eight respondents argue by looking at the advantages they think they get from taking non-thesis. A respondent says “I never regret it [taking non-thesis program] since everything has its positive side”. Two of them believe that those taking thesis program

spend more time and money than those taking non-thesis; five other respondents state that they can get a job faster by taking non-thesis program.

Three respondents comment by revealing what they know about those who write thesis. They think that those writing a thesis do not train themselves critically – they only copy others. One of them more particularly writes: “I think there are many thesis plagiarator recently so I think writing a thesis isn’t a must.”

The majority (38 respondents) claim that the chance to train oneself critically is not available only from writing a thesis. Twenty of these respondents add that they in fact get the chance when writing PPL report, taking other subjects like Research on ELT, Speaking, Paper Writing, and also the substitute subjects. Three add that they in fact think critically since the beginning of the semester. Two of them argue they get the chance to think critically when they do the projects assigned from taking the substitute subjects.

A surprising finding worth centering is found among the respondents who ‘peeped’ their fellows taking thesis program. They informed that their friends writing thesis were ‘copying’. Implicitly the alumni were glad to be prevented from becoming plagiarists because of their choice – non-thesis program.

#### **4.6 The Reason of Choosing Non-thesis Program**

Item number 11 in the questionnaire is formulated to ask the respondents the reason why they choose non-thesis program. Out of 103, 96 (93.20%) respondents claim that they themselves decide to take non-thesis program while only 7 (6.80%) respondents confess that this is not the case. The table below is presented as the summary of the data analysis related to this particular issue.

**Table 4.15**  
**The Reason of Choosing Non-thesis Program**

<i>Why did you take non-thesis program?</i>	Total	%
My own decision	96	93.20
Not my choice	7	6.80
Total	103	100

Those stating that they take non-thesis program because of their own decision add further reasons summarized in this paragraph. Seventy-five respondents state that it is their own choice since they believe they can graduate earlier. Among them, 12 respondents go on stating that they can graduate earlier hence concentrating on their job; 5 respondents go on stating that they can graduate earlier hence saving money.

Eleven respondents who admit that taking non-thesis program is their own decision further state that they do so since they are interested in the substitute subjects. Four admit they do so since they have no interest in writing a thesis. Three think that writing a thesis is hard so they themselves decide to take non-thesis program. Two believe that taking thesis program is the same as taking non-thesis program in terms of the lesson obtained. Two others state that they have no time to write a thesis because of their job. Two admit that they have no ability in writing a thesis. Two believe that getting a job does not require thesis writing so they are determined to take non-thesis program. One admits that it is due to financial problem. Another says states he/she is interested in the oral exam more than the written work of thesis writing. One avoids taking thesis; he/she write “I found some students just copying from others for the thesis.” One respondent gets a problem with his/her thesis advisors so she decides to move to non-thesis.

Among the seven respondents admitting that taking non-thesis program is not actually their choice, 3 respondents reveal further reasons. Two write down that it is due to their parents’ financial problem; their intention is actually ‘thesis program’. Two respondents respectively mention their reasons as follows: “There is 1 subject left that I can’t take with thesis writing” and “My IPk [GPA] < 2.75 and is forced to take non-thesis program”.

#### **4.7 Regret as a Non-thesis Graduate**

Being asked (in item 12) whether they regret taking non-thesis program, 3 respondents do not answer the question. One respondent answers YES as well as NO. The reasons are “My study won’t be complete without it” (for YES answer showing regret) and “I finish my study faster than they who join thesis” (for NO answer showing

no regret). This particular answer is then excluded from the analysis of the rest 99 respondents' answers.

Out of 99, 4 respondents (4.04%) respondents claim that they do feel regretful taking non-thesis. The majority 95 (95.96%) respondents do not feel regretful. The table below presents the summary the main analysis.

**Table 4.16**  
**The Feeling of Regret**

<i>Do you regret taking thesis program?</i>	Total	%
Yes	4	4.04
No	95	95.96
Total	99	100

Two of the four respondents who are regretful leave the reason space empty. The other two respondents point out that they regret not taking thesis. They think they would have got/learnt more had they taken thesis.

Out of 95 respondents, 7 respondents choose NO meaning that they do not regret taking non-thesis, but they do not provide any reasons. Twenty-seven respondents claim that they can finish their study on time, quicker than those taking thesis program. They point out that they save their time. Therefore they are not regretful. Four of them add that because they save their time, they can start finding a job soon. One adds “it’s also fun because my friends from other universities were envious because of this program”.

Out of 95 respondents who do not feel regretful taking non-thesis, 14 respondents argue that non-thesis program does not hinder them from having good career/job. They are work-oriented. One of them adds “None of the employers asks about that [taking thesis or non-thesis]. Two of them add that the employers check the GPA, not whether or not one is a thesis or non-thesis graduate.

Out of 95 respondents who do not feel regretful taking non-thesis, 12 respondents give their reasons related to the substitute subjects they get. They comment that they are not regretful since they get a lot of benefits or knowledge from the substitute subjects. Though they do not take thesis, they feel the substitute subjects are useful for them.

Out of 95 respondents who do not feel regretful taking non-thesis, 9 respondents comment that taking non-thesis program is easier, simpler or more practical. Some of

their directly quoted reasons are: “From my friends I have heard it’s so difficult to consult to the lecture when we make a thesis”, “As I heard from my friends, most of them are disappointed to take thesis program. so may reasons from them: it need a long time, the lecturers are not really helpful, the lecturers make the problem complicated”, and “Taking thesis program needs quality preparation: finance, strength of mind, strong will. I had experience of writing thesis at the previous college”.

Out of 95 respondents who do not feel regretful taking non-thesis, 9 respondents simply comment that there is no difference between taking thesis and non-thesis program. Two of them respectively add “I don’t think there is much difference between students who took non-thesis and thesis program”, and “I can still continue/take S2 degree by taking this program. ”.

Four respondents claim that since they themselves made the decision to take non-thesis program there is no regret. Two respondents who are not regretful give the reason related to further study. They say that they do not need to get a higher degree so they do not regret taking non-thesis. Two others simply state that non-thesis program is useful than thesis program. Two respondents do not feel regretful since they save their time and money by taking non-thesis program.

One respondent implicitly informs that actually non-thesis program is not his/her choice but the lecturer’s. He/she does not regret it though “because my lecturer knows the best for me”. Two respondents do not feel regretful since, as they write respectively, “Finally I’m able to complete my tasks well”, and “I know it suits me”. One respondent claim that he/she is not regretful but sometimes he/she regrets it because he misses how to make a good proposal.

From the data analysis presented in sub-chapter 4.5 and also 4.7 it is found out that one of the reasons why alumni choose non-thesis is that they are discouraged by a problem concerning thesis advisors. They do not regret taking non-thesis program as they are happy for not having to deal with thesis advisors whom their ‘thesis’ friends consider not cooperative. Though this comprises only a very small percentage of the respondents’ answers, it is worth noting.

#### 4.8 The Benefits of Taking Non-thesis Program

Getting the question *What benefits have you got by taking the non-thesis program?*, out of 103, 8 respondents fail to declare the benefits they get by taking the non-thesis program. Further analysis is then performed on the answers of 95 respondents. The table below is presented as the summary of the analysis.

**Table 4.17**  
**The Benefits of Taking Non-thesis Program**

<i>Kinds of benefits obtained</i>	Total	%
Finishing the study more quickly	56	58.95
Getting useful substitute subjects	24	25.26
Finishing the study more easily	10	10.53
Finishing the study more quickly and more efficiently	5	5.26
Total	95	100

As revealed on the table above, 56 (58.95%) respondents claim that the benefit they get is that they can finish their study more quickly. Among these 56 respondents, 7 respondents add that they are grateful to get the useful substitute subjects. Meanwhile 16 respondents add that they can start finding a job soon.

Out of 95, 24 (25.26%) respondents agree to say that getting useful substitute subjects is the benefit they get from taking non-thesis program. 10 (10.53%) respondents point out that finishing their study more easily is the benefit they get from taking non-thesis program. The rest - 5 (5.26%) respondents - concern with time and money stating that they can finish the study more quickly and more efficiently. It is the benefit they believe they get.

The finding on the time spent to finish their study clearly reveals that 9.71% alumni spent 7 semesters and that 45.63% graduated in 8 semesters (refer to Table 4.1 above). Therefore, the majority of non-thesis graduates - amounting to 55.34% - finished their study on time as expected. This gives the back-up to the alumni's perception that the advantage of taking non-thesis program is finishing on time. In brief, the finding summarized in Table 4.1 is in line with the finding summarized in Table 4.17. On-time graduation is perceived as the benefit of taking non-thesis program by 58.95% alumni.

#### 4.9 The Desire to Support Non-thesis Program

Item 14 in the questionnaire is formulated to ask the respondents' opinion which can indicate their support to Non-thesis program. Will they strongly say "It's a good idea" if a present student of the English Department asks them whether the decision to take non-thesis program is a good idea? The answers are depicted below.

Out of 103 returned questionnaires, only 99 can be analysed since 4 respondents do not answer this particular question. Among these 99 respondents only 66 can be used as the base to see if the respondents support the non-thesis program or not for 33 respondents give neutral answers. The neutral answers can be classified into 2. The first group simply states: "It's up to them (only they themselves know)". The second group answer reveals that the respondents cannot give a definite answer. They in fact provide suggestions to those asking whether the decision to take non-thesis program is a good idea. Here are some of their suggestions: If they want to graduate faster, they should take non-thesis program; if they want to challenge themselves or if their GPA is good or if they have strong perseverance, they should take thesis program. Some others indicate that they will tell the advantages and disadvantages of both program or the differences of the programs and that they will leave it to the ones asking to decide themselves. One adds "... the important thing is to be the best, no matter you are non-thesis or thesis. If community see you as successful person, it means you are a good WM alumni".

As previously mentioned only 66 respondents' answers can be used to see how supportive the non-thesis graduates are toward non-thesis program. The analysed answers show that the vast majority 61 (92.42%) out of 66 respondents support non-thesis program, while 5 (7.58%) do not. Please refer to the following table:

**Table 4.18**  
**The Decision of Taking Non-thesis Program**

<i>The decision of taking non-thesis program is a good idea</i>	Total	%
For	61	92.42
Against	5	7.58
Total	66	100

As seen in the table above, the majority - amounting to 92.42% - supports the non-thesis program. When asked whether the decision to take non-thesis program is a good idea, they will strongly agree to say “Yes, it is a good idea”. Six out these 61 respondents leave the comment space empty. The rest amounting to 55 respondents provide their comments.

Thirty-three respondents underline the advantage of taking non-thesis program in terms of saving their time as they graduate on time, earlier than their friends taking thesis program. Four of these 33 respondents add money concern. They point out that it is a good idea to take non-thesis program as they save time and money. One of them concern with energy and money besides time consideration.

Seven other respondents who give comments consider the benefit they get from substitute subjects. Seven others claim that it is better to avoid thesis writing which they consider burdensome. Two others think it is a good idea if there is no intention of taking S2. Two implicitly confirm that since there is no difference between thesis and non-thesis, it is better to take non-thesis program. Two state that since people do not care whether one takes a thesis or not, it is better to take non-thesis program. One claims that what matters is the ability and knowledge obtained by the graduates. One says that taking non-thesis will not prevent one from getting a career. One simply reveals the preference of taking comprehensive exam. One respondent implicitly points out that it is better to avoid thesis program since “Students who take thesis usually only take/quote their writing from the previous thesis, not freshly coming from their mind. But of course not all of them did that”.

As also seen in Table 4.18 above, 5 (7.58%) out of 66 respondents do not think it is a good idea to take non-thesis program. Though themselves non-thesis graduates, they consider it a good idea to take thesis program. Three respondents’ reasons are similar: taking thesis can give them an extra knowledge/skill, and a challenge. One states “Non-thesis program is the second option, it is better for him/her to take thesis program as long as they still have much time and strong will”. One simply writes “I will not say “It’s a good idea.” I prefer giving advice to the present students that writing thesis is better than taking non-thesis program”.

#### 4.10 The Perception on Non-thesis Graduates

The last item in the questionnaire is expected to indicate the perception of public on the respondents' status as being non-thesis program graduates. It more particularly says: *You are a graduate from non-thesis program. Does it influence your employer's, family's, or friends' perception on your status as a non-thesis graduate?*

Having analysed the respondents' answers, the writers find out that minority 4 (3.88%) out of 103 respondents choose YES meaning that their being non-thesis graduates influences public's perception. However, the reasons stated show that only 3 of these 4 respondents really provide their reasons reflecting the perception of others toward a non-thesis graduate. The other respondent provides the reason that does not reflect the perception of others toward a thesis graduate – saying “It affects me in terms of my ability to use my English”, he/she reveals a kind of regret for not taking thesis program. The other three reflecting the negative perception of others toward a non-thesis graduate write:

“... they will think that I'm not clever because I can't take thesis. But as long as they don't know that I'm taking non-thesis, they will appreciate me for what I've done”

“Yes, but not all of them have that kind of perception. If there is, I don't care. Their perceptions challenge me to prove that their perception are too soon and not true at all”

“My family is strongly agree with my decision. But I had some bad comments from friends ... They thought I'm lazy. But it's not their business anyway. It's my choice, and I feel satisfied with my own choice... And I never have someone ask me about my thesis <even in a job interview>”

The vast majority amounting to 99 (96.12%) respondents choose NO indicating this particular claim: their being non-thesis graduates does not influence public's perception. Out of 99, 16 respondents simply choose NO without providing any reasons or comments. One of these sixteen, however, wrote a two-page letter (see Appendix 2) implicitly arguing that though a non-thesis graduate, he/she can still have as good job as a thesis graduate. The other 83 respondents provide their reasons. Further analysis on their reasons or comments, nevertheless, suggests that there are in fact two groups of respondents: those who provide their reasons that really reflect the perception of others

toward a non-thesis graduate and those who reflect their own positive perception on their being a non-thesis graduate.

Out of those 83 respondents, 33 respondents belong to the first group which as previously stated provides reasons that really reflect the perception of others toward a non-thesis graduate.

Their reasons are grouped into 5 major ones. Firstly, they courageously claim that public do not care whether a person is a thesis or non-thesis graduate. This particular reason is underlined by 16 respondents. One states that no company will ask what score they get for the thesis or ask why they take non-thesis. Three respondents mention that public never ask about thesis or non-thesis graduates. Two respondents further add that public only think they are university graduates. Two others state that public understand that non-thesis graduates have the same quality as thesis graduates. Some other reasons stated are directly quoted as follows:

“My parents are very proud and they don’t care whether I took thesis or non-thesis as long as I graduate”

“They don’t care whether I graduated from thesis or non-thesis as long as I was graduated in terms of legal condition”

“They even respect and support my choice”

“No complain from them”

“As I said before that I’m an administrator in a foreign bank. I had an experience when I was interviewed. They didn’t ask me anything about thesis program. In the other hand, I felt thanks because I choose non-thesis program so that I can pass faster than I take the thesis program”

Secondly, they bravely claim that public merely care about one’s ability. This particular reason is revealed by 12 respondents. One states “What people see on me is my present quality as a human and a worker, not my status as a non-thesis graduate.” Others put it: “But I strongly believe that not many employers will have doubts of the non-thesis graduate...”, “When I join the company that I work for now, they don’t ask me whether I take thesis or not but they only care about the work qualification of the employees”, “In the real life, they don’t ask whether you took thesis or not, they only concern about how well you do your daily activities. Knowledge and skill are more important than thesis”, “I feel everything OK. Many friends who taking non-thesis program even have good job position in their offices or their institutions. The seniors consider the graduate’s capability, not just for a thesis”.

Thirdly, they claim that public merely care about one's GPA not 'THESIS or NONTHESIS'. Three respondents point out this particular reason. Fourthly, one claims that public think that writing a thesis doesn't give many benefits. At last one indicates that public know nothing about thesis and non-thesis program. Here is what is stated "Almost all of them still confuse or don't know about the difference between thesis and non thesis program."

Out of those 83 respondents, 50 respondents belong to the second group which as previously mentioned provides reasons that reflect their own positive perception on their being a non-thesis graduate. Their reasons are summarized in the following paragraph.

Twenty-four out of these 50 respondents reconfirm that there is no difference between thesis and non-thesis program. Their reasons are various. Some of them are: "The important thing is you yourself. You have to think the best for yourself. I thought I chose the right thing for my life and I won't never regret coz what I get now are so many", "It's only a matter of time. The rest depend on each character", "As long as we do positive things in the society". Seven respondents point out that the most important thing is having good capability. Three claim that what matters is that they graduate. Two restate that the quality of a person does not depend only on thesis. Another mentions that success in work is not determined by THESIS. Another puts it: "The quality of thesis and non-thesis graduates is absolutely the same".

Eleven out of those 50 respondents who provide reasons that reflect their own positive perception on their being a non-thesis graduate claim that though a non-thesis graduate, they have no problem in their job. They do not have problems either in getting their job or in doing their job. Their exact reasons are among others: "I have a better job than others who take thesis" and "By taking non-thesis program, we also can find a good job like those who take thesis program. Sometimes, by taking thesis program, it doesn't guarantee us to find a good job except we want to continue our study to higher level"

Four out of those 50 respondents who provide reasons reflecting their own positive perception on their being a non-thesis graduate mention again that they get many advantages from taking non-thesis program especially from the substitute subjects. Other four out of those 50 respondents have 'no regret' orientation. They once again state that non-thesis program is their own choice so they are not regretful.

Two out of those 50 respondents who provide reasons that reflect their own positive perception on their being a non-thesis graduate report that though a non-thesis graduate, they still get the chance for further study. One of the 50 respondents writes: “I don’t really care about others’ perception on my status as a non-thesis graduate. Moreover, for those who idolize the thesis graduate as a successful or clever graduate. It’s completely wrong perception”.

The elaborate analysis above is summarized in the table presented below:

**Table 4.19**  
**Public Opinion on Non-thesis Graduates**

<i>Does your status of thesis graduate influence your employer’s, family’s, or friends’ perception on you?</i>	Total	%
Yes	4	3.88
No	99	96.12
Total	103	100

#### **4.11 The Advantages of Non-thesis Program**

Having put forward all the answers and comments/reasons from the respondents in the previous sub-chapters, the writers are now assisted in answering the research question formulated in 1.2. The sub-chapter that is primarily helpful is 4.8. The analysed data concerning the benefits the non-thesis graduates report can easily be taken to reveal the advantages the alumni get from choosing non-thesis program.

As can be seen immediately from Table 4.17, the advantages are of 4 sorts. They are:

1. Finishing the study more quickly.
2. Getting useful substitute subjects
3. Finishing the study more easily
4. Finishing the study more quickly and more efficiently

More than 50% (58.95% to be exact) perceive ‘on time graduation’ as the advantage they get. The alumni believe they finish their study more quickly. Another advantage perceived is related to substitute subjects. The substitute subjects are deemed to be useful

thus advantageous. The other two advantages (amounting to less than 25%) are related to 'easy graduation' and 'quick as well as efficient graduation'. The alumni claim that they get the advantage of finishing their study more easily and also of finishing their study more quickly and more efficiently – saving time and money.

With these perceived advantages the alumni do support the non-thesis program as depicted in their answers to one item in the questionnaire previously discussed. As seen Table 4.18 above, the majority - amounting to 92.42% - supports the non-thesis program. When asked whether the decision to take non-thesis program is a good one, they will strongly agree to say "Yes, it is a good idea".

#### **4.12 The Disadvantages of Non-thesis Program**

The advantages can be revealed easily from the respondents' answers. However, the writers cannot get the disadvantages very convincingly. Analysis of the data suggests that throughout the answers/comments, only a small percentage of respondents indicate the disadvantages. The data analysis concerning the perception on non-thesis graduates show that one might be considered a low achiever or a lazy one because of taking non-thesis program. Yet, this is just reported by merely 3.88% respondents. Being deprived of learning or getting more is another disadvantage the alumni get. However the answer to this particular research question is indicated by only 4.04% respondents. In short, the disadvantages perceived by the alumni are:

1. Being considered a low achiever or a lazy one.
2. Being deprived of learning or getting more.

## **CHAPTER V**

### **CONCLUSION**

This concluding chapter is intended to present two main issues. The first issue, **Summary**, is put in the first sub-chapter as an overview of the present study and as a basis for recommendations. This summary is generated especially from the research findings and the discussion on the findings. The second, **Recommendations**, is presented in the second sub-chapter. This particular sub-chapter puts forward some recommendations for further studies.

#### **5.1 Summary**

Since 1999 the English Department of Widya Mandala Catholic University has provided the chance to the students to choose either thesis or non-thesis program. Since then it is not compulsory for the students to write a thesis to graduate from the English Department. However, this thesis and non-thesis program application has never been evaluated formally. This study is then conducted to ascertain the alumni's perception on non-thesis program. More particularly, this study is carried out to answer the following research question: "What advantages and disadvantages do the alumni get from taking non-thesis program?"

As implied in the formulated research question, this research is descriptive in nature. To obtain the data, the writers employed a set of questionnaire – covering both open and closed questions – which was initially tried out. A revised questionnaire was then distributed to the respective alumni.

Globally the analysis of the data obtained from the respondents' answers suggests that the alumni hold positive attitude toward non-thesis program. One long letter of a respondent (Appendix 2) obviously request that the non-thesis program be kept. The Department is suggested not to close the program.

The advantages perceived by the alumni are of 4 sorts. The majority perceive 'on time graduation' as the advantage they get. The alumni are determined to say they finish their study more quickly. Another advantage perceived is related to substitute subjects. The substitute subjects are claimed to be useful thus advantageous. The other two

advantages are related to ‘easy graduation’ and ‘quick as well as efficient graduation’. The alumni indicate that they get the benefit of finalizing their study more easily and also their study more quickly and more efficiently – saving time and money.

Analysis of the data suggests that throughout the answers or comments, only a small percentage of respondents indicate the disadvantages. The data analysis concerning the perception on non-thesis graduates show that one might be considered a low achiever or a lazy one because of taking non-thesis program. Yet, this is reported by merely 3.88% respondents. Being deprived of learning or getting more is another disadvantage the alumni get. However the answer to this particular research question is revealed by only 4.04% respondents.

## **5.2 Recommendations**

Due to numerous reasons, this study has some restrictions to enable it to be conducted. There are many factors which should have been deemed. Accordingly, the following recommendations are worth indicating for future research.

This study is limited to reveal the alumni’s perception on the advantage and disadvantage of taking non-thesis program. The answers to an item in the questionnaire as discussed in the previous chapter indicate that when the alumni were fresh graduates, more of them became teachers. However, at the time the questionnaires were returned, the reversal was true. More of them were involved in non-teaching fields. Therefore a similar study can be conducted to elicit the reasons why they change or leave their initial teaching profession.

As previously depicted, one complaint is revealed in the respondents’ answers. It is about the comprehensive exam. The questions posed are sometimes not related to the topic predetermined. Therefore a similar study is worth conducting in order to provide the Department with the truth so that the problem can be cleared.

In summary, this particular study is not without its weaknesses. Further studies need conducting. More conclusive perceptions can then be declared more safely.

## **BIBLIOGRAPHY**

Bell, Roger T. 1981. *An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching*. London: B.T. Batsford Ltd.

Cannon, Robert and David Newble. 2000. *A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods* (4<sup>th</sup> edition). London: Kogan Page Ltd.

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Unika Widya Mandala. 2002. *Buku Pedoman Tahun Kuliah 2002/2003*.

Appendix 1

Kalijudan 35

Surabaya.

March 8, 2004

Dear alumni/alumnae,

This questionnaire is sent to you as an attempt to get feedback to improve the non-thesis program at the English Department of Widya Mandala University. Please answer the questions honestly to really reflect your perception on this thesis program. Your time spent and attention given to complete this questionnaire is very much appreciated. Kindly return the (anonymous) completed questionnaire – by using the return envelope we inserted – before April 4, 2004. If you need any inquiries, do not hesitate to contact us at (031) 3891265 ext. 205, 081 2302 8552, or [mina@mail.wima.ac.id](mailto:mina@mail.wima.ac.id)

Warm regards,

Siti Mina Tamah, Rosalia I.G.

3. The year you entered the English Department of Widya Mandala: 199\_\_\_
4. How long did it take you to graduate from the English Department? 7/ 8/ 9/ \_\_\_ semesters \*
5. What has been your job since you graduated?

✂ a teacher up to now

✂ at a formal school(s): Pre-school/ SD/ SLTP/ SMA \_\_\_\_\_

✂ at a course(s): for adults/ teenagers/ young learners \_\_\_\_\_

✂ others (please mention) \_\_\_\_\_

✂ not a teacher firstly but then a teacher up to now

✂ at a formal school(s): Pre-school/ SD/ SLTP/ SMA \_\_\_\_\_

✂ at a course(s): for adults/ teenagers/ young learners \_\_\_\_\_

✂ others (please mention) \_\_\_\_\_

✂ a teacher firstly but not anymore. I am now a(n) \_\_\_\_\_

✂ not a teacher at all, but a(n) \_\_\_\_\_

4. You did not take thesis program so you had to take the substitute subjects. What did you take?

TEYL, and

Advance Translation, and

Literary Appreciation, and

Poetry

Comments/suggestions for the substitute subjects: \_\_\_\_\_

5. How useful are those subjects for you (for your work)?

Not at all/ a little/ some/ a lot \*\*

Because (of): \_\_\_\_\_

6. Did you take your comprehensive examination once and passed directly?

Yes

No, I failed one/two/\_\_\_\_\_ time(s) \*

7. The comprehensive examination is allocated for 20 minutes for one student.

It's enough / It's not enough / It's too long \*\*

Because (of): \_\_\_\_\_

8. Three examiners are involved in the comprehensive examination.

It's enough / It's not enough / It's too many \*\*

Because (of): \_\_\_\_\_

9. The students are given a topic/theme to study before the comprehensive examination. How useful is it?

Not at all/ a little/ some/ a lot \*\*

Because (of): \_\_\_\_\_

10. The students who take thesis program get the chance to train themselves critically by writing a thesis. Because you did not take thesis program, you lost the chance. Do you agree with the previous statement? Yes / No \*\*

Comments: \_\_\_\_\_

11. Why did you take non-thesis program?

I chose it myself because \_\_\_\_\_

It's not my choice but it's because (of) \_\_\_\_\_

12. Do you regret taking non-thesis program?

Yes, because \_\_\_\_\_

No, because \_\_\_\_\_

13. What benefits have you got by taking the non-thesis program?

\_\_\_\_\_

14. If a present student of the English Department asks you whether the decision to take non-thesis program is a good idea,

☒ I will strongly agree to say “It’s a good idea.” because

☒ there is a difference between thesis program and non-thesis program in terms of

\_\_\_\_\_

☒ others (please mention) \_\_\_\_\_

☒ I will **NOT** strongly agree to say “It’s a good idea.” because

☒ it is better for him/her to take thesis program; there is a difference

between thesis program and non-thesis program in terms of \_\_\_\_\_

\_\_\_\_\_

☒ others (please mention) \_\_\_\_\_

15. You are a graduate from non-thesis program. Does it influence your employer’s, family’s, or friends’ perception on your status as a non-thesis graduate?

☒ Yes. It affects me in terms of \_\_\_\_\_

☒ No. It does not affect me anything.

Because (of): \_\_\_\_\_

Note:

\* please choose by circling, or write down the answer if the choices provided are not applicable

\*\* please choose by circling.

## Appendix 2

Surabaya, 26 Maret 2004  
Kepada Yth: Para Dosen FKIP Bahasa  
Inggris yang baik

Saya alumni Widya Mandala jurusan Bahasa Inggris angkatan 1998. Lulus dari WM selama 8 semester. Sebelumnya saya mohon maaf karna pertanyaan2 dari Bapak/Ibu saya jawab dalam Bahasa Indonesia. Selama kuliah, bahasa Inggris saya biasa2 saja dan sekarang karna lama tidak menggunakannya, saya merasa tidak percaya diri dan tidak leluasa jika harus menjawab pertanyaan Bapak/Ibu dalam Bahasa Inggris. Karna itu saya mohon kebijaksanaan Bapak/Ibu dalam mempertimbangkan jawaban saya sebagai masukan.

Program non-thesis benar2 sangat bermanfaat bagi saya. Saya adalah anak pertama dari 2 bersaudara. Kelulusan saya sangat diharapkan orang tua saya untuk bisa segera mengelola usaha orang tua. Terus terang keadaan toko waktu itu diambang kebangkrutan karna tidak adanya orang dalam yang mengelola. Selain itu saya menyadari kemampuan saya bahwa saya merasa kurang begitu mampu jika harus mengambil program thesis. Maaf ini pendapat pribadi saya. Berdasarkan kedua alasan itulah saya memutuskan mengambil program non-thesis karna saya merasa pekerjaan dan kehidupan perekonomian saya tidak kalah bagus dengan yang mengambil thesis. Teman2 saya yang bekerja diperkantoran pun juga berpendapat sama seperti saya. Kalau ada yang berpendapat bahwa saya mungkin telah salah mengambil jurusan bahasa Inggris, karna kenyataannya saya tidak menggunakannya, menurut saya pendapat seperti itu adalah salah besar. Saya merasa sangat beruntung bisa masuk jurusan bahasa Inggris. Banyak pengalaman2 menarik yang saya dapatkan baik bersama teman2 maupun para dosen. Saya suka dengan pelajaran2 yang meminta mahasiswa untuk tampil di depan kelas. Hal semacam itu secara tidak langsung membentuk karakter saya menjadi lebih berani dalam berekspresi dan lebih percaya diri dalam menghadapi orang lain. Kalau secara lisan memang saya tidak menggunakan bahasa Inggris dalam pekerjaan saya tapi secara tulisan banyak juga kata2 bahasa Inggris yang tertera di barang2. Jadi jurusan yang saya pilih sampai kapanpun akan selalu bermanfaat. Mengenai ujian komprehensif selama 20 menit, saya rasa cukup karna sudah ada 3 penguji yang sudah pasti berpengalaman dalam menentukan mahasiswa tersebut sebenarnya mampu atau tidak. 3 penguji bagi saya juga sudah cukup membuat mahasiswa deg2an, jadi jangan ditambah lagi deh. Kalau cuma dua penguji saya rasa kurang soalnya takut kalau penilaiannya tidak obyektif. Tema/bahan2 yang akan diuji memang harus diumumkan sebelum ujian jadi mahasiswa tidak kerepotan dalam mempersiapkan materi. Tapi kalau boleh beri saran, dosen jangan banyak bertanya tentang teori terus donk. Kasih pertanyaan2 yang dengan logika mahasiswa bisa menjawab. Tapi kalau menurut pengalaman saya, lolos tidaknya dalam ujian komprehensif tergantung juga dari keberuntungan kita mendapat penguji. Dulu saya lolos dalam ujian karna dapat penguji yang memberi pertanyaan2 bisa saya jawab berdasar logika dan pengalaman. Sedangkan teman2 saya yang digrup lain banyak yang merasa kesal karna penguji2nya bertanya teori terus. Ya salah juga sih mahasiswanya, kok tidak mempersiapkan dengan baik. Tapi tolong para dosen bantu kami, bahwa untuk

mengumpulkan materi2 dari semester2 dulu tidaklah mudah apalagi dalam mempelajarinya. Kalau ada dosen yang bisa memberi pertanyaan berdasarkan logika dan pengalaman, kenapa yang lainnya tidak.

Baiklah saya rasa cukup sekian surat saya. Mohon maaf kalau ada kata2 saya yang tidak berkenan di hati Bapak/Ibu.

Permohonan saya biarkan program non-thesis tetap ada karna memang tidak merugikan. Terima kasih.

GOD BLESS YOU