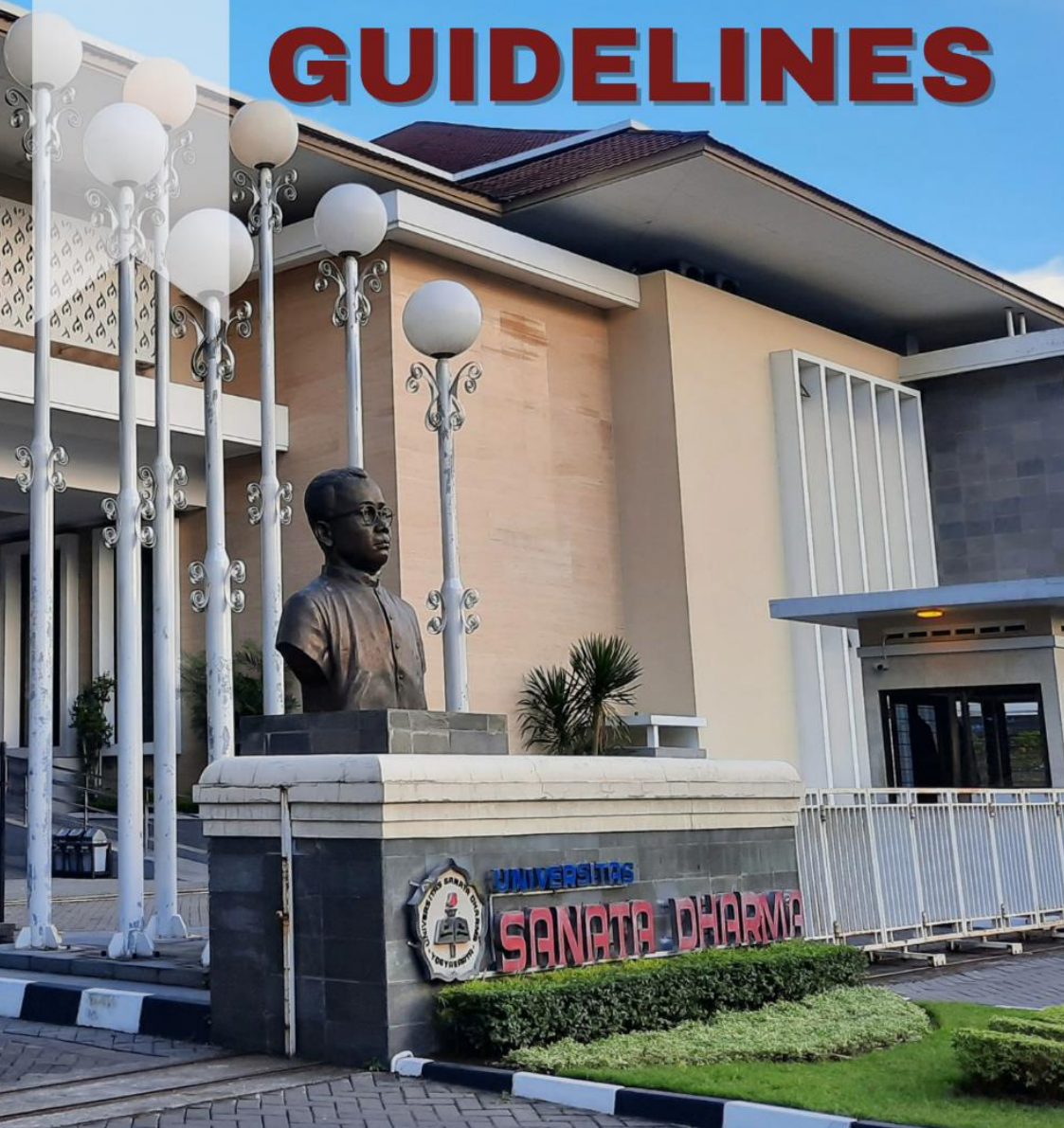




**GRADUATE PROGRAM  
ENGLISH LANGUAGE STUDIES  
UNIVERSITAS SANATA DHARMA**

# **THESIS GUIDELINES**





## **PREFACE**

This booklet is written as a guideline for the students of the Graduate Program in English Language Studies in writing their thesis. This booklet contains necessary information for a student to write his/her thesis. Should he/she have a difficulty in writing his/her thesis due to the lack or clarity of information in the booklet, he/she is to see his/her thesis advisor to get the information needed.

Many lecturers have contributed to the completion of this booklet. Special appreciation goes to F.X. Mukarto, Ph.D., Dr. J. Bismoko, Dr. Fr. B. Alip, M.Pd., and Drs. Fx. Siswadi, M.A. for the correction of the first draft. This booklet would not be in the present condition without their help.

Finally, it is hoped that this booklet is really useful for the students of the Graduate Program in English Language Studies and really contributory to their completion of their study on time.

Chair of ELS

Paulus Sarwoto, Ph.D.

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## 1. INTRODUCTION

A thesis is required for the students of the Graduate Program in English Language Studies to complete their study and get their degree. It serves as proof of their mastery of the knowledge in the field and their ability to apply their knowledge independently to produce an academic work.

Formally, the students start working on their thesis in the beginning of semester 3 in which they take the *Thesis Proposal Seminar* course. To join the course, the students have to have decided the topic which they are going to write for their thesis and which their prospective major thesis advisor has approved. (A sample of the advisor's approval form is provided in the appendices.)

The students write their thesis in semester 4. They are expected to have completed their thesis and have had their thesis defense examination by the end of the semester. To guarantee that the students really work on their thesis, the students have to file a progress report at the end of each month during the semester.

As the completion of the students' thesis within semester 4 is considered a real success for both the students and the program, both the students and their advisors are expected to cooperate well to achieve the goal.

## 2. THESIS TOPICS

A student writes his/her thesis as a proof of his/her mastery of the field he/she has chosen. He/she can write a thesis on linguistics, literature, or language teaching.

### 2.1 Research in English Linguistics

According to Chomsky (1986) language research basically tries to answer one of the questions common in language study: (i) what is the knowledge of language, (ii) how is the knowledge used, and (iii) how is the knowledge acquired? Question 1 deals with the theories of language. A language research which tries to answer question 1 may identify and formulate the principles and rules which underlie the formation of phonologically, morphologically, syntactically, and semantically acceptable sentences. Question 2 deals with the use of the principles and rules of language. In a narrow sense, a language research which tries to answer question 2 may discuss the application of the principles and rules for the production and perception of sentences. In a wider sense, a language research on question 2 may discuss the factors which influence language use and language understanding. The factors can be contextual, social, as well as cultural ones. Question 3 deals with the process of language acquisition. The fact that a child can acquire his mother tongue in a relatively short period remains of a great interest to linguists. The success can be attributed to the nature of the knowledge of language or to some non-linguistic factors. A language research on question 3, therefore, can explore the innate knowledge of language which a child is endowed with and which enables the child to learn his mother tongue in a relatively short period. It can also explore the psychological factors which are involved in language acquisition.

The methodology of a language research largely depends on the topic and the theory followed. A research on generative syntax, for example, uses internal language as the source of data, and a research on pragmatics uses external language as the source of data. The data analysis of a language research also follows the techniques common to the research field. The techniques of substitution, pre-posing, post-posing, coordination, deletion, addition, and paraphrase are common in a research on syntax.

## **2.2 Research in English Literature**

A thesis on literature can be a critical analysis on a practical level. It can analyse a single work, a series of works, a particular writer, or a number of writers. It can also be a comparative study on two different works in terms of the writer or the era in which the works are produced. A thesis on literature can also be a critical analysis on the theoretical level. It can critically explore and requestion or reaffirm the validity of a literary theory/-ies, a literary criticism/s, and the acceptability of a given literary history.

The topic or problem of a thesis is to be both original and urgent in some sense. The originality and urgency can be shown from the rationale for the choice of the topic or problem in relation to recent researches on the same topic or problem. Furthermore, a literature thesis should not be based merely on a descriptive survey but should be argumentative in nature. In line with Fabb and Durant (1995), a literature thesis, therefore, should call for (i) an identification of a problem or issue in a particular area, (ii) an establishment of competing views of the stated problem, (iii) the putting forward of the argument and evidence either for or against the problem, and (iv) a statement of a conclusion in accordance with the argument and evidence provided.

A literature thesis is also expected to give contribution to the development of the body of knowledge in the field literary studies. Accordingly, a literature research is not only a research of justification which reaffirm the solidity of a given theory, but is also a search of discovery which leads to a new theory and practice.

## **2.3 Research in English Education**

Research can be understood as a set of procedures to reveal the truth. There are different kinds of truth: religious, moral, artistic, argumentative, rationalistic, empiric, scientific. Generally, language educational research is to reveal the integrated rationalistic and empirical truth by way of verification. The rationalistic truth is the truth which agrees to logic. In practice it agrees to the framework of thinking, previous research findings, acceptable theoretical models, and ideas from current literature. The empirical truth is the truth which agrees to the results of observation or to data.



Current educational research may be confirmatory, exploratory, or action. Confirmatory research starts with the establishment of the rationalistic truth or hypothesis, then it is verified empirically, normally using a statistical technique. Exploratory research starts with observation, then the data resulted from the observation are classified and interpreted, thus verifying it rationalistically. Action research, unlike confirmatory and exploratory, is not to reveal the truth by identifying it, but by changing (improving) current and actual practice in learning activities. One of its important characteristics is that it is done collaboratively with learning program practitioners: teachers, designers, managers.

A thesis is essentially a research report. Although there are variants, basically there are three types of language education research a student can choose from: confirmatory (variants: quantitative, statistical, experimental, survey, correlational), exploratory (variants: qualitative, grounded, naturalistic, ethnographic, case study, hermeneutic, longitudinal, participation observation), and action (a variant of developmental research, which includes educational technology research). Whichever a student chooses, the contents have to include: (i) problem statement (what the problem is and why he/she wishes to do research on it); (ii) literature review (what people say about related problems, including previous research reports); (iii) methodology (about the method of solving the research problem); and (iv) analysis results (referring to the research problem, to include, if appropriate, his/her conclusion and recommendation).

One of the easy ways of selecting a research problem is by, first, looking at language education systemically: *input-process-output*, or *goal-process-content*. The goal or output is something to achieve, which will need process to achieve, which, in turn, will need content to process. When a student sees or suspects that significant concepts (e.g. goal, teachers' qualification, material, their interrelation) have been incorrectly set up, misunderstood, or vaguely understood, then he/she can do confirmatory or exploratory research to reveal what is right, the truth. If he/she sees or suspects that some model or media (input) is otherwise non-existent, under used, or inappropriately adopted, he/she can do educational technology research to devise or improve it, thus revealing its truth. If a student sees or suspects that some learning program or learning activity (process) is unproductive, inefficient or ineffective, he/she can do action research to improve it.

## **3. THESIS COMPONENTS**

### **3.1 Introduction**

The introduction or problem statement consists of (i) background, (ii) problem limitation, (iii) problem formulation, (iv) research goals, (v) benefits of the study. The background gives the reasons the writer is interested in the topic of his thesis. It states the reason why it is necessary to study the topic and the advantages the study gives.

The problem limitation is needed if the topic is very broad. It is probably necessary to limit the topic because of a time constraint, financial constraint, or theoretical interest.

The problem formulation states the questions which the writer wants to answer. A thesis may contain two to four questions. The questions should not be too broad nor too specific. As an average, a good question may take twenty to thirty pages to answer.

The research goals state the goals the writer wants to achieve by writing his thesis. Closely related to the research problems, the research goals state what the writer wants to achieve by answering the questions.

The benefits of the study show the advantages which the readers of the thesis get when they read the thesis. This section is also closely related to the research problems. It shows what the readers get if they read the answer of each problem.

### **3.2 Theoretical Review**

The theoretical review consists of three sections: theoretical review, theoretical framework, and hypotheses/assumptions. The theoretical review discusses the theories which the student needs to in order draw his/her hypotheses/assumption and to analyze his data.

The theoretical review should only cover the theories which are relevant to answer the problems formulated in the problem formulation in Chapter I. The review, however, should cover conflicting theories concerning the problems in the same school. The theories which the student will follow in his research is, then, outlined in a theoretical framework

The theoretical framework functions in two ways. Firstly, it connects the theoretical review with the hypotheses/assumptions. Secondly, it shows how the theories or concepts are used to determine the type of data

and to analyze the data. In other words, in the theoretical framework, a student should state how he/she come about and very his/her hypothesis, if any, and how he/she determines to answer the research questions.

Hypotheses are optional for qualitative research. Hypotheses are generally only applicable for confirmatory/statistical research and serve as tentative answers to the research problems.

### **3.3 Research Methodology**

The research methodology elaborates the data acquisition (source, sampling, elicitation, and recording, if applicable), data processing, and data interpretation. The normality, linearity, and homogeneity of the data should also be observed before the data analysis is made.

The data analysis section discusses how new theories are developed and defended, how the hypotheses, if any, are accepted or rejected, or how the research questions are answered.

### **3.4 Discussion**

The discussion is the main part of a thesis. It may consist of one chapter or more, depending on the length of the discussion. If it only consists of one chapter, the (number of) sections in it should reflect the questions (problems) formulated in the introduction.

The discussion should answer the questions clearly and thoroughly. It must be supported with data from the study (quotations from the literary work in a literature thesis). If a finding/conclusion does not agree with the theory sketched in the theoretical review, a justification must be given. If a finding/conclusion supports/matches the theory sketched, a thorough explanation on how it matches/supports must be given.

The discussion should explain how the conclusion in the research can be justified, and if it can be generalized, what constraints limit the generalization.

### **3.5 Conclusion**

The conclusion states the answers to the questions in the problem formulation in brief. No more data and quotations need to be provided in the conclusion.

The conclusion should also explain how the conclusions or findings of the study can be applied or contribute to the development of the related field (language teaching, linguistics, literature) and academic community.

It must relate the conclusions with the benefits of the study given in the introduction.

### **3.6 Other Components**

The other components of a thesis are the cover page, approval page, preface, table of content, statement of originality, list of tables, list of abbreviations (if any), abstracts (English and Indonesian), bibliography, and appendices. Samples of the components, except appendices, are given in the appendices of this guideline.

The abstract contains information on the writer's name, (year), thesis title, City: Program Study, Faculty, and University, and body of the abstract. The abstract should be written with a single space and should not be more than 500 words. It should contain the reasons of the study, the problems to solve, the research methodology, and the answers to the problems or the research findings.

### **3.7 Literature Stream**

Literature thesis may be composed in journal style. This style is not as rigid as the formal style stipulated above. While the thesis still has to contain (i) Introduction, (ii) Review of literature, (iii) Analysis and (iv) Conclusion, the heading of each chapter is free to be modified to reflect the main topic of the chapter.

## 4. REFERENCE AND QUOTATION

A student does not write his thesis from out of the blue. He may take or use the ideas of other people who have developed the science or theories. As a tribute to the people, he should give a reference when he uses their ideas or theories.

### 4.1 Reference

A reference can be like one of the following forms.

- (1)a. According to Baker (1989), some part of language knowledge is innate.
- b. Some part of language knowledge is innate (Baker 1989).
- c. Baker (1989) claims/states/says that some part of language knowledge is innate.
- d. As Baker (1989) says, some part of language knowledge is innate.

The idea that some part of language knowledge is innate is taken from Baker's *English Syntax* which is published in 1989, and, therefore, the name of the author and the year of the publication of the book should be mentioned. (Please pay attention that the full-stop or period is written after the closing parenthesis if the reference is given at the end of the sentence like in (1b)).

A student should not write his own idea as an author's idea. The idea in (2) is not Baker's but the student's own idea.

- (2)a. Several linguists aim to identify what part of human language is innate and what part is not innate
- b. Several language teaching specialists have tried to identify the influence of the innate language knowledge to second language acquisition.

As (2) does not contain Baker's idea, a reference to Baker may not be made.

If a book or an article is written by two writers both the two writers' name should be mentioned like in (3a).

(3) Chomsky and Hornstein (1990) state ...

If a book or an article is written by three writers or more, all the names of the writers should be mentioned when it is referred for the first time like in (4a), but only the name of the first writer and *et al.* like in (4b).

- (4)a Crystal, Rodman, and Smith (2000) state ...
- b. Crystal *et al.* (2000) state ...

In the bibliography all the writers should be written.

In a special case, an opinion given personally by a prominent figure in his field may be referred like in (5).

- (5) Indonesian verbal affixes are also inflectional (Crystal 2002, personal communication).

The idea in (5) is Crystal's personal idea and has not been written in any of his books.

## 4.2 Quotation

An author's exact words may be used to support an argument. If such words are used, quotation marks "... " should be used. In general a student who writes a thesis should use quotation marks for any idea which he/she uses and consists of more than two words.

A short quotation is written within the writer's sentence like in (6).

- (6) Kempson (1977, 41) states that "the interdependence between meaning and truth can provide the basis for a theory of meaning."

If a quotation is longer than 4 (four) lines, the quotation should be written in a separate line is indented like in (7) below (number is omitted so that the format is clear).

Granted that sentences can be assigned a logical form, and a non-arbitrary distinction can be drawn between logical truth and analytic truth, it is now possible to see why characterizing the meaning of a sentence in terms of truth conditions on that sentence is said to be

equivalent to characterizing the meaning of a sentence in terms of its logical form.

In a block or indented quotation like above, quotation marks are not used. Furthermore, a block quotation may not be more than one page.

If a quotation is taken from another language rather than the language of the thesis, the English translation in a '...' gloss should be given.

## **5. THESIS FORMAT**

The theses of the Graduate Program in English Studies should follow the same format.

### **5.1 Paper Size and Margins**

The paper size for a thesis is A4 or 21.0cm x 29.7 cm. The margins are as follows:

Left = 4 cm

Right = 3 cm

Top = 3 cm

Bottom = 3 cm

Footer = 1.8 cm

The first line of a paragraph is indented for 1 cm or 5 letters. Examples and block quotations are indented for .8 cm.

### **5.2 Font and Space**

The font is “Times New Roman,” and the font size is 12 for all letters except the thesis title on the cover, which is bigger, and subscript and superscript which is usually 10.

The space for the body of thesis is 2 (double space), and the space for the abstract and bibliography is 1 (single space). There is a bigger space, however, between entries in the bibliography.

### **5.3 Thesis Structure**

Besides the main parts, a thesis also contains some introductory elements and some additional elements. The preliminary elements are (i) title page, (ii) advisor’s approval page, (iii) thesis committee's approval page, (iv) statement of originality, (v) abstract in English, (vi) abstract in Indonesia, (vii) preface, (viii) table of contents, (ix) list of tables (if any), (x) list of figures (if any), (xi) list of abbreviation (if any).

The additional elements are necessary appendices including a summary of the literary work for a thesis on literature.



## **5.4 Examples**

A thesis, especially one in linguistics, may contain a lot of examples to support an argument. If a thesis contains a lot of examples, the examples should be numbered and written in separate lines. The numbers are needed for reference and to avoid repetition. The examples of references and quotations in Chapter III can serve as examples in a thesis.

The number starts at 1 at the beginning of a chapter and goes on until the end of the chapter. If an example (sentence) is given in a page and is referred again in a different page, the sentence may be rewritten with a new number but should be identified as a rewritten sentence.

## **5.5 Tables and Figures**

A thesis may contain several tables and graphics such as pictures and charts. If it does, it should give a list of tables and graphics after the table of contents. The tables and graphics should have a number and title. (See the sample table and graphics at the appendices.

## **6. THESIS PROPOSAL, REVIEW AND DEFENCE PROCEDURE**

Starting from the 2008/2009 academic year, the thesis proposal, review and examination will be organized as follows.

### **6.1 Thesis Proposal**

1. Students are to write a thesis on English language, English literature, or English language education to complete their study.
2. Students develop their thesis proposal while taking the research methodology class.
3. Students submit their thesis proposal as well as their proposed thesis advisor at the end of the second semester.
4. The study program announces the thesis advisors for the students who have submitted their thesis proposal.
5. Students present their thesis proposal in the grand thesis seminar which the study program holds to enable students to get inputs to improve their thesis proposal.
6. Students revise their proposal according to the comments and suggestions given in the seminar.
7. Students submit their revised proposal approved by their thesis advisor.
8. The Graduate Program issues a decree on the thesis advisors.
9. Students write their thesis based on their submitted proposal.
10. Students are not allowed to make any major change on their thesis proposal which affects the nature of the thesis.
11. Any major change on the topic and research questions, and nature of data is to be approved by the advisor and reported to the study program in a written form.
12. The study program may accept the change readily or ask the student to present his proposal again in a seminar which the ELS students and lecturers attend before the study program approves the change.
13. A grand thesis seminar can be conducted in the third semester for a major revision of a thesis proposal or for students who have not presented their thesis proposal.

14. The study program accepts a thesis only on an approved title for review and defense.

## **6.2 Thesis Review**

1. Upon the completion of their thesis, students have to have their thesis approved by their advisor.
2. Students submit three copies of the approved thesis.
3. The Study Program sets up a reviewer board for the thesis and the date of the review. The board consists of three reviewers including the thesis advisor, and the review is held within two weeks after the submission.
4. Using the rubrics, the reviewers are to give comments and suggestions on thesis.
5. Students revise the thesis in accordance with the reviewers' comments and suggestions. The comments and suggestions, however, are not binding in that the students may stick to what they have written if they can account for it.

## **6.3 Thesis Defence**

1. After the completion of the thesis revision, students have their thesis approved by their thesis advisor.
2. Students submit 4 (four) copies of the thesis to the secretariat.
3. The Study Program sets the thesis defence board and the date of the defence. The board consists of 3 (three) examiners, two of them are the thesis reviewers excluding the advisor. The defence is held within 3 (three) weeks after the thesis submission.
4. The defence lasts for 90 minutes.
5. The students have 20 minutes to present what they have written in the thesis. The presentation should mainly be on the research methodology and research result, and a little time is spent on the theoretical review.
6. In the defence, the external examiner has 20 minutes to ask questions to the student, and the other examiners have each 20 minutes.
7. The examiners give their scores based on the thesis examination rubric which the Study Program provides.
8. The final grade of the thesis defence is based on the examiners' scores.

## APPENDICES

### Appendix 1: Sample Cover

[TITLE OF THESIS]

A Thesis Presented to  
The Graduate Program in English Language Studies  
in Partial Fulfillment of the Requirements  
for the Degree of  
Magister Humaniora (M.Hum)  
in  
English Language Studies



[Full name of author]  
[Student Number]

Sanata Dharma University  
Yogyakarta  
[Month, 20... Year Diploma Awarded]

**Appendix 2: Advisor Approval Page**

A THESIS

EXISTENTIAL SENTENCES IN ENGLISH

Ida Rozali

Student Number:

999-000-0012

Approved by

Dr. Joseph Conrad, M.A.  
Thesis Advisor

.....  
Date:

**Appendix 3: Approval Page**

A THESIS

EXISTENTIAL SENTENCES IN ENGLISH

Presented by

Ida Rozali

Student Number: 999-000-0012

Was defended in front of the Thesis Committee  
and Declared **Acceptable**

Thesis Committee

Chairperson : Dr. Fr. B. Alip, M.Pd., MA. \_\_\_\_\_  
Secretary : Dr.B.B.Dwijatmoko, M.A. \_\_\_\_\_  
Member : Prof. Dr. Soepomo Poedjosoedarmo \_\_\_\_\_  
Member : Drs. F.X. Mukarto, M.S., Ph.D. \_\_\_\_\_

Yogyakarta, .....  
The Graduate School Director  
Universitas Sanata Dharma

.....

## **Appendix 4: Statement of Originality**

### STATEMENT OF ORIGINALITY

This is to certify that all the ideas, phrases, and sentences, unless otherwise stated, are the ideas, phrases, sentences of the thesis writer. The writer understands the full consequences including degree cancellation if he/she took somebody else's idea, phrase, or sentence without a proper reference.

## **Appendix 5: List of Tables**

### **LIST OF TABLES**

- TABLE 4.1: PERCENTAGE OF PROPORTION OF USING BAHASA INDONESIA AT HOME AMONG LECTURERS OF ALL AGE-GROUPS
- TABLE 4.2: PERCENTAGE OF PROPORTION OF USING BAHASA INDONESIA AT HOME AMONG LECTURERS OF BELOW THE AGE OF 30
- TABLE 4.3: PERCENTAGE OF PROPORTION OF USING BAHASA INDONESIA AT HOME AMONG LECTURERS BETWEEN THE AGE OF 30 TO 40
- TABLE 5.1: PERCENTAGE OF FREQUENCY OF ACTIVITIES USING BAHASA INDONESIA
- TABLE 5.2: PERCENTAGE OF PERCEPTION OF THE QUALITY OF SKILLS IN BAHASA INDONESIA



## Appendix 6: List of Abbreviation

### LIST OF ABBREVIATIONS

A: adjective  
Adv: adverb  
AdvP: Adverb Phrase  
AP: adjective phrase  
C: complementizer  
CP: complementizer phrase  
I: inflection  
IP: inflection phrase  
N: noun  
NP: noun phrase  
Part: participle  
PartP: participle phrase  
Tns: tense  
TnsP: tense phrase  
V: verb  
VP: verb phrase

## Appendix 7: Abstract

### ABSTRACT

L. Bening Purwitasukci. 2003. *The Life and Death of the Female Characters in the First Three of Pramudya Ananta Toer's Buru Tetralogy: This Earth of Mankind, Child of All Nations, and Footsteps*. Yogyakarta: English Language Studies. Graduate Program. Sanata Dharma University.

(paragraph 1: research background and problems)

(paragraph 2: research methodology)

(paragraph 3 - ... : research findings)

(final paragraph: conclusion-what the research has contributed to literary study, linguistics, and English language teaching- and suggestions)

## Appendix 8: Sample Bibliography

### BIBLIOGRAPHY

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- Cambell, J.P., Daft, R.L., and Hulin, C.L. (1982) *What to Study: Generating and Developing Research Questions*. Beverly Hills, CA:Sage.
- Cronbach, L.J. and Suppes, P. (eds) (1969) *Research for Tomorrow's Schools: Disciplined Inquiry for Education*. New York: Macmillan.

## Appendix 9: Thesis Topic Approval

### THESIS TOPIC APPROVAL

Student name : .....

Student number : .....

Thesis title : .....

.....

.....

Type of research : .....

Thesis Problems : .....

.....

.....

.....

.....

.....

.....

Research Data : .....

.....

.....

.....

Approved by

Yogyakarta,

\_\_\_\_\_  
Thesis Advisor's name and signature

\_\_\_\_\_  
Student's name and signature

## Appendix 10: Thesis Completion Plan

### THESIS COMPLETION PLAN

1. Thesis title : .....
2. Research Questions : .....
3. Type of Research : .....
4. Type of Research Data : .....
5. Thesis Completion Plan:

	Chapter	Current Progress (%)	Completion Plan*	Notes
1.	Introduction			
2.	Literature Review			
3.	Research Methodology			
4.	Discussion			
5	Conclusion			

\*Planned date of completion

Yogyakarta,

Approved by

.....

.....

Advisor

## Appendix 11: Thesis Submission Checklist

### THESIS SUBMISSION CHEK LIST

No	Category	Description	Yes*
1.	Title	Contributing to ELS development	
		Clear and concise title, expressing good relation of research constructs/concepts	
2.	Format	Fonts set to 12 of Times New Roman	
		All margin set to 2.5 cm or 1 inch.	
		Space set to double except block quotations, block data, and bibliography (single space)	
		Headings set according to levels ( <b>FIRST/CHAPTER, Second, Third, Fourth</b> )	
3.	Abstract	Abstract given in a single space both in English and Indonesia	
		Containing all necessary elements (thesis identity, introduction/reason for study, research questions, research methodology, research results, importance of the result in current theories)	
4.	Introduction	Theoretical and practical reasons provided for formulation of research questions	
		Research questions formulated clearly with correct grammar and covering all the constructs/concepts expressed in research title.	
		Research objectives shows what the research wants to achieve	
5.	Literature Review	Research benefits give both theoretical and practical contributions.	
		Discussing all constructs/concepts expressed in research title/questions	
		Leading to theoretical answer to research questions	

No	Category	Description	Yes*
6.	Research Methodology	Providing indicators of research constructs (qualitative) or tests for data collecting (linguistics)	
		Showing nature of research, research data, and ways to collect data	
		Showing techniques to answer research questions	
		Showing evidence for verification (quantitative), trustworthiness (qualitative), rule testing (linguistics).	
7.	Analysis	Appropriate data presentation	
		Providing answers to research questions and answer summaries	
		Relating research findings with current theories	
		Reference to appendices	
8.	Conclusion	Providing concise answers to research questions and research objectives	
		Providing implications to result results	
		Providing recommendation in relation to research benefits	
9.	Bibliography	Presented in a consistent format	
		Correct elements for all entries	
		Complete authors for all referred work	
10.	Grammar	Subjects and predicates for all sentences	
		No missing articles	
		No mistakes on number, pronoun, and predicate agreement	
11.	Organization	Ideas are developed in sections and subsections well	
		Paragraphs are well-developed, united, and	

No	Category	Description	Yes *
		coherent	
12.	Others	Shopping lists avoided	
		Single paragraph section avoided	
		Tables and figures given numbers and titles	
		Title, approval, statement of originality, table of contents, and list of tables, figures, and appendices provided	
		Pages number correctly (small Roman number for introductory pages and Arabic number for all the rest)	

\* Please tick (√)

Yogyakarta, .....

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## Appendix 12: Thesis Examination Rubric

### THESIS EXAMINATION RUBRIC

Criteria	Level 1	Level 2
<b>1. Organization of Ideas</b>  <b>20 %</b>	Weak introduction of topic, thesis & subtopics.	Adequate introduction to topic but thesis/position not clear or just implied.
	Articulation of ideas is confusing or impoverished	Weak transition from one idea to the next.
	Paragraphing is bad or non-existent.	Line of argument has some gaps or is difficult to follow.
	Radical reorganization would be needed to reach a Pass-Partial Proficient level.	Substantial reorganization of ideas would be needed to reach the Proficient level.
<b>2. Content</b>  <b>30 %</b>	Little or no understanding of the question or the appropriate literature base is evident.	Response demonstrates some basic understanding of the question posed, but incomplete.
	Information is missing or is not accurate.	Attempts to go beyond level of descriptive summary but claims are not consistently justified with evidence from the appropriate literature base.
	Presentation of ideas is limited to the level of descriptive summary or is vague or too general.	Little/ no use of counter-arguments when needed.
	Writer/ speaker fails to make appropriate connections or justify claims.	Limited sources but they are appropriate.
	Thesis abstract does not	Thesis abstract covers all

	cover research problems, research methodology, and research results, and is poorly written.	necessary components but are not well written.
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<b>Level 3</b>	<b>Level 4</b>
Proficient introduction that states thesis or position, all subtopics in a logical order.	Exceptional introduction grabs interest of reader.
Good transition from one idea to the next.	Thesis/position and subtopics are crisply stated, ordered and argued in a way that supports an exceptional elegant and mature response/argument for masters level.
Argument is developed fully and can be followed by reader/listener.	The work is of professional quality in terms of how ideas are organized.
Minor reorganization would be needed to make the work advanced or exceptional.	
Response shows solid understanding of question.	Exceptionally critical response with relevant and consistent connections.
Consistent connections when appropriate	Demonstrates nuanced understanding of the question, possible counter-arguments and the appropriate literature

	base.
Demonstrates awareness of counter-arguments.	Uses critical evidence from many sources in an original way to support the argument.
Analysis appropriate for the question posed.	Command of literature is professional or near professional quality.
Thesis abstract covers all necessary components and written clearly.	Abstract is an academic summary of the thesis and is presented well and concisely.

<b>3. Mechanics and Documentation</b> <b>20 %</b>	Inconsistent or bad grammar, and spelling (>5 errors in one chapter).	5 or fewer errors in spelling, grammar and usage in one chapter.
	Many instances of questionable word choice/usage.	Some questionable word choice.
	Thesis guideline style is not attempted for format, references, and headers.	Thesis guideline style is attempted but there are many errors.
	Sources are missing or not complete.	All sources are referenced with minor errors in format.
<b>4. Perspective Personal View</b> <b>Position 10 %</b>	Thesis is weak, trivial or lacks an arguable position or there is no thesis or position implied or apparent to the reader/listener.	Non-trivial thesis or position is implied or alluded to but not clearly stated.
	Response is not convincing or leads nowhere.	Implied thesis/position would lead to a good argument but it is not well thought out.
		Ownership is there but it

		is tenuous at best.
<b>5. Thesis Defence 20% (for exam- iner)</b>	Presentation material is unorganized and lengthy.	Presentation material is brief and well-organized but misses important points of the research nature and result.
	Incorrect pronunciation of several common words and terms.	Incorrect pronunciation of some terms
	Obscure presentation of nature of research and research result	Research nature and result are presented but without enough support/evidence
	Student frequently misunderstands examiner's questions and/or answers questions incorrectly.	Students answers questions without confidence, and the answers are often inaccurate.

Very good grammar and spelling with the one error or less.	Use of language is at a professional or near professional level.	
Appropriate word choice and usage.	Excellent word choice and usage	
Thesis guideline style is used consistently with only minor errors.	Thesis guideline style is used consistently and accurately.	
All sources are properly referenced.	All sources are properly referenced.	
Convincing articulation of justifiable position/thesis.	Thesis/position would be of interest to other professionals.	
Demonstrates ownership of position/argument and awareness of how his/her	Demonstrates ownership and can extend the argument if pressed to do so.	

position fits with literature.		
Able to defend the position when challenged.	Originality of view articulated goes beyond expectations for the MA level.	
Presentation material is clear, complete, and well organized.	Presentation material is concise and helps understand the research nature and result, and highlights the important points of the research.	
Correct pronunciation of common words and terms	Concise pronunciation with good stress placement and intonation	
Research nature and result are presented with sufficient evidence.	Research nature and result are presented convincingly with strong support/evidence.	
Student understands questions well and answer them correctly.	The question and answer session runs well and student gives strong arguments in his answers.	

<b>5. Thesis Consultation 20% (for advisor)</b>	Insignificant writing progress	Slow writing progress
	Failure to show meaningful effort to complete thesis	Insignificant effort to complete thesis
	Failure to show improvement resulted from discussion with advisor	Insignificant improvement resulted from discussion with advisor
	strong reliance on advisor and low self-responsibility	Showing little autonomy, empowerment, self-actualization through thesis writing

Reasonable thesis writing progress	Rapid thesis writing progress	
Significant effort to complete thesis	Strong effort to complete thesis	
Significant improvement resulted from discussion with advisor	Excellent improvement resulted from discussion with advisor	
Showing adequate development of autonomy, empowerment, self-actualization through thesis writing	Excellent growth of autonomy, empowerment, self-actualization through thesis writing	