GENRE ELEMENT OF SCRIPT DEFENCE EXAMINATION (SDE) OF STATE ISLAMIC UNIVERSITIES IN INDONESIA

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Abstract
Script defence examination (SDE) is an important event for undergraduate students to undertake. In Australia, this examination is not commonly practiced, but in USA, UK, and Indonesia, this examination is a must. The SDE has some genre elements, one of them is generic pattern (GP). Knowing the GP sufficiently is assumed to assist undergraduate students to complete this examination appropriately with a high mark. Discussion on the GP in literature is limited only at doctorate level. The case of limited information of the GP of the SDE at undergraduate level has been questioned by academic communities. To address this inquiry, this paper presents the GP of SDE in state Islamic universities in Indonesia. The data for this study were obtained through multiple observations in two state Islamic universities of two provinces in Indonesia, Aceh and North Sumatera provinces. The GP of the Indonesian state Islamic universities was drawn and is discussed in this paper.

Keywords: *Script defence examination, generic pattern, undergraduate students.*

INTRODUCTION

The importance of Script Defence Examination (SDE) has been known by students and lecturers. Students have to undertake this examination prior to completing their study. To perform sufficiently in the SDE, students are required to understand the content of their script and genre elements of this examination. One of the genre elements is generic pattern (GP). Understanding the GP of the SDE is believed to help students to perform competently in this kind of communicative event (Samad, 2013).

Some researchers such as Grimshaw, Feld, and Jenness (1994), Burke (1994), Hasan (1994) and Swales (2004) have found the GP of SDE from direct observation of doctorate students' performance in the USA. While most literature in this area focusing on doctorate degree, the finding of the GP in undergraduate degree, particularly in Indonesian State Islamic universities, is very rare. Hence, this study intends to formulate an SDE of the Indonesian state Islamic universities which is obtained from two selected state Islamic universities in Indonesia: State Islamic University of Aceh and State Islamic Institute of Medan. This study therefore posed a question: What is the GP of the SDE of the Indonesian State Islamic Universities? The formulation of the GP of SDE is hoped to fill the limited information in the body of knowledge. Also, lecturers could use this GP to teach in the preparation class.

LITERATURE REVIEW

Researchers such as Kiley (2009), Maingueneau (2002) and Jack (2002) have discussed the purposes of SDE. They argue that SDE aims at presenting arguments and answering questions. In addition, it is an opportunity to test knowledge and academic skills in their area of expertise. In addition, there are genre elements of SDE that students require to understand; one of those is the generic patterns (GP). Weissberg (1993) and Thaib (2000) have found the GP of seminar presentation in undergraduate degree; and other scholars such as Grimshaw, Feld, and Jenness (1994), Burke (1994), Hasan (1994) and Swales (2004) have found the GP in PhD degree, particularly in the USA. Grimshaw et al. (1994), Burke (1994) and Hasan (1994) drew the GP based on one-hour PhD student's performance which was video recorded. These researchers then derived the GP of this doctoral final examination from a one-hour observation, one audio recording, and one copy of the student's thesis. Swales (2004), also found a GP of SDE. However, he derived it from multiple observations in four different departments; these are social psychology, musicology, electrical engineering and computer science and biology, at the University of Michigan, the USA. Comparing the number of data analysed to draw the GP, Swales model which is presented below is more convincing than other three models.

Table 1. Swales Model.

Moves	Steps
Preliminary	Greetings
	[Personal introductions]
	Chair asks candidate and any audience to leave
	Committee reviews evaluation and agrees on procedures
	A member recalls candidate and any audience
Defence proper	[Chair summarises agreed procedure]
	Candidate attempts a presentation
	[Round of questions by the members]
	"Free" questioning by the members
	[Questions or comments invited from candidate and/or audience]
In-camera	Candidate is asked to leave the room
Closing	Results indicated with congratulations to the candidate
	[Discussion of what more needs to be done]
	Necessary documentation (signing forms, etc)
	Leave-takings (party arrangements, photo, etc)

Swales (2004) found four moves and some steps. The steps in parentheses are considered as optional ones. These steps are labelled so because they are uncommonly found in these four SDE observed by Swales. The GP of SDE found by Swales (2004) is taken by this study as an analytical framework to draw the GP of SDE in the Indonesian state Islamic universities.

METHODS

This research is a case study investigating the GP of the SDE at two selected state Islamic Universities in Indonesia. Researchers such as Yin (2009) and Nunan (1992) have defined a case study as an investigation of a case or multiple cases to obtain in-depth information in the context in which the case occurs. For the purpose of conducting this investigation, two state Islamic universities from different provinces were involved. The investigation is conducted in the English Education Departments of these universities. The data for this study were collected through nine direct observations. The summary of data collection is described below.

Table 2. Summary of data collection.

Research question	Data collection	Data analysis	Participants	Sites
What is the GP of the SDE of Indonesian Islamic State universities?	Nine observations (videoing and taking pictures).	Swales model	Nine examinees (five from Aceh and four from North Sumatera)	1. State Islamic University of Aceh 2. State Islamic Institute of Medan

RESULTS AND DISCUSSION

There are two GPs derived from these two selected state Islamic Universities in two different provinces. Inspired from Swales model, this GP also uses the term "obligatory" and "optional". The common practice is called obligatory (i.e. those that occur in approximately 80% of cases), while those that occur in less than 80% of the GP are written in parentheses.

State Islamic University of Aceh

The GP of the SDE found at this university consists of five moves and several steps. The moves are preliminary, opening, defence proper, in-camera and closing. The classification of these moves are taken from the performances of five examinees (psydonyms) who are coded here as NUE1, NUE2, NUE3, NUE4 and NUE5. The psydonym is given to keep the identity confidential.

Preliminary is the first move as a preparation for the SDE, which is occurred prior to the opening move. One obligatory step was found in this first move: the examiners, secretary, examinees, and audience settled in. In this step, all members were in the room and sat on the chairs that have been arranged by the commitee. The head of the SDE made sure all members were comfortable before the SDE was commenced.

In the second move, the opening, three steps were found, two of which are obligatory and the other one is optional. The first obligatory step is: the head of the examining panel greeted the panel members and audience. At the beginning of this segment, the head of examiner greeted the examiners, the secretary, the examinees and the audience. In formal meeting like SDE, it is common for the examiners to greet the examinees. The second obligatory step is: the head of examiner asked for the examinee's ID. The ID card is a student card and it is considered important. The examinees are not allowed to undertake SDE if they are unable to show a valid ID card. The third step in this second move is optional. In this step, the chair intoduces him/herself and the other examiners, as well as introducing the examinee's thesis title. This study found that only a few chairs in the SDE introduced themselves, the other examiners, and the examinee's thesis title. Hence, this step is considered optional.

Defence proper is the third move where the examinees explained the content of their scripts. The examiners gave marks to the students' ability in terms of mastering the content of their script as well as of conducting oral presentation. Three steps in this move are considered obligatory. In the first step, the chair asked the examinee to read a number of verses from the holy book Quran. The examinee had to show their ability to recite holy Quran with proper pronunciation and without making any mistakes. For the second step, the head asked the examinee to present his/her summary of the script. The examinee stated the title of their script, the research problems, the reason for choosing a particular research topic and the questions or hypotheses that they decided to address. The last step of this move was when each examiner asked questions on the sections that had been allocated to him/her for assessment. For example, the first examiner (head) was appointed to ask questions related to information on Chapter 1. Then, the second examiner asked questions which were related to Chapter 2, etc.

In-camera is the fourth move and it has two obligatory steps. Firstly, the examinee was asked to leave the room for ten minutes and the secretary collected the asseessment scores provided by the examiners and calculated them. Afterwards, in the second step, the examinee was called back into the room after the ten-minute wait. In this step as well, the examinees listened to the announcement whether or not they passed the examination.

The final move is the closing which has nine steps. Firstly, the examiners put on their formal gowns. Then, the secretary announced the result of the examinee's performance. In the third step, the chair knocked on the table three times as a closing sign. This step was followed by another step where the panel chair thanked the examiners and the audience. For the next step, the examinee was invited to make a short speech. Afterwards, the examiners gave final advice and suggestions to the examinee. The last three steps were: the examinee shook hands with the examiners, the examinee signed the examination documents, and the audience congratulated the examinee.

State Islamic Institute of Medan

Four examinees in this university were employed and they are coded as NIE1, NIE2, NIE3 and NIE4. There were four examiners appointed to examine one examinee. The examinees were asked to

meet their examiners in different corners of the same room. This was conducted so because the examiners did not sit at the same place. Also, the examiners did not come to the SDE room at the same time due to other academic activities on campus that they needed to attend.

Similar to State Islamic University of Aceh, five moves were found in the SDE of State Islamic Institue of Medan. These are preliminary, opening, defence proper, in-camera and closing. Preliminary move has one obligatory step: the examiners, administration staff, examinees and audience settled in. The examiners and administration staff were seated in their own place on a stage. While examinees and audiences were seated in the allocated chairs facing the examiners.

The opening move also has one obligatory step: vice dean for academic affairs conducted an official opening speech. In this step, the vice dean for academic affairs came to the event room to open the SDE. For this university, the rank of the people who opens the speech shows the level of the importance of the event. The third move is the thesis defence proper. There are two steps found in this move. The first one is the greeting session by the examiners to the examinees. This step is considered optional because only a few examiners greet their examinees. Commonly in other universities, the examinees are asked to do presentation related to their script. Interestingly, in the SDE conducted at the English Department of State Islamic Institute of Medan, the examinees did not do presentation. The greeting session as the first step in this move is followed by the second step which is the question and answer sessions. In this obligatory step, the examiners asked questions based on portion determined by the head of the department. Examiner one asked about Chapter 1. Examiner two asked about literature reviews and commented on the grammar of the sentences and the quotation included in the writing. Examiner three was asking about Chapter 3 and 4. Examiner four tested the examinees' understanding of the Islamic value based stated in the Holy Quran. For example, if the examinee states that education is important, then s/he has to find support evidence in the Qur'an which supports this statement.

The in-camera move has one obligatory step: the examinee was asked to leave the room and the note taker calculated the examinee's score from the examiners. In the last move, which is the closing, the examinee was called in the determined time for the announcement. This is the obligatory step found in this last move. In this step, the examinees are usually called back to listen to the results of SDE in the afternoon time. Due to other academic actitivities on campus, most examiners can only come back for the announcement at this time.

Generic Pattern of Script Defence Examination in State Islamic Universities in Indonesia

Identifying the GP of SDE in state Islamic universities in Indonesia is very important; firstly for students to prepare for the event, and secondly for the lecturer to teach in the classroom. Consequently, there is a match information between lecturer and students that could improve students' performance in the SDE. Thirdly, to fill the gap in the literature which is now limited to doctorate level of universities in the USA.

In general, the GP of SDE of the Indonesian state Islamic universities is divided into five moves: preliminary, opening, defence proper, in-camera and closing. In each move, there are some steps which can be considered obligatory or optional depending on the commonality and the un-commonality of the steps, which are shown in following table.

Table 3. The generic pattern of script defence examination of the Indoensian state Islamic universities.

Moves	Steps
Preliminary	The panel members (examiners, secretary, administration officer, witness, note taker, examinees and audience) settle in the room
Opening	Ceremony [Greeting]
Defence proper	[Research presentation] The examiners ask questions based on the allocated portion
In-camera	The examinee is asked to leave the room The secretary or note taker calculate the score from the examiners [the examinee is called back into the room after ten-minute wait]
Closing	The announcement is given [Formality]

As can be seen, the steps written in brackets are optional in the event. The GP of SDE concluded in Table 3 is the common practice in the Indonesian state Islamic universities, and this can be used as a guideline for students, particularly those who are studying in an Indonesian state Islamic university. This guideline can help them to prepare for a presentation in a script defence examination that they will follow. Enough preparation for the event can help them to gain good mark.

CONCLUSION

The GP of SDE is one of genre elements that the examinees need to know. Understanding these genre elements could help examinees to perform competently in the SDE. The GP of SDE drawn by this study is limited to two provinces in Sumatera Island. Hence, this study invites other researchers to expand the direct observations in the other universities of other islands in Indonesia or other continents in the world.

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