

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results of the study including data description, findings, and discussion. Data description section describes the data taken and used for the analyses; findings section shows what is found from the data analyzed; discussion section provides more detailed explanations of the findings.

#### 4.1. Data Description

The data used for the analytical purpose of this study were academic phrases taken from 20 English Department of UNJ students' *skripsi* introductions. The text samples incorporated 10 Introductions from each of both ELESP and ELLSP. These samples were gathered from *skripsi* published in years 2011–2015. The data obtained were then analyzed in accordance to a set of 12 communicative functions that were formulated following Morley's (2014) lot of moves that commonly appear in an introductory part of a paper. The established set was purposely applied in order to investigate the kinds of academic phrases and their use in fulfilling those functions.

For easy viewing, a communicative function would be coded with an acronym CF followed by a number indicating the sequence of the function (e.g., CF1). Similarly, the sources from which the data were taken would be named with acronyms SK-P for *skripsi* from ELESP and SK-S for *skripsi* from ELLSP both

followed by a number indicating the sequence of the source (e.g., SK-P1 and SK-S1).

## 4.2. Findings

The data analyses of the study helped answer the addressed research question about the use of academic phrases in the Introduction section of English Department of UNJ students' *skripsi*. After examining the data, it was found that all 12 communicative functions were performed in all respects. The results are further presented in Table 4.1 below.

Communicative Function	Percentage	
	ELESP	ELLSP
CF1: Establishing the importance of the topic	7%	9%
CF2: Giving a synopsis of literature	8%	8%
CF3: Highlighting problems	10%	5%
CF4: Stating inadequacies of previous studies	1%	2%
CF5: Stating the focus, aim and purpose	24%	23%
CF6: Raising research questions	9%	6%
CF7: Giving a synopsis of research method and data source	4%	11%
CF8: Indicating significance	19%	12%
CF9: Indicating limitation	3%	3%
CF10: Giving reasons for personal interest	2%	3%
CF11: Outlining structure of the paper	4%	2%
CF12: Explaining terminology	9%	16%

**Table 4.1** Rate of CF occurrences in Introductions from both study programs

The communicative function of stating the focus, aim and purpose of the study (CF5) appeared to be the most prominent function of being fulfilled with the occurrence of 32 (24%) in ELESP and 39 (23%) in ELLSP. However, there were some cases of these functions not binding equally. For example, second most

performed function was CF8 (indicating significance) in ELESF with 19% of rate yet it was another case in ELLSF with CF12 (explaining terminology) being the second highest at 16%. This discrepancy continued placing CF4 (stating inadequacies of previous studies) with the occurrence of 1 (1%) in ELESF and the same function along with CF11 (outlining structure of the paper) with the occurrence of 4 (2%) in ELLSF as the least prominent function of being performed.

For the identification of academic phrases found in the data set, the results are described according to a few patterns. These patterns are drawn to represent a variety of the phrases per function. As an illustration, the phrase *X is important* is one of the various kinds of patterns used to express the centrality of an issue and its value to a specific field of study—listed under CF1: establishing the importance of the topic. Another pattern example for the same function is the phrase *X has significant roles*.

Despite the patterning, some functions with regard to classifications and their corresponding phrases are deliberately left out for four reasons: (1) missing functions, (2) phrases that are too diverse, (3) a small number of occurrences (<2), and (4) void of pattern (e.g., function fulfilled with a list). These unclassified phrases are described in the discussion section nonetheless.

#### **4.2.1. Academic Phrases in ELESF Students' *Skripsi* Introductions**

From the results of analyzing 10 *skripsi* introductions from ELESF and listing the academic phrases found under the respective communicative

functions, it was discovered that there were at most 27 patterns occurred in performing eight out of twelve functions. The distribution of the patterns for each function is presented in Table 4.2.

Function	Pattern	Function	Pattern
CF1	3	CF7	-
CF2	4	CF8	4
CF3	3	CF9	-
CF4	-	CF10	-
CF5	6	CF11	1
CF6	3	CF12	3

**Table 4.2** Phrase patterns distribution in ELESP *skripsi* introductions

It was evident from the table above that there were 6 patterns used to perform CF5. The highest number of patterns for this function signified that the Introductions students of ELESP composed might emphasize aims of the overall paper through purposive statements. Subsequently there were 4 patterns found to perform CF2 and CF8. The equal number of 3 patterns was also identified to carry out CF1, CF3, CF6, and CF12.

A phrase pattern used to help the reader navigate through the entire paper by outlining the structure (CF11), however, was found scarce. This scarcity could possibly be prompted by the fact that *skripsi* is organized by sections and subsections so it is deemed unnecessary to explain where the content of the paper is going. Meanwhile CF4, CF7, CF9, and CF10 were devoid of any pattern mainly due to a wide variation of the phrases or their rare occurrence.

Various phrase patterns that dominantly appeared in ELESP students' *skripsi* introductions were identified. Table 4.3 shows findings on the patterns of the varying academic phrases. Due to space constraints, only some of the identified patterns are shown. (See Appendix 3 for the whole patterns.)

Function	Phrase Patterns	Function	Phrase Patterns
CF1	<ul style="list-style-type: none"> <li>- X has/plays an important/key role</li> <li>- X has become a trend/concern/domain</li> </ul>	CF7	–
CF2	<ul style="list-style-type: none"> <li>- A number/several researches/studies have been conducted</li> <li>- The recent/previous study about X</li> </ul>	CF8	<ul style="list-style-type: none"> <li>- The results of this study can give/provide</li> <li>- This study/research will help/promote</li> </ul>
CF3	<ul style="list-style-type: none"> <li>- X face/encounter the problem/challenge</li> </ul>	CF9	–
CF4	–	CF10	–
CF5	<ul style="list-style-type: none"> <li>- This study focuses on</li> <li>- This study is aimed/aims at/to</li> <li>- The writer determines/tries to</li> </ul>	CF11	<ul style="list-style-type: none"> <li>- This chapter presents/consists of</li> </ul>
CF6	<ul style="list-style-type: none"> <li>- The writer proposes/formulates the following question(s)</li> </ul>	CF12	<ul style="list-style-type: none"> <li>- X is/can be defined as</li> <li>- According to X, Y is</li> </ul>

**Table 4.3** Kinds of academic phrase patterns in ELESP *skripsi* introductions

#### 4.2.2. Academic Phrases in ELLSP Students' *Skripsi* Introductions

After investigating academic phrases in 10 *skripsi* introductions from ELLSP and categorizing them into corresponding functions, the results showed that 37 patterns were found in performing all twelve of the functions. The number of patterns found in ELLSP was obviously higher

than that in ELESF. Table 4.4 shows the patterns distribution throughout all functions.

Function	Pattern	Function	Pattern
CF1	5	CF7	4
CF2	3	CF8	4
CF3	2	CF9	1
CF4	1	CF10	1
CF5	8	CF11	1
CF6	2	CF12	5

**Table 4.4** Phrase patterns distribution in ELLSP *skripsi* introductions

As shown in the table, CF5 was conveyed with 8 phrase patterns, sharing an equivalent highest number to the same function as the one from the first-mentioned study program. Within these eight patterns, the majority of the phrases used were, for example, *This study focuses on* and *The writer wants to*. The repetition of such phrases could also indicate the emphasis of this function as to keep the writer on track with his or her research topics.

CF1 and CF12 alongside CF7 and CF8 both had the same total number of 5 and 4 patterns respectively. Meanwhile, to review one's work or previous literature related to the study (CF2) was occupied with 3 patterns. Simultaneously there were 2 patterns for CF3 and CF6. The fewest number applied to CF4, CF9, CF10, and CF11 with only 1 pattern.

The phrase patterns found in ELLSP students' *skripsi* introductions came out wide in diversity. All the performed functions and varied academic phrases were reciprocated. As more functions were conveyed, the chances were that more patterns of the phrases were formed. Table 4.5 shows the

kinds of patterns of academic phrases. (See Appendix 4 for the whole patterns.)

Function	Phrase Patterns	Function	Phrase Patterns
CF1	<ul style="list-style-type: none"> <li>- X has important/significant roles</li> <li>- X becomes one of the most interesting/famous topics/literary works</li> </ul>	CF7	<ul style="list-style-type: none"> <li>- The sources of data/corpus are different</li> <li>- The writer used/applied this theory</li> </ul>
CF2	<ul style="list-style-type: none"> <li>- A study/related research has been conducted/done</li> <li>- A study/another study is by</li> </ul>	CF8	<ul style="list-style-type: none"> <li>- The results of this study can give/provide</li> <li>- This study/research will enrich/help</li> </ul>
CF3	<ul style="list-style-type: none"> <li>- The problem is/appears</li> </ul>	CF9	<ul style="list-style-type: none"> <li>- This study will be/is limited on</li> </ul>
CF4	<ul style="list-style-type: none"> <li>- X has not been conducted</li> </ul>	CF10	<ul style="list-style-type: none"> <li>- The reason why the writer uses X</li> </ul>
CF5	<ul style="list-style-type: none"> <li>- The writer/this study focuses on</li> <li>- The purpose of this study is</li> </ul>	CF11	<ul style="list-style-type: none"> <li>- This chapter fulfills/provides/consists of</li> </ul>
CF6	<ul style="list-style-type: none"> <li>- The research questions that emerge/arise are</li> </ul>	CF12	<ul style="list-style-type: none"> <li>- X is/known as/considered as</li> <li>- According to/based on X, Y is/means</li> </ul>

**Table 4.5** Kinds of academic phrase patterns in ELLSP *skripsi* introductions

### 4.3. Discussion

In this section, the academic phrases and their patterns that were found earlier are further discussed. The discussion centers on the use of these phrases in ELESF and ELLSP students' *skripsi* introductions. The elaborate explanation is presented without regard to the sequence of the functions, yet it is drawn up based on phrases that seem to occur more often.

#### 4.3.1. Academic Phrases in ELESF Students' *Skripsi* Introductions

As already shown in the findings section, academic phrases in ELESF students' *skripsi* introductions were found in 27 phrase patterns out

of 8 communicative functions. The patterns of the academic phrases were phrases that were used as much to achieve certain functions of parts of the text as they were to signal the beginning of a sentence. Each pattern appeared at the very least twice or so, meaning that the phrases could indeed be repetitive.

A small constituent of the findings also confirmed earlier reading that some of the already mentioned phrases were the most popular ones across different parts of Introductions (e.g., *According to X*, *Y is*, *This study focuses on*, *The results of this study can give/provide*, etc.). Here are the examples of the phrases:

1. **According to Graves (2003) course books are** published books used by the students and teacher as the primary basis for a language course [. . .] (SK-P9)
2. **The study focuses on** lexical and structural ambiguity on the titles of news articles. (SK-P2)
3. **The results of this study can give** valuable insights and it can **be used as** [a] consideration in the process of making related course design. (SK-P1)

The three patterns of academic phrases from the examples above frequently appeared to serve different functions. The phrase *According to Graves (2003)* was used to define what was meant by *course books* (CF12).

Meanwhile, the phrase *The study focuses on* was used to state the focus, aim and purpose of the study (CF5). Similarly, to state the significance and benefit (CF8), *The results of this study* was used.

Other examples of academic phrase patterns were quite dominant as they could be found in any part of the section. The patterns comprised phrases such as *This study is aimed/aims at/to*, *This study/research will help/promote*, and *This chapter presents/consists of*. These phrases were evidently present for about six times on average. The expressions are as follows.

1. **This research aimed at** analyzing English classes interaction to reveal the pedagogic functions occurs [sic] in the English for Primary classroom discourse. (SK-P7)
2. **This research will contribute as** the references for the study of semantics and syntax in teaching and learning activities. (SK-P2)
3. **This chapter presents** the background of the study, the research questions, the purpose, the scope and the significance of the study. (SK-P1)

From the examples above, the phrase *This research aimed at* was used to convey yet again the function that was to state the focus, aim and purpose of the study (CF5); the phrase *This research will contribute as* to indicate the significance of the study (CF8). Meanwhile, *This chapter presents* outlined the structure of the paper (CF11).

The following set of patterns appeared less frequently with about four times of appearance. These patterns included phrases such as *X has become a trend/concern/domain* and *The writer determines/tries to*. The examples are demonstrated below.

1. **Over the last decade**, inclusion **has become a world trend** in special education. (SK-P6)
2. Therefore, **the researcher determines to** find out the use of academic vocabulary in English department students' thesis. (SK-P1)

For the first example, the idea of *inclusion has become a world trend* was set to start off the central of what the study was about (CF1). The importance of the topic being studied was visibly indicated by using the phrase *world trend* as a trait that, as Swales (1990) put it, "the research about to be reported is part of a lively, significant, established area." A time frame was also given by using the phrase *over the last decade*.

Meanwhile for the second example, the phrase *the research determines to* showed the writer's attempt and resolve at carrying out his or her study (*determines to*) and what the writer would do with his or her study (*find out*). Such phrase was mainly used to state the purpose or aim of the study (CF5).

Aside from commonly used, various academic phrases, some phrases were also arbitrary as they were not aligned with other common phrases to

form a pattern. The lack of patterns was highly likely because certain functions in several parts of the text were neglected. There might also be some cases where the phrases appeared in a broad spectrum so the chance of them recurring was very slim. Here are a few examples:

1. As there has been **too little research** available, to satisfactorily define English for the secretary [. . .] (SK-P4)
2. The researcher **delimits the study** [on] identifying the secretary material which is represented in English teaching. (SK-P4)

The phrase *too little research* from the example above signified the availability of a previous work that was relevant to the current study. The academic phrases to point out inadequacies of past studies (CF4) were rarely met since the function itself was sporadic.

Subsequently, the phrase *delimits the study* was used to indicate limitation of the study (CF9). It was also discovered that instead of setting a limit on which area of the research to be dealt with or what properties to be excluded, almost all the phrases found only underlined the center or focus of the discussion.

Referring to a set of communicative functions established by Morley (2014), there were indeed some functions that failed to be accomplished, consequently resulting in a limited variety of the academic phrases. Some phrases such as those assigned to frame where the study should be focused on (e.g., *This study focuses on*) were considerably used quite a number of times. This propensity may lead to a recurrence of copious patterned phrases

at one point and a paucity of the patterned phrases at the other. In summary, various academic phrases in ELESP *skripsi* introductions were identified, yet with a slight indication that a handful of patterns of the phrases were repeated.

#### 4.3.2. Academic Phrases in ELLSP Students' *Skripsi* Introductions

As already presented in the findings, academic phrases in ELLSP students' *skripsi* introductions were found in 37 phrase patterns out of 12 communicative functions. Likewise academic phrases in earlier study program, the phrases found in this study program were solely purposed to begin a sentence as well as actualize the functions within the Introductions.

A few phrase patterns identified were found to have testified pilot studying on the phrases that were present more often than the other ones. Patterns of, for example, *This study only focuses on* and *This study will enrich/help*, were instances of the largely used phrases within the section. The following are the expressions.

1. **This research [focuses] on** translation research in philosophy terms [. . .] (SK-S5)
2. **This study hopefully enrich [sic]** [students'] mastery of how to translate cultural words from English to Indonesia. (SK-S4)

From the examples above, the phrase *This research focuses on* clearly was used to state the focus or center of the study (CF5). Meanwhile, the phrase *This study hopefully enrich* indicated the significance of the study

(CF8). The verbs choice following the patterned phrase varied though, for example, by using words or phrases such as *give*, *contribute*, *help*, etc.

Other patterns of the prevalent academic phrases comprised phrases such as *The writer wants to* and *X is known as*. Both of these phrase patterns shared the same number of approximately eight times of occurring throughout all parts of the Introductions. Examples of the phrases are given below.

1. But, in this research **the writer wants to** investigate the headline news articles from two different [areas] [. . .] (SK-S2)
2. **Deconstruction**, a theory developed by Jacques Derrida, **is known as** an approach to the reading of literary works and philosophical texts [. . .] (SK-S3)

Besides stating the purpose or aim, the phrase *the writer wants to* from the first example above was often used to make known what the writer attempted at in his or her study (CF5). This function was marked by phrasal traits, for example, *wants to*, *tries to*, and *intends to*. Similar to the previous one, the following verbs choice would usually settle with *investigate*, *compare*, *find out*, etc.

The phrase *is known as* from the second example was notably used to refer to the variable far left at the beginning of the sentence. This particular function of defining a key terminology (CF12) was noted by other

traits as well, such as *known as*, *called as*, *considered as*, or it could just be a single auxiliary verb *is*.

The following patterns were relatively used and made about four appearances to deliver different functions. These patterns included phrases such as *X is used to investigate/analyze*, *This research can be a contribution*, *This chapter fulfills*, *As cited by/from X, Y is*, and *X says/states Y is*. The examples are provided as follows.

1. *English Word Abroad* by Manfred Görlach **is used to analyze** the dominant type of loan translation. (SK-S8)
2. Furthermore, hopefully, **this study could be a guidance** for those interested in the concept of American dream or Sociology of Literature theory [. . .] (SK-S6)
3. **This chapter fulfills** the background of the study, research question, [. . .] (SK-S1)
4. **As quoted in *Teori Kesustraan* by Wellek and Werren: “Literature is** a social institution [. . .] (SK-S6)
5. **Wills (1992: 12) states, translation is** a procedure from a written source language text with the equivalent text in target language [. . .] (SK-S8)

The phrase *is used to analyze* from the first example was used to describe a theory, framework, or model that was applied in the study (CF7). Such phrase occurred quite a few times considering giving a brief synopsis on the design, method, and source of data for the study is also substantial.

The phrase *this study could be a guidance* from the second example was used to express the significance of the study (CF8). The traits for this phrase pattern (*guidance*) were interchangeable with other words (*guidance, reference*).

The phrase *This chapter fulfills* from the third example outlined the structure of the paper (CF11). The structural organization of the paper affected the existence of such phrase; in some cases they were present first off the beginning of the chapter or section, in some other cases they were absent.

The phrases *As quoted in . . . , literature is* and *Wills (1992: 12) states, translation is* from the last two examples were seen quite a lot to explain major key terms within the study (CF12). Other traits to signal this function were phrases, for instance *as cited by, as stated by, as quoted from, etc.*

There were a number of academic phrases identified in a great deal of diversity. Even though nearly all the functions were conveyed, the phrases realizing those functions were too varied and did not lean towards any point where they could make up a pattern. Below are a few examples.

1. American dream **has already been the main history** in America. (SK-S6)

2. **Some related research has been done** such as Haigang Li (2011) “A contrastive analysis of thematic progression patterns of English and Chinese consecutive interpretation texts”. (SK-S2)
3. Based on the background of the study [. . .], **the research questions [that] may emerge are:** (SK-S1)

In the first example, the phrase *has already been the main history* indicated what value the topic of the study had to a particular community and research area (CF1). This function is signaled by mentioning *main history*. Other traits that were also used to signify this function were phrases such as *has been investigated in many ways*.

In the second example, the phrase *Some related research has been done* was commonly used to give a synopsis of literature (CF2). Not only was such phrase used to name previous related works, in fact it was sometimes also used to disclose what the referred works researched on (e.g., *A study by X investigated Y*).

The phrase *the research questions that may emerge* in the last example posed questions of the research problems (CF6). The preceding phrase *based on the background of the study* was included considering that research questions in *skripsi* were stated in a separate section that came with lists.

All of the communicative functions proposed by Morley (2014) were successfully accomplished. There was still one function or two not completely fulfilled, even so, the recurrence of the already existing ones

could make up this incompleteness. With a higher number of these functions being fulfilled, the chances of the academic phrases to vary did raise. One aspect had an impact on the other when these chances contributed to a wider variety of the phrases, wide enough for them to create a pattern. The academic phrases used in ELLSP *skripsi* introductions were particularly varied and it was more palpable when looked into less frequent functions with barely any patterns.