# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the findings and provides the answers to the research questions which consists of three parts, data description, findings, and discussion.

## 4.1 Data Description

Eighteen finding and discussion sections of *skripsi* year 2015 written by English Department students of State University of Jakarta, nine *skripsi* from English Language and Education study program and nine *skripsi* from English Language and Literature study program.

## 4.2 Findings

This study aimed to identify the types of Engagement Markers and how it was used in finding and discussion sections. After analysing data, the researcher found the result of study to answer the two research question written in the chapter I, which are (1) What types of engagement markers are found in the finding and discussion sections of English Department students' skripsi? and (2) How are Engagement Markers used in findings and discussion sections of English Department students' skripsi?

**4.2.1 The Types of Engagement Markers Used in Findings and Discussion Sections of *Skripsi***

From the analysis, there are total of 198 words or phrases that are considered as engagement markers form total of 73803 running words from 18 finding and discussion sections of *skripsi* which shown that the average percentage of engagement markers used is only 0.26%. To answer the questions of this research "What types of engagement markers used in finding and discussion sections of English Department students' skripsi?", Hyland (2005) model will be used to analysed the engagement markers. The four types of engagement markers occurred in finding and discussion sections of *skripsi* can be seen in the table below:

| Category | Frequency | % of Total Engagement Markers |
|---|---|---|
| Reader Pronoun | 25 | 12.63% |
| Appeal to Shared Knowledge | 119 | 60.10% |
| Directives | 39 | 19.70% |
| Personal Asides | 15 | 7.58% |
| **TOTAL** | 198 | 100% |

*Table 2. Types of Engagement Markers Used Per Categories*

The highest frequency type of engagement markers is *appeal to shared knowledge* with 60.10% of all engagement markers. The *directives* types found from the finding is 19.70%, the *reader pronoun* types found from the finding is 12.63%, and the least types found from the finding is *personal aside* with 7.58%. Meanwhile, *questions* was not found in the data. This is probably caused *question* which used to bring the audience directly

into kind of dialogue. Other types of engagement markers such as personal asides were less found in the data. This is probably in findings and discussion section the writer tend to present a data analysis (James H. McMillan, 2010). Instead of giving any asides or comments, most writers tend to show that both writers and their audiences shared common understanding or belief to the topic being discussed.

As mentioned before, there are only four engagement markers which are *reader pronouns, directives, personal asides, and appeal to shared knowledge*. This result somehow indicates that students are aware in engaging the readers, and recognizing the presence of their readers. To give further explanations, each category of engagement markers is elaborated in the following sections

### 4.2.1.1 Appeal to Shared Knowledge

From the table below, Phrase "as can be seen" has the highest percentage which 52 times appeared, followed by "we can see" which 14 times appeared. And the others *appeal to shared knowledge* could be seen on table below:

| Appeal to Shared Knowledge | Frequency | % of Total Appeal to Shared Knowledge |
|---|---|---|
| It is clear | 5 | 4.20% |
| We can see | 14 | 11.76% |
| Can be seen | 52 | 43.70% |
| It has been seen | 1 | 0.84% |
| We know | 5 | 4.20% |
| It is seen | 9 | 7.56% |

| | | |
|---|---|---|
| We see | 1 | 0.84% |
| As we look | 1 | 0.84% |
| In fact | 1 | 0.84% |
| Of course | 2 | 1.68% |
| As have been mentioned above | 1 | 0.84% |
| As we all know | 2 | 1.68% |
| As seen in | 3 | 2.52% |
| As seen from the line | 2 | 1.68% |
| As they seen | 2 | 1.68% |
| Could be seen | 3 | 2.52% |
| Previously it was stated | 1 | 0.84% |
| It is clearly seen | 2 | 1.68% |
| It is quite clear | 1 | 0.84% |
| described clearly | 1 | 0.84% |
| It is obviously seen | 1 | 0.84% |
| we can clearly see | 1 | 0.84% |
| we already know | 2 | 1.68% |
| As earlier mentioned | 1 | 0.84% |
| As stated before | 2 | 1.68% |
| it is known | 2 | 1.68% |
| It can be known | 1 | 0.84% |
| **TOTAL** | 119 | 100% |

*Table 3: The Frequency of Appeal to Shared Knowledge Used in Finding and Discussion Section of Skripsi*

To share same understanding with the reader and to minimize one-sided argument, they indeed initiate the feeling of shared knowledge in which Hyland (2001) described as devices that are less imposing and problematic. This devices clearly positions readers, asking them to cooperate in the construction of the argument by making inferences, objecting, or counter-claiming. From the analysis, the writer found the examples that can be seen below:

(1) ***As can be seen*** from the table above, the highest use of cohesive devices is in the reference which is 71,1%. (EDU9)
(2) From teachers' answer, ***we know that*** the activities commonly teachers done while teaching reading are reading to find general information. (EDU03)

(3) ***As we know***, evertything about death is feared.(LIT02
(4) Through the novel, ***it is quite clear*** that a mother figure play an important role in Kafka's life though he does not get one for real mother. (LIT06)

In example (3), the phrase used to bring the reader to the part that writer and reader in the same view that they can see the information from the table. In example (4) and (5), the phrase may be used to trigger the audience recall the previous knowledge that have been stated to make same understanding. The phrase "*we know that*" in example (4) and "*as we know*" in example (5) indicates that both writer and reader have known the information, knowledge, or issue. Meanwhile in example (6), the phrase indicates that both writer and reader have same understanding about the information clearly.

Most of the use of appeal to shared knowledge is to share same view or same understanding. It is appropriate with the purpose of finding and discussion section itself. In finding and discussion section the writer present the data and convey the meaning of the result (Hess, 2004). Salek (2014) argued that, when conveying the meaning of the result, the writer used engagement markers to make participants or reader and writer feeling visible via the writer's choice to promote rapport. It can be conclude that, to make reader have same understanding on the result of the *skripsi* in finding and discussion sections the writer use appeal to shared knowledge.
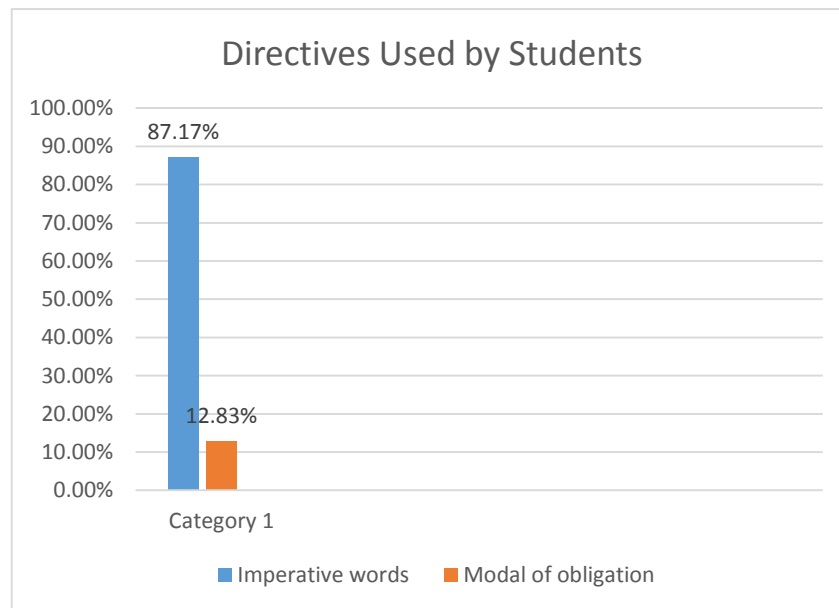
**4.2.1.2 Directives**

According to (Hyland, Metadiscourse, 2005) Directives used to instruct the reader to perform an action or to see things in a way determined by the writer, often instruct readers how to carry out research processes. Here are the directives found from the data:

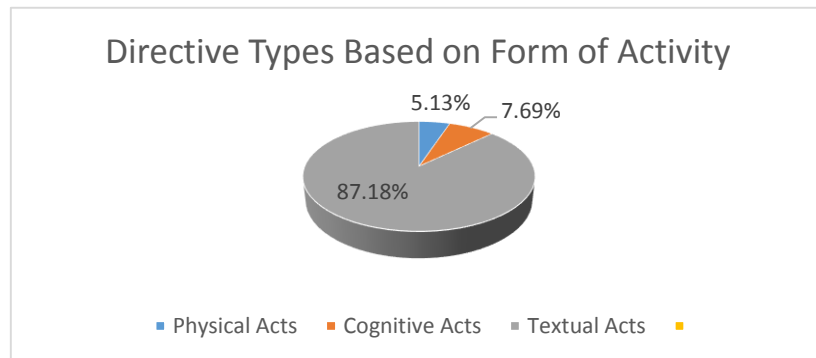| Directives | Frequency | % of Total Directives |
|---|---|---|
| Look at | 1 | 2.56% |
| Take a look | 1 | 2.56% |
| Should | 3 | 7.69% |
| Have to | 1 | 2.56% |
| Need to | 1 | 2.56% |
| By seeing | 10 | 25.64% |
| Take a look | 1 | 2.56% |
| Stated in | 18 | 46.15% |
| According to | 1 | 2.56% |
| See | 2 | 5.13% |
| TOTAL | 39 | 100 % |

*Table 4. The Frequency of Directives Used in Finding and Discussion Section of Skripsi*

According to (Hyland, Metadiscourse, 2005), directives used in three ways; by imperative words, by modal of obligation, and by predicative adjective showing judgement of necessity or importance. Among all these, only two ways that directives used which are imperative words and modal of obligation. Imperative words used more frequently with total 32 from 39 (87.17%), while modal of obligation are used about 12.83%.

**Directives Used by Students**

87.17%

12.83%

Category 1

■ Imperative words  ■ Modal of obligation

*Figure 1: Frequency of Directive Based on Form*

The presence of directives show writers' attempt to involve the audience or reader into the text by directing them to act or think in a way that is determined by the writer. (Hyland, Metadiscourse, 2005) divided *directives* into three, 1) *textual acts,* 2) *cognitive acts* and 3) *physical acts*. In this research, mostly directive used as textual acts because the data is taken form text. To give a deeper look, below is the diagram for directive types according to its form of activity:

Diagram 2: The Frequency of Directives Based on Acts

From the diagram above, textual acts is the most acts that used with 86.84%. *By seeing*, *look at*, *see* and *according to* use as textual acts directives. Those phrases are used when the writer instruct the reader to look at some part in the text (example 7). Meanwhile, *should* use as cognitive act directives which lead the audience to understand and be convinced in the propositions in a way the writer determined (example 8). The phrase *have to*, and *need to*, used as physical act directives which showing suggestion to audience to perform certain actions (example 9). Let's take a look the example below:

(5) ***Look at*** the following figure. (EDU01)
(6) They ***should*** learn these materials so that they will be ready and will know what they should do (EDU03)
(7) .....in the case of smoke marijuana some people ***need to*** "set up" the condition because people cannot smoke in the open place...... (LIT3)

**Imperative Words**

From 84.21% occurrence of imperative, *by seeing* are most frequently used by the writers. This clearly shows that the speakers tend to engage the audience directly, which can be seen as below:

(8)    It is also worthy to **_take a look_** on the scanty usage of adjectives as boosters.. EDU4
(9)    **_By seeing_** the word *day* is proved by the message of the speaker which is the host, Boy. (LIT05)

The example (10) represents the textual act directive which the writer ask the audience to do an action by looking to another part of the text.  Meanwhile, example (11) the writer obviously guided the audience instruct readers how to carry out research processes.

**Modal of Obligation**

Modal of obligation used in the finding and discussion section of *skripsi* reach 15.79%. It is evident that the students have a tendency to use modals of obligation in directing and engaging their reader. The highest frequency modals of obligation used are should (60.00%). Although the use of modal obligation may be varied, (Hyland, Metadiscourse, 2005) agreed that modal obligation bring audience participate into the discourse or real world:

(10)   Teacher **_should_** give more verb and specific term related to the major (EDU3)
(11)   the teachers **_have to_** give these materials during the reading learning process. (EDU3)

Both *should* and *have to* evidently engage with the reader. From example (12), the writer strongly suggest the reader to give more verb and specific term related to the major in the teaching and learning process. Also in example (13), the writer suggest the teacher to give materials during the learning process.

From the finding above, it can be said that the occurrences of *directives* represent the writers' attempt to address the results relating to the questions, describe the patterns, principles, and relationships shown by each major finding/result and put them in perspective. The sequencing of providing this information is important; first state the answer, then the relevant results, then cite the work of others and point the reader to a figure or table (Kretchmer 2003).

### 4.2.1.3 Reader Pronoun

To engage the reader into the discourse, most students used inclusive *we* with the proportion 68% of all reader pronoun. The frequency of *reader pronoun* can be seen in the table below.

| Reader Pronoun | Frequency | % of Total Reader Pronoun |
|---|---|---|
| Us | 5 | 20.00% |
| We | 17 | 68.00% |
| You | 3 | 12.00% |
| TOTAL | 25 | 100% |

*Table 5. The Frequency of Reader Pronoun in Finding and Discussion Section of Skripsi*

As we can see at the examples below, this clearly show that students tend to build a situation where the reader were put as the same participant with similar understanding.

(12) Both *vagina* and *pitcher* imply the same characteristic, but it will be more polite if <u>*we*</u> called it as *miraculous pitcher* instead of <u>*we*</u> called it as] *vagina.* (LIT2)

(13) "March" is actually a usual term <u>*we*</u> often hear to mention "demonstration".

In example (14) and (15), the pronoun "we" indicates that both the writer and their reader are engaged in the same community and responsibility. Specifically, the writer set the audience by stating that they have same responsibility as human being. In example (14) writer suggested that as human being it will be more polite to said *miraculous pitcher* instead of *vagina* even its have same meaning, Meanwhile, in example (15), still in the same responsibility as human being, the term "march" is actually a usual term when we want to mention "demonstration". Both writer and reader have realized and understood the same point of view.

The objective and possessive determiner of inclusive pronoun, *us,* also used in finding and discussion section of *skripsi*. *Us* is used 5 times (21.74%). Here are the following example:

(14) The term "prostitutes" is also often heard by **_us_** in our daily life refers to "a woman who does something illegal sell theirself, in order to get money.(LIT02)

(15) Chart above shows **_us_** that the most reading activity related grammar done in the learning process are memorixing verbs based on the tenses. (EDU3)

In example (16) and (17) the writer engaged the audiences into same view. It can be seen that the speakers tend to create a relationship between writer and reader where they both have the same role and responsibility as the participant of certain community. According to (http://www.skillsyouneed.com), by using reader pronoun, it can help the reader to navigate through the detail of the finding and discussion sections because reader is connected directly. Rob J Hyndman (2009) added, reader pronoun is useful in referring to the reader and author together in presenting the finding and discussion.

## 4.2.1.4 Personal Asides

Personal asides used to briefly interrupt the argument to offer a comment on what has been said and express writer perspective on the text, the writer used personal asides.

| Personal Asides | Frequency | % of Total Reader Pronoun |
|---|---|---|
| The writer conclude | 1 | 6.25% |
| Assume | 12 | 81.25% |
| Believes | 1 | 6.25% |
| Considers | 1 | 6.25% |
| TOTAL | 15 | 100% |

*Table 6. The Frequency of Personal Asides in Finding and Discussion Section of Skripsi*

From the table above the highest percentage of personal asides is "*assume"* which appeared 12 times. Here are the example:

(16) Despite of the low number of boosters type 5 found, ***it is assumed*** that some of the students are actually aware to the use of solidarity features to create niche.... (EDU4)

(17) From this line, the writer ***assumes*** they had anonymous sex with strangers in public gardens and parks.. (LIT3)

(18) The writer ***believes*** Kafka's identity is fluid, always changing, rarely static (LIT6)

In example (18) and (19) the writer express his perspective on a research finding in the finding and discussion sections. Meanwhile in example (20) the writer express his believes on a finding of the research.

## 4.3    Discussion

From the analysis above, the writer found that there are 4 types of engagement markers from 5 types proposed by Hyland (2005). The four types of engagement markers found in the analysis are; *appeal to shared knowledge, reader pronoun, directives,* and *personal asides*. The analysis found the engagement markers used is appeal to shared knowledge which contributed 60.10% from all total of engagement markers, which means that the students were aware of the

readers and positioning into them into the discourse by shared same understanding on knowledge with the reader. Next, directives were constituted 19.70%, reader pronoun with 12.63%, and the personal aside with the least frequency 7.58%. It can be inferred that the students were aware of their readers' presence and involved them into their text.

According to a reseach conduct by Abdi (2011) in his research about metadisourse on 54 research articles from social science and natural sciences. He found that engagement markers is used in research article. In introduction section there are 39 engagement markers and 47 engagement markers in method section, while in result and discussion section are 134 engagement markers. His study showed that engagement markers were among the most frequently used metadiscourse markers in result and discussion section. From my research which identified the engagement markers in finding and discussion sections of *skripsi* it is profed that engagement markers are also used frequently in finding and discussion sections of *skripsi*. It is evidence with Salek (2014) said that in presenting the finding and discussion the writer used engagement markers to make participants or reader and writer feeling visible via the writer's choice to promote rapport. In addition, according to (https://www.heacademy.ac.uk), the finding and discussion sections should not be simply a summary of the results you have found and at this stage you will have to demonstrate original thinking. It should highlight and discuss how your research has reinforced what is already known about the area. When discussing what is already known, the writer explicitly build relationship with reader as same as the function of *engagement markers* (Hyland, 2005).

From the findings above, it can be implicated to give information about engagement markers that is commonly found in the academic writing genre such as *skripsi,* thesis or dissertation. For others who want to conduct a study related to engagement markers, hopefully this study would provide reference. Moreover, the list of engagement markers items which have found can also be useful for writing in academic English class where English Department students can try to write using the list in their writing.