

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides findings and the discussion of the research about explicitness and coherence of the chain of reasoning between *research problem, findings, and conclusion* in ED UNJ students' *skripsi*. The findings presented are regarding to the research problem: How explicit and coherent is the chain of reasoning between Problem, Result, and Conclusion in ED UNJ Students' *Skripsi*? With the sub questions:

1. To what extent is the chain of reasoning between Problem and Finding in ED UNJ Students' *Skripsi* explicit and coherent?
2. To what extent is the chain of reasoning between Finding and Conclusion in ED UNJ Students' *Skripsi* explicit and coherent?

#### **4.1.Data Description**

The data of this study were the *research problem, findings, and conclusion* which were taken from 50 students' *skripsi* from the last 5 years (graduation years). Twenty five *skripsi* were from Educational Program and 25 *skripsi* were from Language and Literature Program. The distribution of the data could be seen in the chart below:

Year	Educational Program	Literature Program
2009	5	5
2010	5	5
2011	5	5
2012	5	5
2013	5	5
<b>Total</b>	25	25

The *skripsi* were gathered randomly and analyzed as what had been explained before in the chapter III.

## 4.2. Findings

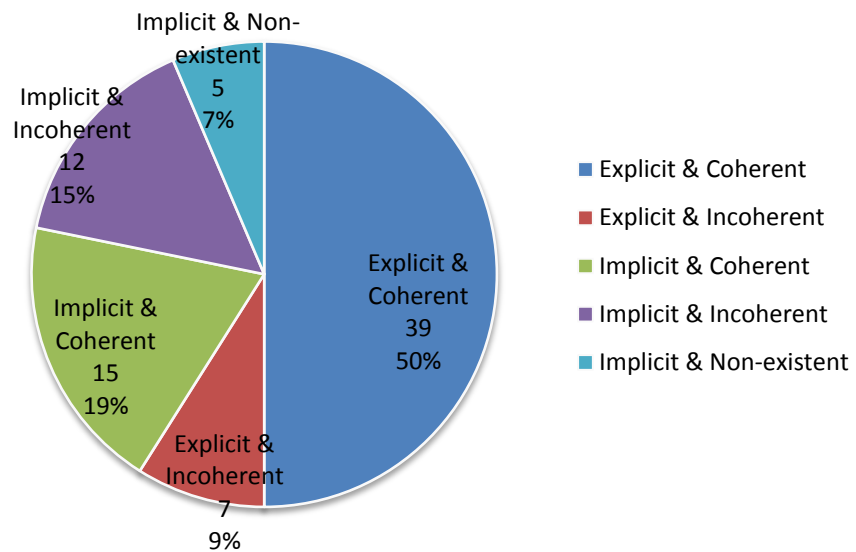
After analyzing the coherence and explicitness of chain of reasoning between research *problem*, *findings*, and *conclusion* in ED UNJ students' *skripsi*, the researcher encountered some findings as presented below.

### 4.2.1. Findings on the explicitness and coherence of the chain of reasoning between *research problem* and *findings* in ED UNJ students' *skripsi*

From the table of analysis for the explicitness and coherence of chain of reasoning between *problem* and *finding*, it was encountered some findings. They were the chain of reasoning between *research problem* and *findings* which were:

1. Explicit and coherent
2. Explicit but incoherent
3. Implicit but coherent
4. Implicit and incoherent
5. Non-existent and incoherent

The amount and its comparison could be seen in the chart below:



**Table of the Explicitness and Coherence of the Chain of Reasoning Between Research Problem and Findings in ED UNJ Students' *Skripsi***

From the table of analysis for the explicitness and coherence of chain of reasoning between *research problem* and *finding* in ED UNJ students' *skripsi*, it was

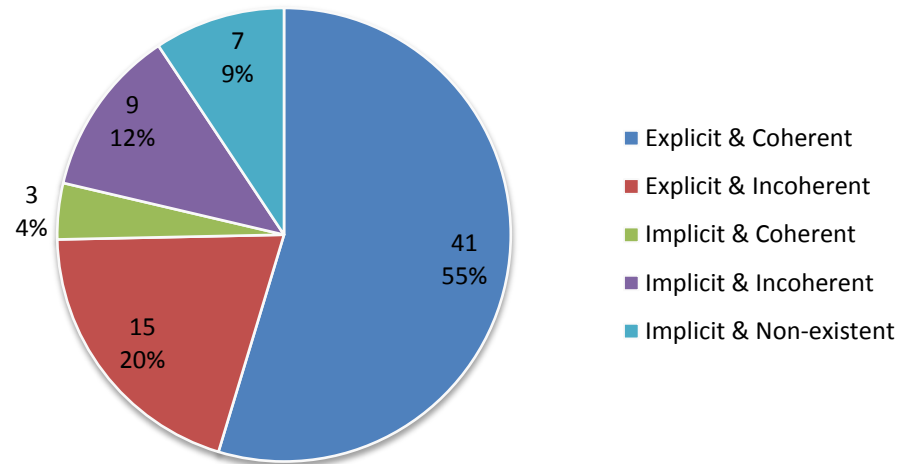
found that mostly students' chain of reasoning between *research problem and findings* were coherent and explicit (50%). The second place was the *research problem and finding* which were still coherent but implicit (19%). Next was the *research problem and finding* which were incoherent and implicit that was 15 %. Seven *research problem and finding* (9%) were found explicit but incoherent. The last was the *research problem and finding* which was non – existent and incoherent. The further explanation of these findings would be presented in the discussion.

#### **4.2.2. Findings on the explicitness and coherence of the chain of reasoning between *findings and conclusion* in ED UNJ students' *skripsi*.**

The same as the first focus, from the table of analysis for the explicitness and coherence of chain of reasoning finding and conclusion, it was also encountered some findings. They were the chain of reasoning between findings and conclusion which were:

1. explicit and coherent
2. explicit but incoherent
3. implicit but coherent
4. implicit and incoherent
5. non-existent and incoherent

The amount and its comparison could be seen in the chart below:



**Table of the Explicitness and Coherence of the Chain of Reasoning Between Findings and Conclusion in ED UNJ Students' *Skripsi***

From the table of analysis for the explicitness and coherence of chain of reasoning between *finding* and *conclusion* in ED UN students' *skripsi*, it was found that mostly students' chain of reasoning between *finding* and *conclusion* were coherent and explicit (41.55%). The second place was the *finding* and *conclusion* which was explicit but incoherent, the percentage of this kind was 15.20%. Next was the *finding* and *conclusion* which was implicit and incoherent with 9.12%. In the fourth place, seven *finding* and *conclusion* (9%) were found explicit but incoherent. The last was the *skripsi* which was incoherent but explicit with only 4%. The further explanation of these findings would be presented in the discussion.

### **4.3. Discussion**

Below, it was presented the further explanation about the findings.

#### **4.3.1. Explicitness and coherence of the chain of reasoning between *research problem and findings in ED UNJ students' skripsi***

As what had been presented before, there were 5 findings regarding the explicitness and coherence of chain of reasoning between *research problem* and *findings* in ED UNJ students' *skripsi*. They were:

##### **a. *Problem and findings which were explicit and coherent***

After analyzing the 50 *skripsi* with their *problem* and *findings*, it was found 41 *research problem* and *findings* which were explicit and coherent. With the total amount that was 41 from 79, this kind of chain of reasoning were the most appear in the table of analysis.

This kind of chain of reasoning was included in the category of a good chain of reasoning. As the literature suggested, coherence was the heart of a good writing. With it, a complex discussion in the *skripsi* will be easily understood by readers. On the contrary how simple the *skripsi* was, it will be hard to understand if the coherence was neglected. Based on (Creswell, 2012), to be coherent means to “interconnect” sections of our research report in order to give a consistent discussion to readers. Thus, it can be concluded that research problem and the findings should carry the same idea. The characteristic which show that findings brought the same idea with the research problem was that the findings can be used to solve the research problem.

In this case, the findings from the *skripsi* had shown that they could be used to answer the 41 *research problems*. For example the *skripsi* titled: SPEAKING ASSESSMENT OF STUDENTS MAJORING IN TOURISM IN SMKN 57 JAKARTA (HJ, 2013). Regarding to the title, the research problem which was stated in the *skripsi* was: *How was the speaking assessment of the first grade student majoring in tourism in SMKN 57 Jakarta?* It was also followed by the sub problems. They were:

1. *What are the categories of speaking assessment (imitative, intensive, responsive, interactive and extensive) of the first grade students majoring in tourism in SMKN 57 Jakarta?*
2. *How is the application of the speaking assessment principles in the speaking assessments of the first grade students majoring in tourism in SMKN 57 Jakarta?*

As the research problem, the main research question had met the important criteria of a good research problem that was clear and concise (Mcmillan & Wergin, 2010, p. 10). It was also followed by the sub question which had a role as the stairs and lead the research to answer the main research problem.

The findings which were stated in the research were:

1. *The Categories of Speaking Assessment of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta*
2. *The Application of the Language Assessment Principles in the Speaking Assessment of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta*
3. *The Practicality of the Speaking Assessments of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta*

4. *The Reliability of The Speaking Assessments of The First Grade Students Majoring in Tourism in SMKN 57 Jakarta*
5. *The Authenticity of The Speaking Assessments of The First Grade Students Majoring in Tourism in SMKN 57 Jakarta*

These findings were coherent to the research problem. It could be seen that the first sub question asked about the categories of speaking assessment in the school. In line with the question, the first finding presented the categories of speaking assessment. It also happened to second research question which ask about the implication of the speaking assessment principles in the speaking assessments. This question was answered by seeing the second finding that provided the implication of the speaking assessment principles in the speaking assessments. In addition, those two findings and the rest of findings which were about the practicality of the speaking assessment, the reliability of the speaking assessment, the authenticity of the speaking assessments, lead us to solve the main research question. That was: “How was the speaking assessment of the first grade student majoring in tourism in SMKN 57 Jakarta?”. Thus, it proved that the findings were coherent to the research problem. In addition, these were also explicit since the key words or phrases in the problem statements were explicitly stated in the findings.

**b. *Problem and findings which are coherent but implicit***

After analyzing 50 *skripsi*, it was found that there were 15 *research problems* which had a coherent but implicit chain of reasoning. This amount was the second



most appeared below the *research problem* and *findings* which were coherent and explicit.

This kind of *chain of reasoning* was still categorized as good *chain of reasoning*. It because they were coherent; a coherent *skripsi* showed a good chain of reasoning. McMillan (2010) stated that a chain of reasoning connects all relevant aspects of the study, from the research questions to the review literature, methodology, results, and conclusion. As what had been explained before, to check whether or not the findings coherent with the research problem, was to see whether findings could be used to solve the research problem.

Here, the findings from the the *skripsi* could be used to answer the research problem. For example the *skripsi* titled “REPRESENTATION OF ISLAM IN AMERICA IN *BLUE-EYED DEVIL: A ROAD ODYSSEY THROUGH ISLAMIC AMERICA*” (Ti, 2012). The research problem of this *skripsi* was “*How is Islam represented in Blue-Eyed Devil: A Road Odyssey Through Islamic America?*”

It could be said from the title and the problem that what the research asked was clear that was about how Islam was represented in the novel. Thus it would help the researcher to encounter the findings that were needed. The findings of this *skripsi* were: Dynamics of Islam in America: militant (militant, liberal (nation of Islam, the nations of gods and earths, daughters of Hajar, progressive muslim union, punk muslim vegan, muslims for Bush, Al – Fatiha), common people.

These findings were considered implicit since they do not stated clearly the key words that were being a theme in the research problem. The key words in this

case were Islam, and or representation. However, it also cannot be judged as non-existent since implicitly the keywords exist. For example the word militant and liberal, it implicitly *showed* the representation of Islam.

That was also why the findings were considered coherent. The “character” word such as militant, liberal there were the answers of the question “*How is Islam represented in Blue-Eyed Devil: A Road Odyssey Through Islamic America?*” From these findings we could also conclude that explicitness does not influence the coherence.

However, it was so much better if beside the research problem and findings were coherent, they were also explicit. The writer suggested on making the findings explicit, the researcher should make subsections and every subsection were labeled by regarding the research problem. It would help both the researcher and the reader. The researcher would not lose to present the finding that needed to answer the research question, and the reader would easily to find the finding of the research. In addition, the writer also give suggestion on making the research problem coherent, it needed to see the function of research problem its self. The researcher could do self – evaluate to the research question they formulate whether it had met the criteria such as clear, concise, and specific.

### **c. *Problem and findings which were implicit and incoherent***

Twelve *chain of reasoning* were found having *Research Problem* and *Findings* which were implicit and incoherent. It showed that the chain of reasoning of

those *skripsi* was broken. Since this was not coherent, this was categorized lack of quality. It meant that there were findings which were not asked in the research question, and/or there were questions which were left without any findings relate to them. Sometimes, it was also related to the title. The research question was sometime not coherent to the title or topic of the study. In addition, it was implicit because of some reason. Mostly, it was implicit because it does not present the findings in a clear way, for example a long discussion without any separation.

The example of this was the *skripsi* titled “*Designing Teaching Model of Content Based Instruction (CBI) to Integrate Mathematics Content into English Subject at SMP Labschool, East Jakarta*” (SA, 2013). From the chapter 1, it was found that the research question was “*How is teaching model designed to deliver the CBI in which Mathematics content is integrated into English subject?*”. Until here, the research question was still fine. The question and the title showed a good chain of reasoning. The findings of this study were:

- Classroom Observation
- Analysis of the Classroom Observation
- Interview
- Analysis of the Interview
- Documents Study
- Documents of Teaching Materials
- Analysis of Lesson Plan
- Designing Teaching Model of Theme Based CBI
- Validation of the Findings

The *findings* presented above were taken from the title of the subsections below the findings (Chapter IV). From the words, it could be seen clearly that these

*findings* were implicit. There were no key words from the research problem which were restated in the findings. The content of these findings were also far from what was asked by the research problem. Instead of answering the research question that focus on designing teaching model by using CBI in which Mathematics content was integrated into English subject, the research tend to give more portions to evaluate the learning activities and the application of the bilingual program. This kind of mistake was often happened to students when they are not consistent to the research problem they want to solve. It also might happen when the topic of their *skripsi* does not come from their own idea but from lecturer. Sometime the students did not understand to the topic, or they were just not interested in doing that topic. Thus, when the students find something more interesting in the middle of their work, they tend to follow it and unconsciously break the chain of reasoning of their *skripsi*.

**d. Problem and findings which were explicit but incoherent**

It was found from the analysis that 12 *chain of reasoning* between *research problem* and *findings* were explicit but incoherent. Since it was incoherent, this kind of *chain of reasoning* was categorized as not good. It means that there were findings which were not asked in the research question, and/or there were questions which were left without any findings relate to them. Sometimes, it was also related to the title. The research question was sometimes not coherent to the title or topic of the study. It became incoherent although the findings could be used to answer the research question

The example of this, was the *skripsi* titled “*Developing English Reading and Writing Learning Materials for Students Majoring in Teknik Komputer Jaringan of SMKN 22 Jakarta*” (LA, 2010). It was stated in the *skripsi* that the problem of this study was “*What are English reading and writing learning materials relevant to syllabus and lesson plans for eleven grade students majoring in Teknik Komputer Jaringan of SMKN 22 Jakarta?*” The findings of this study were:

- Need Analysis: document analysis (syllabus, lesson plan, interviews)
- Planning the Materials: Standar *Kompetensi and Kompetensi Dasar*, topics, time allocation, activities, instruction
- Developing the materials *Real English 3*, it seems there are two units involving environmental issues: Environment and preservation and Energy
- Discussion per book:
  1. The Bridge English Competence 3 for ninth grade junior high school students
  2. Contextual English 1 for tenth grade senior high school students
  3. Interlanguage: English for Senior High School Students XI or eleventh grade  
Real English 3 for twelfth grade senior high school students

In this case, the research problem and findings were considered explicit and incoherent. This was explicit since there were some key words of the research problem explicitly restated in the findings. The key words were materials, reading, writing, syllabus, and lesson plan. However, it was also incoherent because there was a problem with the formulation of research question. If it was analyzed in more detail, it could found that the title stated that the *skripsi* were for students majoring in *Teknik Komputer Jaringan* of SMKN 22 Jakarta. However the problem states that this study aims at eleven grade students only. In this case, the problem narrow the population into only for eleven grades, but actually the title states that it was for students majoring in *Teknik Komputer Jaringan* of SMKN 22 Jakarta. Even though the findings could be used to answer the research problem, this *skripsi* was still

considered incoherent. It seems a minor mistake but actually not since it breaks the chain of reasoning of the research.

The writer suggested to this kind of *skripsi*, in order to avoid the incoherent which starts on the research problem, the researcher needs to recheck again the research problem he or she formulate. Since the research problem was the core of a research, and it should cover all parts of research, thus the research problem also need to be coherent to the title. In this case, if the researcher wants to conduct a study to only the eleven grade students, he or she needs to change the title and mention it.

**e. *Problem and findings which were non-existent and incoherent***

This was the most unique finding that the writer found. Although the amount of these findings was only 5 *chain of reasoning* from the total 79 *research problem*, this findings indicate that student's *skripsi* were lack of quality. What non – existent means here was that there were no findings presented in the *skripsi*.

The example of this, was the *skripsi* titled “CURRICULUM IMPLEMENTATION OF LINGUISTIC SUBJECT AT ELESP – UNJ IN PROVIDING THE STUDENTS WITH PROFESSIONAL TEACHER COMPETENCE” (ND, 2009). The research question of this *skripsi* was: *Does the implementation of linguistic subjects of ELESP – UNJ provide students with professional teacher competence?* From the words that was used in the research question (the use of ‘does’), it could be seen that the question was yes no question. No one says that the word ‘does’ was prohibited, but since it was a research the yes

no question was not worth – answering. Creswell (2012, p. 58) said that a good research problem was specific, important, filling the gap of knowledge, and beneficial. In line with Creswell, Nunan (1992, p. 119) suggested that research question should be worth – investigating, and feasible, it also needs to imply a strong causal relationship between two or more variables, and construct theory underlying the questions. In order to make the research question of the *skripsi* better, the writer *suggested* to change the word ‘does’ with ‘how does’. Thus, the question becomes: *How does the implementation of linguistic subjects of ELESP – UNJ provide students with professional teacher competence?*

As what had been explained before, the *research problem* and *findings* in the *skripsi* was non – existent and incoherent since there were no findings presented in the *skripsi*. The chapter IV of the *skripsi*, which was normally the place for the findings to be presented, was labeled as ‘findings and discussion’. However the subsections which were followed behind the chapter were: Data Description, Data Analysis, and The Limitation of Study. The chapter’s contents were the explanation about what linguistic subjects in ELESP, and the discussion of the questionnaire.

For this case, the writer categorized the *skripsi* to the one which was non – existent and incoherent. The non – existence may happen in *skripsi* because the students forget to present the findings. This makes sense since mostly students were beginner in research. They just got the skill of conducting research in class. Simply, the case, that research problem and findings were non – existent and incoherent,

happen because of the lack of students' skill in conducting research, or just they haven't read *skripsi* a lot.

#### **4.3.2. Explicitness and coherence of the chain of reasoning between *findings* and *conclusion* in ED UNJ students' *skripsi***

As what had been presented before, there were 5 findings regarding the explicitness and coherence of chain of reasoning between *findings* and *conclusion* in ED UNJ students' *skripsi*. They were:

##### ***Chain of reasoning between findings and conclusion which were explicit and coherent***

Data *showed* that about a half (52%) of 79 chain of reasoning was explicit and coherent. It means that the conclusion was contained result that based on the findings and have the same idea that research problem bring. It also meant that the conclusion use key words that the research problem and the findings used. A good conclusion should be based on the research problem, clearly stated based on result and discussion, reasonable beyond the interpretation of the findings (Mcmillan & Wergin, 2010, p. 13). Thus, these were categorized as a good conclusion and have a good chain of reasoning.

The example of these was the *skripsi* titled: INTERRATERS' JUDGMENT OF CLARITY, ACCURACY, AND NATURALNESS OF *GOOGLE TRANSLATION* (WA, 2010). The detail of this *skripsi* was presented below



Title	INTERRATERS' JUDGMENT OF CLARITY, ACCURACY, AND NATURALNESS OF <i>GOOGLE TRANSLATION</i>
Research Problem	How clear, accurate, and natural is <i>Google translate</i> in translating English – Indonesian and Indonesian – English?
Findings	<ul style="list-style-type: none"> <li>• The clarity, accuracy, and naturalness in English – Indonesian texts</li> <li>• The clarity, accuracy, and naturalness in Indonesian –English texts</li> <li>• Clarity in English – Indonesian using Google translate</li> <li>• Unclarity in English – Indonesian using Google translate</li> <li>• Accuracy in English – Indonesian using Google translate</li> <li>• Inaccuracy in English – Indonesian using Google translate</li> <li>• Naturalness in English – Indonesian using Google translate</li> <li>• Unnaturalness in English – Indonesian using Google translate</li> <li>• Clarity in Indonesian– English using Google translate</li> <li>• Unclarity in Indonesian– English using Google translate</li> <li>• Accuracy in Indonesian– English using Google translate</li> <li>• Inaccuracy in Indonesian– English using Google translate</li> <li>• Naturalness in Indonesian– English using Google translate</li> <li>• Unnaturalness in Indonesian– English using Google translate</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• There are some requirements that should be fulfilled in creating a good translation such as clarity, accuracy, and naturalness.</li> <li>• Google translate is in sufficient in many aspect</li> <li>• From the source that given by the interraters, the writer can assumed that the translation of Indonesian – English is clearer, more accurate, and more natural than the translation of English – Indonesian</li> <li>• The strength of Google translate is only on saving time and no limitation on the length of text. Whereas the weaknesses of Google translate are cannot detect the structure of words, did not follow the principles of target language, cannot accommodate the accurate equivalent in target language, sometimes mistranslated and put an addition that is not related to the source text.</li> </ul>

From the detail given, it could be seen that the root of the research, that is the problem, ask how clear, accurate, and natural *Google translate* in translating English – Indonesian and Indonesian – English is. In order to solve this problem, the findings of the research presented data that was needed. They were:

- The clarity, accuracy, and naturalness in English – Indonesian texts
- The clarity, accuracy, and naturalness in Indonesian –English texts
- Clarity in English – Indonesian using Google translate
- Unclarity in English – Indonesian using Google translate

- Accuracy in English – Indonesian using Google translate
  - Inaccuracy in English – Indonesian using Google translate
  - Naturalness in English – Indonesian using Google translate
- Etc.

The findings have already in line with the research problem, and explicitly stated the key words that were become the main theme of the problem (clarity, accuracy, and naturalness). In addition the conclusion in this study also provides the same idea. The conclusion conclude that Google translate was insufficient in many aspect. This statement was not just a statement come from the subjectivity of the writer, but it was a reasonable conclusion statement beyond the interpretation of the findings. The conclusion also stated that there were some requirements that should be fulfilled in creating a good translation such as clarity, accuracy, and naturalness. Here, the key words that was become the main themes of the problem was explicitly restated. In general, the conclusion told the meaning of what findings show and lead the reader to solve the research problem. Not only that, it also gives a brief summary about the whole research. It proved that beside the conclusion coherent to the findings and research problem, it had also being explicit since the criteria of explicitness have been fulfilled.

***Chain of reasoning between findings and conclusion which were explicit but incoherent***

This was the second most – appeared findings found after analyzing 50 *skripsi*. The amount of this chain of reasoning was 15 from 79 (19%) chain of reasoning. The *chains of reasoning* were explicit because the conclusion used the

same words or key words from the research problem and findings. Nevertheless, there was something missing in the content of problem that causes the chain of reasoning broken until the conclusion was categorized as incoherent. It may be because the conclusion was not based on the findings, the conclusion was too short that it did not cover the whole research, or even it concluded too long and too much that the reader cannot find what the conclusion meant. The incoherent also sometimes lie between the research problem and the findings, thus it impact to the coherence between findings and conclusion.

The example of *chain of reasoning* between *findings* and *conclusion* which were explicit but incoherent was the *skripsi* titled “Developing Instrument of Evaluation to Integrate Mathematics Content Into English Subject in Content Based Instruction at SMP LABSCHOOL East Jakarta” (AU, 2013). The detail of the *skripsi* was presented in the table below.

Title	Developing Instrument Of Evaluation To Integrate Mathematics Content Into English Subject in Content Based Instruction at SMP LABSCHOOL East Jakarta
Research Problem	How is instrument of evaluation developed to evaluate the CBI in which Mathematics content is integrated into English subject?
Findings	<ul style="list-style-type: none"> <li>• Classroom Observation: It can be conclude that the classroom activity did not apply bilingual teaching for teaching mainstream subjects, such as Mathematics and Science. It is also found that the teachers are having problem in teaching bilingual</li> <li>• Interview: Analysis of the Interview, it is found that the school has already ingrate another subjects to English subject. They called the program as collaborative teaching. One of the English teachers gave an example that they ever made the instrument of evaluation collaborate to bahasa Indonesia and art subject; it is found that the English teacher ever already make instrument of evaluation which is collaborative with Bahasa Indonesia and art subjects; it is clear that</li> </ul>

	<p>CBI program can be implemented in teaching and learning activities.</p> <ul style="list-style-type: none"> <li>• Documents Study: Documents of the Instrument of Evaluation; Analysis of the Instrument of Evaluation; Developing Instrument of Evaluation in CBI</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• It can [sic] conclude that bilingual classes have some problems. The main problem is readiness of content subject teachers to teach in English</li> <li>• Based on the result of interview English teacher agreed to integrate their class with content (Mathematics). But it has to be a team teaching between English and content teacher. This will help English teacher to know about terminology in the field of content subject</li> <li>• The instrument of evaluation develop by taking the indicators of Mathematics subject were taken and integrate into English subject which can be matched in the syllabus</li> </ul>

It could be seen from the table above, that the three parts of the *skripsi* (research problem, findings, and conclusion) used some the same words which were key words in the study. They were: development, instrument, evaluation, CBI, mathematic, and English. Thus, it *showed* an explicit chain of reasoning.

On the other hand, these findings were indicated incoherent. After investigating the conclusion and the findings, and then comparing to the research problem, it was found that there were too many subjective opinion from the researcher stated in the conclusion. For example the last point of the conclusion, it stated that the instrument of evaluation were developed by taking the indicators of Mathematics subject were taken and integrate into English subject which could be matched in the syllabus. This statement was subjective since it was not based on findings or a research.

In addition, the conclusion did not conclude the whole study and cannot be used to answer the research problem that was about how instrument of evaluation was developed to evaluate the CBI in which Mathematics content was integrated into English subject. Meanwhile, the first role of conclusion was to give a brief description of the whole study and the answer to the research problem (Nunan, 1992; Mcmillan & Wergin, 2010; Morley, 2012).

***Chain of reasoning between findings and conclusion which were implicit and incoherent***

It was found from the analysis that 9 of 79 (11%) *chain of reasoning* between ***findings and conclusion*** were implicit and incoherent. The conclusion was implicit since they do not state clearly the key words that were being a theme in the research problem. In addition, they also considered incoherent. As what had been laid up before, it may because the conclusion was not based on the findings, the conclusion was too short that it did not cover the whole research, or even it concluded too long and too much that the reader cannot find what the conclusion meant. The incoherent also sometimes lie between the research problem and the findings, thus it impact to the coherence between findings and conclusion.

The example of this kind of chain of reasoning was the *skripsi* with title “DEVELOPING STUDENTS’ COMMUNICATIVE COMPETENCE THROUGH ENGLISH LEARNING MATERIALS FOR THE THIRD GRADE OF PRIMARY STUDENT: A Case Study at SD Negeri Pisangan Timur 03 Pagi – East Jakarta” (JFT, 2011). The detail of this *skripsi* was presented below:

Title	DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH ENGLISH LEARNING MATERIALS FOR THE THIRD GRADE OF PRIMARY STUDENT: A Case Study at SD Negeri Pisangan Timur 03 Pagi – East Jakarta
Research Problem	What types of learning materials that can develop students' communicative competence?
Findings	<ul style="list-style-type: none"> <li>• From the interview, the teacher said the same as what she did in the classroom</li> <li>• For the learning materials components, the teacher said that she reflects it to the curriculum and the students' need in the interview</li> <li>• The teacher also said that, she stated the learning materials clearly in lesson plan</li> <li>• For the appropriateness of learning materials, the teacher considered that the learning materials carried out has already match with the students' need and educational objectives.</li> <li>• The writer concluded that the teacher know how to teach young children with appropriate materials</li> <li>• The learning materials can develop students' communicative competence by using song, stories, substitution drill, positive reinforcement, and communicative instructions to the students.</li> <li>• The writer also found the weakness in teaching and learning English as a foreign language.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• This study was conducted to reveal kind of English learning materials...</li> <li>• The writer conclude that English learning materials stated in lesson plan and carried out in the teaching and learning activity develop students' communicative competence.</li> <li>• In conclusion, the learning materials can develop students' communicative competence by using song, stories, substitution drill, positive reinforcement, and communicative instructions to the students.</li> </ul>

As a research problem, the question that was formulated in the *skripsi* was too narrow. It may be better if the question use the word “how” rather than “what”. In addition, the way findings presented was implicit and not well organized. There was no section or subsection with titled with the key words of the research. This affected to the explicitness between the conclusion and the findings. In term of coherence, this

example was incoherent. It could be seen from the last and the second from the point of finding. It stated “The learning materials could develop students’ communicative competence by using song, stories, substitution drill, positive reinforcement, and communicative instructions to the students”. This statement was ambiguous. It means that the learning materials were using song, stories, etc to develop students’ communicative competence. Meanwhile, as the writer knew learning materials did not use anything, but teachers did it. Next was the finding “The writer also found the weakness in teaching and learning English as a foreign language.” This statement was not coherent to the problem, since the problem only “what type” question.

In the conclusion part, it was found statement “The writer conclude that English learning materials stated in lesson plan and carried out in the teaching and learning activity develop students’ communicative competence.” It was implicit since it does not state which activity that develop students’ communicative competence.

#### ***Findings and conclusion which were non-existent and incoherent***

Seven chain of reasoning were found non – existent and incoherent. What non – existent means here was that there were no findings presented in the *skripsi*. This kind of chain of reasoning was incoherent for sure. It happened because the idea couldn’t flow from the research problem into conclusion when the existence of findings or conclusion was missing. The missing links here were sometime caused by the ambiguous words or sometime because the conclusion really did not appear in the research report.

The example of this, which caused by ambiguous word was presented below.

Research problem: How are Indonesian cultures & values represented in Garuda Indonesia magazine *destinations* column?

#### Findings:

- First article: it can be seen on the first article that the journalist represented the Indonesian cultures, mostly in the form of artifact cultures, and several mentifact cultures. Meanwhile, the values are mostly the economic and aesthetic values, and several social and religious values. All those things are exposed in the form of Javanese special art works, Javanese traditional performances and sacred area that contains religious values, and then supported by some pictures
- Second article: This article contains mostly about artifact cultures and also economic as well as aesthetic values from the *batik* itself
- Third article: The journalist enriched the promotion by representing the Indonesian cultures and values through the exploration of the places in Pontianak and the surroundings
- Fourth article: the publication of this article made by the journalist contains mostly about the strength of religious values and also some economic values in Banda Aceh. Meanwhile, the representation of culture can be seen through the Acehnese local cuisine and also the special handicrafts and souvenirs...

#### Conclusion:

*...All those things are exposed in the form of religious activities and traditions in Banda Aceh, Javanese traditional performances, traditional weapons, sacred area that contains local beliefs, histories, local art works and specialties, etc. It is also strengthen by the images inserted into each article, the use of words such as metaphors, exemplars, catchphrases, depictions, etc...*

The ambiguous word lied on the conclusion. The conclusion used the word “etc”. The use of this word indicated that there were some other cultures and values but were not mentioned. It caused the chain of reasoning non – existent. In addition, the conclusion had not answered the problem yet that was about how the Indonesian cultures & values represented in Garuda Indonesia magazine *destinations* column. It proved that the conclusion also incoherent.



The example of the chain of reasoning between *Findings* and *conclusion* which are non-existent and incoherent caused by the non existence of the findings were showed in the *skripsi* titled CURRICULUM IMPLEMENTATION OF LINGUISTIC SUBJECT AT ELESP – UNJ IN PROVIDING THE STUDENTS WITH PROFESSIONAL TEACHER COMPETENCE. The research problem of this *skripsi* was “Does the implementation of linguistic subjects of ELESP – UNJ provide students with professional teacher competence?”

The *skripsi* did not provide section or subsection for findings. The content of chapter IV was Data Description, Data Analysis, and The Limitation of Study. The chapter’s contents were the explanation about linguistic subjects in ELESP, and the discussion of the questionnaire without stating any findings. Thus, this was categorized to non – existent and since one component was missing, automatically the conclusion became incoherent.

#### ***Findings and conclusion which are implicit but coherent***

This was the least finding found in the table of analysis. The amount of this kind of chain of reasoning was 3 from 79 (4%). This kind of *chain of reasoning* was still categorized as good. It because they were coherent; a coherent *skripsi* showed a good chain of reasoning. McMillan (2010) stated that a chain of reasoning connects all relevant aspects of the study, from the research questions to the review literature, methodology, results, and conclusion. The conclusion might be implicit since they do not state clearly the key words that were being a theme in the research problem.

The example of this kind of chain of reasoning was the *skripsi* titled “THE IMAGE OF SRI MULYANI IN THE JAKARTA POST NEWS PAPER” (RA, 2012). The detail of this *skripsi* was presented below.

Title	THE IMAGE OF SRI MULYANI IN THE JAKARTA POST NEWS PAPER
Research Problem	How is the image of Sri Mulyani potrayed in the Jakarta Post newspaper
Findings	<ul style="list-style-type: none"> <li>• Subject – object position</li> <li>• Writer – reader position</li> <li>• The production of image</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• Sri Mulyani in this study is shown as a powerful figure who has given a big influence for the country.</li> <li>• Sri Mulyani is dominantly portrayed in positive image or it is counted to be about 67% from 9 articles.</li> <li>• The second image of Sri Mulyani which is negative image is portrayed about 22% from 9 articles by using object positioning in text and writer domination</li> </ul> <p>This study also proves that woman can actually show her presence in text whether she can show her presence by herself or her presence is shown by the other party. The old thinking that woman is usually described as weak party than man should be changed.</p>

From the table, it could be seen that the finding did not use the key word that become the theme of the research. The way findings presented was not explicitly stated that these were about how the image of Sri Mulyani portrayed in the Jakarta Post. However the conclusion was still coherent. It tells that how Sri Mulyani was portrayed in the newspaper. The data that was presented also came from the findings. Thus, the conclusion had been in line with the findings and research problem and considered coherent.