

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

The main research question asked how are the themes in Discussion Section of English Department Skripsi and RAs of TESOL Quarterly. This main research question is answered by elaborating the *topical themes flows* (see Appendix 4) and *topical themes functions' analyses* (see Appendix 5). The elaboration is shown under the sub heading of the *thematic structure*. Besides, to see the thematic structure means to see the topical, textual and interpersonal themes within the clauses. This chapter will discuss all the results from the analyses.

The findings shows that both of the data have the *topical* and *textual themes* but do not have the *interpersonal themes*. However, the *interpersonal themes* are not found in the data because *interpersonal themes* are themes in the written discourse, so both of them do not have this theme. This chapter will show both of these data. So, the answer for the first question “How are the topical themes structured in the Discussion Sections of English Department Skripsi and RAs of TESOL Quarterly?” and the second question “How are the textual themes structured in the Discussion Sections of English Department Skripsi and RAs of TESOL Quarterly?” have more elaboration in this chapter. While the third question “How are the interpersonal themes structured in the Discussion Sections of English

Department Skripsis and RAs of TESOL Quarterly? does not have more detailed explanation, because both of RAs and Skripsis do not have this theme.

The three data from each Skripsis were taken as a representation of Skripsis of ED UNJ's students and the other three from RAs of TESOL Quarterly were taken as representation of TESOL Quarterly articles. The data are the themes found in the Discussion Sections of Skripsis of ED UNJ's students and those from TESOL Quarterly articles

4.1.1. Thematic Structure

The thematic structure were found in the themes flows of each of the Discussion sections from both Skripsis of ED UNJ's students and RAs from TESOL Quarterly. To see the flows of the thematic structure in all the data, the data were not blended as a whole representation from each of Skripsis of ED UNJ's students and RAs from TESOL Quarterly. This was done because the differences of topic might lead to different themes, and might confuse the results. The findings of the themes flows are shown in the Appendices 4 while for the functions are shown in the Appendices 5. Here are the findings elaboration from those two appendices:

The themes flows findings from SK 1 ED UNJ's are as follows:

Paragraph 1

Location of students' perception ... Possessor of the students' perception ... Phenomenon of the statement of students' perception ... Location of the first finding ...

Paragraph 2

Carrier of the first finding ... Attribute of students' perception ...
 Location about findings about feedback ... Sayer of the previous finding ...
 Contingency of feedback ... Sayer of the feedback ... Identified of the
 feedback ... Carrier of the previous study similarity with the present study
 ... Sayer of the previous study similarity with the present study ...
 Contingency of written peer feedback ...

Paragraph 3

Actor of the feedback's instruments ... Point of view of the previous
 study on ways to deliver written feedback ... Actor of written feedback
 impact example on students' error ... Carrier of the error made by students
 ... Location of the error ... Examples of the error ... Contingency of the
 students' opinion on written feedback ... Actor of the example use of
 written feedback ... Location of the example use of written feedback ...
 Location of the example use of written feedback ...

Paragraph 4

Carrier of the second finding ... Sensor of the second finding ...
 Cause of students' hesitance in giving feedback ... Carrier of students'
 hesitance in giving feedback ... Reason of students' hesitance in giving
 feedback ... Reason of students' hesitance in giving feedback ... Cause of
 the act of giving written feedback by the students ... Contingency of the
 written feedback ... Reason of identifying errors ...

Paragraph 5

Carrier of the third question ... Phenomenon of students direct way in giving feedback ... Reason of the act giving direct feedback ... Carrier of the previous study on students direct feedback ... Cause of the previous study ... Actor of the previous study ... Sayer of indicating errors ... Carrier of the benefits of indicating errors ...

Paragraph 6

Time of the last answer of research question ... Carrier of students' perception related to previous study ... Carrier of the originality of content written feedback ... Location of the content written feedback ... Location of the content written feedback ... Location of peer written feedback implementation for reading skill ... Location of the content ... Identifier of the content feedback ... Contingency of reading skill ... Sayer of writing feedback implementation ... Actor of feedback ... Actor of the feedback receiver ...

The themes flows findings from SK 2 of ED UNJ's students are as follows:

Paragraph 1

Location of the authentic assessment techniques ... Phenomenon of authentic assessment techniques ... Actor of the authentic assessment techniques ... Carrier or authentic assessment techniques ... Identifier of authentic assessment techniques ... Circumstance of authentic assessment techniques ... Actor of the authentic assessment techniques ... Goal of

authentic assessment techniques ... Carrier on one example of authentic assessment techniques ... Carrier on one example of authentic assessment techniques ... Time of one example of authentic assessment ... Sayer of one example of authentic assessment techniques ... Actor of one example of authentic assessment techniques ... Carrier of one example of authentic assessment techniques ... Goal of a way to deliver the authentic assessment ... Carrier of a way to deliver the authentic assessment ... Carrier of the factor using Bahasa Indonesia in delivering the authentic assessment ... Actor of Bahasa Indonesia user in delivering the authentic assessment ... Identifier of meaningful interaction as one example of the authentic assessment ... Senser of the meaningful interaction ...

Paragraph 2

Carrier of the research finding related to authentic assessment ... Actor of the research finding related to authentic assessment ... Carrier of other in line statement ... Reason of using English as one example of the authentic assessment ... Identifier of one example of the authentic assessment ... Carrier of one example of the authentic assessment ... Location of a reason of failed in authentic assessment ... Sayer of the reason ... Actor of the first reason ... Actor of the first reason ... Carrier of the second reason ... Identifier of the second reason ... Carrier of the second reason ... Circumstance of reason of the reason of failed authentic assessment ...

Paragraph 3

Carrier of the students interaction ... Goal of the student interaction ... Actor of the responsibility taker of students interaction ... Carrier of the students interaction ...

The themes flows findings from SK 3 of ED UNJ's students are as follows:

Paragraph 1

Location of the authentic assessment techniques ... Actor of the authentic assessment techniques ... Actor of the authentic assessment ...

Paragraph 2

Sayer of the research finding related to authentic assessment ... Carrier of the research findings ... Actor of classroom material ... Carrier of classroom material implementation ... Goal of the classroom material implementation ... Carrier of classroom material implementation ... Actor of classroom material implementation ...

Paragraph 3

Time to make the assessment ... Contingency of language items on the assessment ... Sayer of the example of assessment – story ... Actor behind the rubric assessment ... Contrast of teacher and students role on the rubrics ...

Paragraph 4

Possessor of the previous study on interaction ... Goal of the previous study on interaction ... Contrast of how teacher let students talk in Bahasa Indonesia ... Sayer of the interaction in the class ... Place of discussion and conversation as dominant functions of interaction ... Actor of the discussion and conversation ... Sayer of discussion and conversation as dominant functions of interaction ... Identifier of the whole assessment ... Possessor of organization discussion and conversation ... Sayer of the discussion and conversation ... Actor to help students' involvement ... Actor of the techniques ... Carrier of the lesson plan ... Actor of other activities on the same techniques ...

Paragraph 5

Actor of discussion and conversation techniques ... Actor of the topic organization ... Carrier on teacher's act making student understand without explaining the structure and topic ... Carrier of the techniques and the background knowledge ... Actor to build students understanding ... Actor to make revision ...

Paragraph 6

Time for conducting presentation ... Sayer to explain the presentation techniques ... Sayer of potential problem ... Contingency of the problems ... Actor of students' performance ... Actor of task variety for students ...

Paragraph 7

Contingency of authentic activity ... Sensor of teacher preparation on students writing and writing samples ... Contingency of urgency of structures ... Contingency of the problems ... Sensor of the problem ... Sensor of class activity ... Actor of the activities maker ... Condition & role on consideration of class activity ...

Paragraph 8

Condition & role of teacher consideration of the assessment ... Contingency of self-assessment ... Actor of process and product made by students ... Contingency on how students deal with it ... Sensor to assess that ... Actor of other authentic assessment ... Role of the opportunity for students ...

Paragraph 9

Existence on references needed ... Carrier of reason teacher needs to use varied assessment

The themes flows findings from RA 1 TESOL Quarterly are as follows:

Paragraph 1

Actor of the cognitions and practices of experience ESL Teachers (controlled techniques) ... Identified of findings on controlled techniques ... Carrier of the guided techniques findings ... Angle of the guided techniques as the findings ... Angle of time from the guided techniques as findings ... Time for the foundation of controlled techniques as the findings ... Contingency, concession of the progression of controlled techniques ...

Manner of controlled techniques' widespread ... Sayer of the previous research from controlled techniques ... Possessor of finding's (controlled techniques)'s positive impact ...

Paragraph 2

Senser of the concern from the controlled techniques ... Actor of the not frequent use of controlled techniques ... Sayer of the previous study on communicative activities ... Carrier of the communicative activities ... Manner of combined use of controlled techniques with communicative activities ... Possessor of the impact on the combined use of controlled techniques with communicative activities ... Sayer of previous research on combined use of controlled techniques with communicative activities ... Carrier of the findings ... Concession of the present study of guided techniques ... Actor of the present study on guided techniques ... Sayer of the study's report on guided techniques ... Senser of the controlled techniques ...

Paragraph 3

Purpose of the second findings ... Possessor of the second findings related to listening discrimination activities ... Senser of the second findings related to listening discrimination activities ... Attribute of the related studies about training and listening perception ... Sayer of the second findings ... Carrier of the second findings ...

Paragraph 4

Carrier of the importance of learner pronunciation ... Sayer of the previous study on learner pronunciation ... Sayer of the previous study on learner pronunciation ... Possessor of the learner pronunciation focused on kinesthetic ... Matter of the second findings related to previous study on ESL and voice training ... Actor of the previous study on ESL and voice training in pronunciation learning ... Possessor of kinesthetic techniques to enhance learner comprehensibility ... Possessed of the current findings ... Identifier of the the current findings ... Reason of the teachers' concern towards the pronunciation techniques ... Actor of the pronunciation techniques ... Location of the previous study on the pronunciation techniques ... Carrier of the previous study on the pronunciation techniques ...

Paragraph 5

Carrier of the pronunciation pedagogy in relation with findings ... Sayer of the findings related to knowledge of pronunciation techniques ... Carrier of findings related to knowledge of pronunciation techniques ... Manner of findings related to knowledge of pronunciation techniques ... Manner of findings related to knowledge of pronunciation techniques ... Point of view of the previous study on teacher cognition and pedagogy ... Manner of the previous study on teacher cognition and pedagogy ... Sayer of the teacher cognition ... Goal of the teacher cognition shaping process ...

The themes flows findings from RA 2 TESOL Quarterly are as follows:

Paragraph 1

Location of the previous findings on linguistic correlates of comprehensible speech ... Phenomenon of the previous studies on monolingual raters ... Location of previous study on rater variability ... Carrier of raters with monolingual background ...

Paragraph 2

Location of the first raters ... Sayer on how naïve raters have good L2 intuitive ... Possessor of intuitive notion ...

Paragraph 3

Carrier of the previous study on linguistically trained and native rater ... Location of quality of L2 speaking proficiency measurement ... Goal of the measurement of the intuition ...

Paragraph 4

Location of L2 comprehensibility judgement ... Attribute of monolingual vs. multilingual raters ... Contingency of raters comprehensibility ... Sayer of the Canadian and Singaporean raters ... Actor of the comprehensibility judgement ... Actor of the rater comprehensibility ...

Paragraph 5

Reason on comprehensibility judgement pattern ... Contingency of previous study on the effort of accented L2 speech made ... Phenomenon of

experience ... Phenomenon of the rater's experience... Matter of the raters' attention ... Carrier of phonological accuracy ...

Paragraph 6

Possessor on linguistic characteristic ... Actor of the previous study on linguistic characteristic ... Actor of decoding and processing experience ... Carrier of the processing experience ...

Paragraph 7

Carrier of the previous researches ... Sayer of the previous researches ... Possessor of the previous researches ... Sayer of the current study ... Sayer of the current study ... Phenomenon of the study on linguistic information ... Phenomenon of the current study in relation with previous study ...

The themes flows findings from RA 3 TESOL Quarterly are as follows:

Paragraph 1

Identifier of role of task modelling in attention ... Actor of task modelling ... Manner of task modelling ... Actor of the linguistic form on modelling videos ... Location of previous study on planning ... Purpose of the previous study ... Actor of the current study ...

Paragraph 2

Time of the previous study on interaction ... Actor of the interaction ... Manner of positive modelling ...

Paragraph 3

Sayer of task modelling ... Actor of additional facilities on task modelling ... Carrier of the task modelling ... Carrier of the ways to deliver the task modelling ... Possessor of the additional facilities on task modelling ... Actor of the additional facilities on task modelling ... Goal of the additional facilities on task modelling ...

Paragraph 4

Location of the process task ... Sensor of the accuracy of teacher and classmate ... Carrier of the language used ... Contingency of advanced question ... Carrier of the accuracy of planning ... Purpose of accuracy in planning ... Carrier of the planning ...

Paragraph 5

Contingency of LRE complete questions ... Sensor of the performance ... Identifier of the task planning ... Actor of one finding of the current study on pronunciation focus ... Goal of the one finding of the current study ... Existence of the attention form of the current study.

Paragraph 6

Manner of the task performance conducted in the present study between MG and NMG ... Actor of the planning time and task performance ... Carrier of the current study ... Angle of the LRE ... Contingency on corrective feedback ... Actor of the provided LRE ... Carrier of the provided LRE ...

Paragraph 7

Location of the questions ... Sender of the linguistic issues of the questions ... Time for asking questions ... Time for the learners' conditions ... Manner to ask question ... Identifier of LRE on task performance ... Contingency of LRE in NMG ... Actor of the less use LRE in NMG ...

Paragraph 8

Contingency of LRE qualitative analysis ... Identifier in bot MG and NMG group ... Existence of LRE frequency ... Identifier of participants' use of LRE ... Contingency of the use of LRE in both groups ... Actor on the use of LRE in both groups ...

Paragraph 9

Location of the current study findings in relation with the previous study ... Identifier of the pretask modelling ... Angle of learners' interpretation ... Angle of learners' interpretation ... Carrier of the example use of learners' interpretation ...

Paragraph 10

Angle of the previous study from Slimani ... Sayer of the previous study ... Identifier of the task modelling video ... Actor of quantitative and qualitative analyses ...

Paragraph 11

Angle of current study finding on task modelling and questions development ... Existence of the relation between the two of them ... Actor of the current research on the LRE use in both groups ... Manner of reason

of the frequency use of planning and task modelling ... Carrier of the current study with previous studies ...

Paragraph 12

Time of the current study's limitation ... Time of the first limitation on cognitive process... Goal of the first limitation ... Sayer of the related previous studies ... Carrier of additional process on the previous studies ... Sayer of the previous studies on think aloud ... Actor of the opportunity to conduct another research ...

Paragraph 13

Carrier of the second limitation ... Sayer of the previous study about developmental sequence ... Carrier of the chance to conduct another research ... Identifier of next limitation on attention to form incidents ... Goal of the equality in learning related to the incidents ... Contingency of questions and feedback related to LRE ... Sayer of the report on attention form ... Carrier of the attention to form ... Actor on the use of L1 ... Actor on the use of L1 ... Carrier on planning and task performance ...

Paragraph 14

Sayer of the pretask modelling ... Sayer of the creative performance ... Actor of the creative performance ... Goal of the creative performance ... Goal of the creative performance ... Angle of the effective guidance ... Actor of the guidance types ... Sayer on the task modelling ... Goal on the use of task modelling ...

4.1.2. Topical Themes

In topical themes, the findings present the processes and the functions of the data from both Skripsis of ED from TESOL Quarterly. There are three themes needed in topical themes: participants as themes, process as themes, and circumstance as themes. Findings show that no process themes were found. The dissemination of the use of process and functions of the topical themes in Skripsis and RAs is presented in Topical Themes Function Analyses Tables (see Appendix 5). Below is the explanation of the findings:

Processs	Number of Themes		Functions	Skripsis of ED UNJ's Students	RAs of TESOL Quarterly
	Skripsis	RAs			
Material	49	37	Actor	44	25
			Goal	5	12
			Recipient	-	-
			Beneficiary	-	-
Behaviour	-	-	Behaver	-	-
Mental	17	16	Senser	11	14
			Phenomenon	6	2
Verbal	14	18	Sayer	14	14
			Addressee	-	-
			Verbiage	-	-
			Report	-	4
Relational	50	65	Carrier	34	30
			Attribute	4	5
			Possessed	-	1
			Possessor	2	9
			Identified	1	1
Existential	2	4	Identifying	9	10
			Existent	2	4

Table 7. Dissemination of Process and Functions in Themes Table

4.1.2.1. Participants as Themes

The organization of the most frequents use process to the less frequent use process in Skripsis are Relational – Material – Mental – Verbal – Existential while in RAs are Relational – Material – Verbal –

Mental – Existential. Actor, Senser, Sayer and Carrier are the most frequent functions found in the theme in both of Skripsi and RAs.

Table 6 also shows that from 18 functions in transitivity system, the themes in Skripsi only used 11 of them while the themes in RAs used 13 of them. The themes in Skripsi did not use the functions of Recipient, Beneficiary, Behaver, Addressee, Verbiage, Report and Possessed while themes in RAs did not use Recipient, Beneficiary, Behaver, Addressee, and Verbiage.

4.1.2.2. Circumstances as Themes

From the second and third analyses, Participant Analyses and Theme-Rheme Analyses, the findings can be seen as in this table below:

Types of Circumstances	Skripsi of English Department Universitas Negeri Jakarta	RAs of TESOL Quarterly
Circumstance of Location	v	v
Circumstance of Time	v	v
Circumstance of Reason	v	v
Circumstance of Role	v	v
Circumstance of Contingency	v	v
Circumstance of Angle	-	v
Circumstance of Manner	-	v
Circumstance of Purpose	-	v
Circumstance of Matter	-	v

Table 8. Circumstances as Themes Table

From all the themes found in the analyses, there are 9 types of circumstances and the findings shows RAs have all the circumstance as themes, while Skripsi only have 5 types of circumstances.

4.1.3. Textual Themes

The textual themes consists of continuative, structural and conjunctive. The findings show that both of the Discussion Sections from Skripsi and RAs of TESOL Quarterly do not have continuative themes because the continuative themes are only found in spoken discourse but as for the structural themes, the findings are as follows:

4.1.3.1. Structural as Themes

Number	Structural Themes	Skripsi of ED UNJ's Students	RAs of TESOL Quarterly
1.	that	21	27
2.	because	-	6
3.	and	11	9
4.	although	-	9
5.	even though	-	1
6.	but	3	3
7.	when	1	1
8.	since	5	-
9.	so that	2	-
10.	or	1	-
11.	so	3	-
12.	while	1	-

Table 9. Dissemination of Structural Themes Table

From Table 7, 9 structural themes out of 12 structural themes were found in Skripsis. In contrast, 7 were found in RAs. Both of the themes in Discussion Section of Skripsis and RAs do not have the similarity on the structural themes that they did not use. Structural themes in Skripsis do not cover *because*, *although*, and *even though*, but themes in RAs do not cover *since*, *so that*, *or*, *so*, and *while*.

Structural Themes in Discussion Section of Skripsis and TESQ Articles

- *That*
... **that** these naïve raters (who did not have any teaching backgrounds nor much familiarity with Japanese-accented English) did share an intuitive notion of what L2 comprehensibility means, despite not receiving much training based on preexisting descriptors. (*RA Saito TESQ – RA 07, paragraph 1*)
- *That*
... **that** the lecturers who implement peer written feedback in skill subject did not give the limitation in feedback area so that the students allow giving written feedback in various areas. (*SK 1 ED UNJ – SK 66, paragraph 6*)
- *Since*
Since this school is RSBI School, ... (*SK 3 ED UNJ – SK 32, paragraph 2*)
- *Because*
Because textbooks regularly use the same techniques from one unit to the next, ... (*RA Baker TESQ – RA 48, paragraph 4*)
- *And*
And sometimes the students did follow-up after the teacher answered their questions. (*SK 2 ED UNJ – SK 14, paragraph 1*)

- *And*
... **and** that, in terms of pedagogy, of all the techniques used, guided techniques appear to have been used less frequently, even in comparison with free techniques. (*RA Baker TESQ – RA 04, paragraph 1*)
- *Although*
Although the questions that she attempted to formulate aloud during planning time were not always accurate, ... (*RA Youjin TESQ – RA 32, paragraph 4*)
- *Even though*
... **even though** four of the teachers received training in pronunciation pedagogy, ... (*RA Baker TESQ – RA 26, paragraph 2*)
- *But*
... **but** unfortunately it was mostly done in bahasa Indonesia. (*SK 2 ED UNJ – SK 08, paragraph 1*)
- *But*
... **but** are also transformed and molded by additional contextual variables, such as curriculum and the learners themselves. (*RA Baker TESQ – RA 66, paragraph 5*)
- *While*
... **while** some others were doing something out of the activities which was conducted. (*SK 3 ED UNJ – SK 40, paragraph 4*)
- *When*
... **when** the students did (sic) question, statement, command, and offer in bahasa Indonesia. (*SK 2 ED UNJ – SK 38, paragraph 2*)
- *When*
When learners did not know how to ask something, ... (*RA Youjin TESQ – RA 63, paragraph 7*)
- *So that*
... **so that** the students allow giving written feedback in various areas. (*SK 1 ED UNJ – SK 67, paragraph 6*)

- Or
... **or** get stuck to think. (*SK 1 ED UNJ – SK 33, paragraph 3*)
- So
So, it was teacher's responsibility to give opportunities to the students to initiate the interaction and to make the students more confident to communicate in English. (*SK 2 ED UNJ – SK 47, paragraph 3*)

4.1.3.2. Conjunctive as Themes

Number	Conjunctive Themes	Skripsi of ED UNJ's Students	RAs of TESOL Quarterly
1.	however	7	3
2.	whereas	-	1
3.	in contrast	2	1
4.	yet	1	1
5.	in fact	2	1
6.	furthermore	1	1
7.	first	1	2
8.	nevertheless	-	1
9.	as	-	1
10.	finally	-	1
11.	for example	-	1
12.	likewise	-	1
13.	ultimately	-	1
14.	also	2	2
15.	whether	-	1
16.	on the other hand	-	1
17.	thus	-	2
18.	though	-	1
19.	still	-	1
20.	just as	-	1
21.	for instance	-	1
22.	in addition	3	1
23.	finally	-	2
24.	therefore	-	1
25.	moreover	3	-
26.	unfortunately	1	-
27.	then	3	-
28.	after	1	-
29.	beside	2	-
30.	in case of	1	-
31.	if	3	-

Table 10. Dissemination of Conjunctive Themes Table

There were 31 conjunctive themes collected from the Discussion Sections of Skripsis and RAs (Table 8). This dissemination of conjunction themes appear 15 out of 31 in Skripsis, while it is 24 out of 31 in RAs. The 15 conjunctive themes that were not found in Skripsis are: *whereas, nevertheless, as, finally, for example, likewise, ultimately, whether, on the other hand, thus, though, still, just as, for instance, finally*, and *therefore*. In contrast, the 7 conjunctive themes that were not found in RAs are: *moreover, unfortunately, then, after, beside, in case of*, and *if*.

4.2. Discussion

The purpose of the current study was to investigate how themes in Skripsis of English Education Study Program of UNJ students and Research Articles of TESOL Quarterly are structured. It also examined how three themes, *structural, interpersonal*, and *topical themes* are structured in the Discussion Sections of Skripsis of ED UNJ's Students and RAs of TESOL Quarterly. Language is potential to create meaning, the main goal of linguistic is not only presenting the meaning but also how systematic relation is construed in the real world (Hasan & Fries, 1995). The findings show that thematic structure in Skripsis and RAs are structured differently. The themes found in Skripsis do not stick to one focus. For example, on paragraph 6 in SK 1 of ED UNJ students, the point departure of the clauses are lapping, starting with previous carrier on previous study, then carrier of originality, then location content written feedback, contingency of reading skill, sayer of writing feedback implementation, actor of feedback, actor of the feedback receiver, in other words it is not coherence.

However the thematic structure in the first until middle paragraph of the discussion is good, the flows and bridges are understood.

In contrast, RAs of TESOL Quarterly presented their finding using coherence point of departure. As for example, paragraph 1 in TESOL Quarterly articles. It starts with actor of the cognitions and practices of experience ESL Teachers (controlled techniques) followed by identified of findings on controlled techniques then carrier of the guided techniques findings, continued with angle of the guided techniques as the findings and angle of time from the guided techniques as findings. Based on the findings, the RAs mainly used different functions to explain one thing and it stucked to that until the end of the explanation.

The topical themes findings on participants as themes show Relational and Material process have the highest frequent in Discussion Sections in Skripsis and RAs of TESOL Quarterly. However, the range of functions in topical themes use in Skripsis are not as much as topical themes use in RAs. This leads to two reasons, whether the students have limited vocabulary related to functional linguistic in SFL and purpose of discussion section or they chose those function because of some consideration. As for circumstances as themes show from 9 circumstances as themes found in both of discussion sections, Skripsis only has 5 types while the RAs has all the types. This also leads to two reasons, whether the students only know limited circumstances or they chose it because of other consideration.

The textual themes findings on structurals as themes show that the variety of structural themes needs to be followed with differences between textual themes in written and spoken discourse. Although, the variety of textual themes in Skripsi is higher than those in RAs of TESOL Quarterly, apparently, RAs do not use them because they are used in spoken and rather informal. On the other hand, the findings on conjunctives as themes show that the variety of them found in skripsi are relatively lower than those found in RAs.