

ACADEMIC PHRASE USED BY ENGLISH STUDENTS IN WRITING RESULTS SECTION IN THESIS

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Abstract

The objective of this research is to know the using of academic phrase in writing results section in students' thesis. The design of this research using descriptive qualitative method. The data obtained using checklist table adapted by Swalles (1990). The result of this research found that the using of academic phrase in results section in students' thesis written by English students academic year 2020. The results show that the results section of students thesis is insufficient category. This research is expected to be an evaluation for students, it is suggested to other students to follow the academic phrase in each move by Swalles (1990) in writing results section. For further researcher, the results of this study can be reference for the future researcher who conducts research about writing results section.

Keywords: *academic phrase, results section, thesis*

INTRODUCTION

There are four skills that should be learned by English students. Writing is not an easy skill to be mastered (Eki, 2019). One of them is writing skill. In English Study Program of Muhammadiyah University of Bengkulu there are four subjects in writing namely, writing for sentence building, paragraph writing, essay writing, and scientific writing. All of the subjects in writing are a basic knowledge for students to writing thesis. Writing thesis is an obligation for students in the final semester, and it has 4 credits to complete education at Faculty of Teacher Training and Education of Muhammadiyah University of Bengkulu.

In writing a thesis, the students will get a thesis guiding books from Faculty of Teacher Training and Education at Muhammadiyah University of Bengkulu. It help the students to write a thesis start from Chapter 1 (introduction) contains the problem to be researched and the reason for the research, chapter 2 (literature review) contains the theory related to the researcher title to be carried out, chapter 3 (methodology) contains the method that used by researcher to conduct the research, and chapter 4 (results and discussions), the results section should report the results of the data analysis and Education the discussion section presents the interpretation of the research results. The last one is chapter 5 (conclusion) from the research results and then accompanied by suggestions for further research. All of the structure in thesis is important, but in this study the

researcher only focus in the results section.

In Chapter 4, especially in writing results of the thesis, based on the thesis guiding books Faculty of Teacher Training and Education of Muhammadiyah University of Bengkulu there are two points should be written by students. The first point is the students must describe the method used or how to get the data. The second point is the students must write the results of the research. But it is not complete and still has weakness. So, the reader will not get clear and complete information if the students just write down the method and results as using in the thesis guiding books from Faculty of Teacher Training and Education of Muhammadiyah University of Bengkulu. Because there is no guiding to describe the results without show scientific data on the table or chart. Then, the writer does not comment the results by giving interpreting, comparing, evaluating and accounting the results of this research. It is very important for the reader to know the results of the research based on the researcher view, then to know the comparison of the research results with the previous research, how the evaluating of the research results, and the reader know how the calculation of the research results has been conduct. So, to describe research results interactively, there is a good model that can be used as a guiding for writing results section. It refers to Swalles model. In Swalles model, to write the results section, the writer must describe the method that used or how the researcher gets the data, then the writer must draw the table, graphic or chart. Furthermore, the students must give comment on the research results by interpreting, comparing, evaluating and accounting the results. The lastly, the students summarizing the result.

Writing a results section also need the academic phrase in each rhetorical move. Writing academic phrase will give explanation in each move, such as *"The first set of question aimed to..."* Is an academic phrase which explain preparatory/background information (move 1), *"Closer inspection of the table shows"* is academic phrase that explain reporting results (move 2), *"The table below illustrates"* is academic phrase that explain interpreting results (move 3, step 1), *"data from this table can be compared with the data in table"* is academic phrase which explain comparing with literature (move 3, step 2), *"this table is quite revealing in several ways. First, unlike the other tables"* is a academic phrase which explain evaluating result (move 3, step 3), *"almost two of the participants (64%)"* is academic phrase which explain accounting the results (move e, step 4), *"the overall response to the survey was poor"* is academic phrase which explain summarizing results (move 4).

Related to the discussion above, there are several previous studies conducted by several researchers regarding academic phrases in the results section written by English research students. The first was done by (Anselmus & Adria., 2020). The result of this research is the benefit of academic writing phrases for educational purposes, namely to persue knowledge of EFL writing, encouraging self-confidence, supporting self-awareness and modifying writing practice. The second research was conducted by Safitri (2019). The results showed that the moves that often found Move 1 (Background), move 2 (Statement of result), Move 4 (reference to previous research) and move 7 (deduction and hypothesis). The lack of Move found in Move 3 (un) expected outcome, Move 5

(explanation), and Move 6, and move 3. The third research was conducted by (Nimehchisalem, 2018). The result of this research is the rhetorical movement presented by the students in their Results and Discussion chapter. It was found that the most used gestures were Report results and 'Comment on results'. Furthermore, one of the three studies above discusses academic phrases used in research papers and the other discusses moving rhetorical in writing the results section and the discussion section of the thesis.

From the previous research above, it can be concluded that academic phrase needed to each move in writing results section. Therefore, this study tries to know academic phrases used by the students of the English Education Program in writing the results section, because writing results section using Swales models doesn't apply by English students in writing results section. So that researchers want to conduct with the title "Academic Phrase Used by English Students in Writing Results Section in Thesis".

METHODS

This study was used descriptive qualitative research to analyze the academic phrases used by English Students in writing results section. The object of the research was the results section of the thesis written by English Students Muhammadiyah University of Bengkulu academic year 2020 with total 51 thesis. But, after search the data in the study Program office and library, Researcher found amount 30 thesis.

The instrument of this research is table checklist to identify academic phrase in Rhetorical move used on results section based on Swales (1999). The researcher also put a code (T1, T2, etc) to each student's thesis. To collect the data, first the researcher takes a data of the names of students who graduated in 2020 at English Study Program Office. Then the researcher borrows the thesis of students who graduate in 2020. After that, the researcher copied the thesis. To analyze the data, the first researcher identified the academic phrases found in the results of research written by students. The second, the researcher classified and identify the academic phrases found in each move into checklist table. The third the researcher calculated the collected data using the formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage of respondent

F = Frequency of answer

N = Number of items

Fourth, the researcher entered the calculated data into the Percentage category table, as shown in table 3.2 below:

Table 1 Percentage category

Percentage	Category
76% - 100 %	Good
56% - 75%	Average
40% - 55%	Deficient
<40%	Unefficient

Finally, the results of the data analysis from this research displayed in the table with description for each table.

FINDING AND DISCUSSION

The researcher displays the academic phrase found in writing the results section of thesis. There are 30 theses. The Swalles models (1990) and academic phrase by John Morley (2014) was used to found the academic phrase in students' thesis. The results can be seen on the table below:

1. The Portray of Using Academic Phrases in Move 1 on Results Section of Students Theses

Table 2 academic phrase in move 1 on results section

Students	Results section				Criteria	
	Academic phrase	+	%	-		%
30 students	The first set of questions aimed to / simple statistical analysis was used to	16	53%	14	47%	Efficient
	The next question asked the informants	3	10%	27	90%	Unsuufficient
	Total		32%		68%	Unsuufficient

The results as shown in table 1 indicate that the academic phrases on results section found in move 1 of students' thesis is unsufficient criteria. Its mean that only few students used academic phrase in move 1 to describe the method of the research in writing results section of the thesis.

2. The Portray of Using Academic Phrases in Move 2 on Results Section of Students Theses

Table 3 academic phrase in move 2 on results section

Students	Results section				Criteria	
	Academic phrase	+	%	-		%
30 students	The table below illustrate	3	10%	27	90%	Unsuufficient
	The top half of the table shows / The pie chart	0	0%	30	100%	Unsuufficient

	above shows					
	The results of the correlational analysis are shown	20	67%	10	33%	Average
	Total		26%		74%	Unsufficient

The results as shown in table 2 indicate that the academic phrases on results section found in move 2 of students' thesis is insufficient criteria. It means that only few students used academic phrase in move 2 to draw the data on the table in writing results section of the thesis.

3. The Portray of Using Academic Phrases in Move 3 on Results Section of Students Theses

Table 4 academic phrase in move 3 on results section

Students	Results section					Criteria
	Academic phrase	+	%	-	%	
30 students	Step 1 The results as shown in table indicate that	26	87%	4	13%	Good
	Step 2 Data from this table can be compared with the data in table 4	0	0%	30	100%	Unsufficient
	Step 3 This table is quite revealing in several ways. First...	1	3%	29	97%	Unsufficient
	Step 4 A minority of participants (17%) indicate that	11	37%	18	63%	Unsufficient
	Total		33%		67%	Unsufficient

The results as shown in table 3 indicate that the academic phrases on results section found in move 3 of students' thesis is insufficient criteria. It means that only few students used academic phrase in move 3 to give comment in writing results section of the thesis.

4. The Portray of Using Academic Phrases in Move 4 on Results Section of Students Theses

Table 5 academic phrase in move 4 on results section

Students	Results section					Criteria
	Academic phrase	+	%	-	%	
30 students	The overall response to the survey was poor. / the overall response to this questions was very positive.	9	30%	21	70%	Efficient
	In summary, these results show that	9	30%	21	70%	Unsufficient
	Total		30%		70%	Unsufficient

The results as shown in table 4 indicate that the academic phrases on results section found in move 4 of students' thesis is unsufficient criteria. Its mean that only few students used academic phrase in move 4 used by English students to make summarizing in results section of thesis.

5. The Portray of Using Academic Phrases on Results Section of Students Theses

The overall academic phrase found display in table below:

Table 5 academic phrase on results section

Students	Results section					Criteria
	Academic phrase	+	%	-	%	
30 students	Move 1		32%		68%	Unsufficient
	Move 2		26%		74%	Unsufficient
	Move 3		33%		67%	Unsufficient
	Move 4		30%		70%	Unsufficient
	Total		30%		70%	Unsufficient

So, from overall data in table 4.5 about academic phrase found on results section in theses written by English Students were still unsufficient. These prove by many of English students did not use academic phrase in move 1, move 2, move 3, and move 4 in writing results section in their thesis.

This research has designed to find out the academic phrases on results section written by English students in thesis, in line with the research question from this research was how the used of academic phrase in writing results section in the student's thesis in English Study Program at Muhammadiyah University of Bengkulu academic year 2020.

The result of this research show that the results section written by English Students at Muhammadiyah University of Bengkulu academic year 2020, which are seen from academic phrase in each move that used in results section, that show only few students use move 1 to describe the method used or how the researcher get the data, then did not use move 2

to draw the data on the table, move 3 to commenting the result by giving interpreting, comparing result with literature, evaluating and accounting result. Mostly students also did not use move 4 to summarize the research results in writing results section.

From the result above, the researcher concluded that student's results section of the theses was categorize "unsufficient". It's happened because the students lack in using the academic phrases in writing results section. While, the academic phrase is important in writing results section to explain the move in results section. Such as, move 1 to describe how the researcher gets the data, move 2 to draw the data on the table, move 3 to give comment by interpreting, comparing, evaluating and accounting the result, and move 4 to summarize the research result. Moreover, writing academic phrase is also important to support data in factual in results section.

The results of the current research are contrast with previous research that has been conduct by Vahid (2018) about organization and move structure in results and discussion section chapter in Malaysian undergraduate' final-year project. It is indicated that first, the using move 1 in writing results section. Where in previous research found that the using of move 1 has been used by all of research sample. While, in this research show that only few students that using the used of academic phrase in move 1 by Swalles (1990). Second, the differences can be seen on the using move 2 to writing results section. Where in the previous research found that the move 2 has been used by all of the research sample. While in this research show that only few students that using the used of academic phrase in move 2 by Swalles (1990). Third, the differences also can be seen on the using move 4 to writing results section. Where in previous research found that the using of move 4 has been used by all of research sample. While, in this research show that only few students that using the used of academic phrase in move 4 by Swalles (1990).

Meanwhile, the result of the research in move 3 is consistent with the previous research by Vahid (2018). The result of previous research showed that the using of move 3 have not used by the entire sample. As well as in this research. The research show that the students have not used the academic phrase in move 3 by Swalles (1990). But this result contrast with (Zahra et. Al 2017), where in this previous research the sample of the research have used move 3 and show the highest frequence than the other move in writing results section.

CONCLUSION

Based on the discussion of academic phrases used by students on results of thesis, it can be concluded that the academic phrase used by students in writing results section was unsufficient category. It seen from mostly of English students did not used academic phrases in move 1 and 3 to describe the method and write the table. In move 3, mostly student use move step 1 than other step in move 3. It's meant the student mostly only interpret their comment of the results section. Next, mostly of English students did not used academic phrases to make summarize of the research result in move 4 in writing results section if thesis.

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