

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

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ABSTRACT

The objective of this research is to know the using of academic phrase in writing discussion 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 there is the lack that found in discussion section in student thesis written by English Students' academic year 2020. Based on the result above, the discussion section of students' thesis is unsuffecient category. The fact of 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 swales (1990) in writing discussion section. For further researchers, the results of this study can be a reference for the future researcher who conducts research about writing discussion section.

Keywords: *academic phrase, discussion section, thesis*

INTRODUCTION

Writing thesis is one of obligation that must be fulfilled by English students in the eight semesters to complete their studies in strata I. Thesis has 6 credits to complete these final semesters and get his academic degree. Then, in writing thesis have a systematic rule to write. Moreover, English language education study program have a several stages that students must pass. First, the student must submit the thesis title which has been entered into the form and send to English Study Program office. After the title is accepted, the student will receive an SK and get a thesis advisor. And then, students will meet advisor and start do the consultations, the students start to consultation with advisor, and write proposal to get approval to do proposal seminar, after students do the proposal seminar students will collect the data, after the data is collected students will process the data and the last they will do final thesis trial after finished the proposal and get approval from advisor.

Therefore, in writing thesis students will get guidebook for writing a thesis at the Faculty of Teacher Training and Education in Muhammadiyah University of Bengkulu, in which this books for the students to write a thesis and there are have a five component that should be presented in thesis are; Chapter 1, (introduction) is part of thesis which contains the problems that will be discussed in the research and explain the reason why discussed the problem. Chapter 2, (literature review) is contain the theories who used in the research that will explain systematic data, facts and evidence related to research as well as the theory used. Chapter 3 (methodology) is researcher should write what the methodology that use in study, and chapter 4 is (finding and discussion) this step the researcher report what the result and discussion section from the research, and the last step in chapter 5 (conclusion) in this step, researcher draws and adds suggestion.

Especially, in chapter 4 writing discussion section based on guidebook for writing a thesis at the Faculty of Teacher Training and Education in Muhammadiyah University of Bengkulu there are three information that should be writing. First information is discussion should mention the main result of the research. Second is methodology that use in research and the last are evaluating. But this information not completes enough and has a weakness to write in discussion section. According to swales (1990), if the students just write three information as guidebook describe, it should be added interpreting, comparing result with literature, accounting result and summarizing the result of this research. Discussion section become complete information such as; First writer should describe about the finding of the study, reporting result, giving summarizing, commenting and interpreting result, comparing with literature , and the last is accounting result.

In writing discussion section in each move should include the academic phrases: First, *this study demonstrates.....* this academic phrase explain background information (Move 1). Second *this study shows that.....* These academic phrases explain reporting result (Move 2). Third *it can be conclude.....* this academic phrase to explain summarizing result (Move 3). Fourth *it is quite possible that students.....* this academic phrase explain interpreting result (Move 4 step 1), *the findings of the current study are consistent with...* this academic phrase explain commenting result with literature (Move 4 step 2), *this study did not find a significant difference between....* This academic phrase explain accounting result (Move 4 step 3), *this inconsistency may be due to* This academic phrase explain evaluating result (Move 4 step 4).

Related to explanation above, there are several previous studies supported rhetorical move and academic phrases in writing discussion section. The first was done by Safitri (2019) " A Rhetorical Analysis on The Discussion Section of English Undergraduate Thesis written by English Education Students of Muhammadiyah University of Bengkulu." the results is the conclusion 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. The second is Kheryadi (2016) "Analysis of rhetorical moves of journal articles and its implication to the teaching of academic writing", the results of this study are: (1) Original English writer and Indonesian original author. And apply the general structure of English research articles with respect to the framework of Swales and Yang & Alison's rhetorical movements. (2) The extent of application is different for each author who writes articles in the two journals. This finding implies that a rhetorical move should be included as written academic teaching material for undergraduate students. The third is Anselmus (2020)", the results of this study indicate that the phrase in academic writing has a purpose for namely to pursue knowledge of EFL writing, encouraging self-confidence, supporting self-awareness and modifying writing practice.

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

METHODS

This study was used descriptive qualitative research to analyze the academic phrases used by English Students in writing discussion section. The object of the research was the discussion 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 Swalles (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 discussion 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 display the academic phrase found in writing the discussion section of thesis. There are 30 theses. The Swalles models (1990) was used to found the academic phrase in students' thesis. The results can be seen on the table below:

A. The Portray of Academic Phrases on Discussion Section in Move 1 of Student's thesis.

Table 2 academic phrase in move 1 on discussion section

Students	Discussion section				Criteria	
	Academic phrase	+	%	-		%
30 students	This study demonstrates	22	73%	8	27%	Average

	As mentioned in the literature review	1	3%	29	97%	Unsufficient
	The first, second, third	0	0%	30	100%	Unsufficient
	Total		25%		75%	Unsufficient

The results as shown in table 4.1 indicate that the academic phrases on discussion section found in move 1 of student's theses is insufficient criteria. It means that only a few students used academic phrases in move 1 to describe the background information to remain the readers about the finding of the research.

B. The Portray of Academic Phrases on Discussion Section in Move 2 of Students thesis.

Table 3 Academic Phrases in Move 2 on Discussion Section.

Students	Discussion section				Criteria	
	Academic phrase	+	%	-		%
30 students	The study shows that, or the result of this study show/indicate that, or the current study found that...	23	77%	7	23%	Good
	Total		77%		23%	Good

The result as shown in table indicate that the academic phrases on discussion section found in move 2 of students thesis is good criteria. It means that mostly students used academic phrases in move 2 to reporting result that move used to report the main points in the the research.

C. The Portray of Academic Phrases on Discussion Section in Move 3 of Students thesis.

Table 4 Academic Phrases in Move 3 on Discussion Section.

Students	Discussion section				Criteria	
	Academic phrase	+	%	-		%
30 students	It can be conclude	9	30%	21	70%	Unsufficient
	Total		30%		70%	Unsufficient

The result as shown in table indicate that the academic phrases on discussion section found in move 3 of students thesis is insufficient criteria. It means that only a few students used academic phrases in move 3 to conclude the result of the research that has been done.

D. The Portray of Academic Phrases on Discussion Section in Move 4 of Students thesis.

Table 5 Academic Phrases in Move 4 on Discusion Section.

Students	Discussion section				Criteria	
	Academic phrase	+	%	-		%
30 students	Step 1 <i>There are several possible explanations for this result</i>	5	17%	25	83%	Unsufficient
	Step 2 The findings of the current study are consistent with	14	47%	16	53%	Defficient
	Step 3 <i>However, the observed differences between X and Y in this study was not significant</i>	3	10%	27	90%	Unsufficient
	Step 4 <i>This inconsistency may be due too</i>	12	40%	18	60%	Defficient
	Total		29%		71%	Unsufficient

The result as shown in table indicate that the academic phrases on discussion section found in move4 of students thesis is unsufficient criteria. Its mean that mostly students used academic phrases in move 4 to commenting the result from the research to establish the meaning and significant the result with giving interpreting, comparing result with literature, accounting result and evaluating result.

The Portray of Academic Phrases in Move 1,2,3,4 on Discussion Section of Students thesis.

The table below illustrates the used of academic phrase in move 4 on discussion section of student's thesis at Muhammadiyah University of Bengkulu Academic years 2020.

Table 6 illustrates the used of academic phrase

Students	Discussion section				Criteria	
	Academic phrase	+	%	-		%
	Move 1		25%		75%	Unsufficient
	Move 2		77%		23%	Good

	Move 3		30%		70%	Unsufficient
	Move 4		29%		71%	Unsufficient
	Total		40%		60%	Unsufficient

So, based on understanding above the researchers can concluded that academic phrase found on discussion section in thesis written by English Students was still Unsufficient that prove by many of English Students did not use academic phrase in move 1, move 2, move 3, and move 4 in writing discussion section in their thesis.

Discussion

This study demonstrate about academic phrase that used by students in writing discussion section, in line with the research question from this study was "what are the lacks of academic phrase in each move used by students in writing discussion section of thesis based on the models of Swales (1990) at English Study Program at Muhammadiyah University of Bengkulu.

The result of this study show from discussion section that write by English students at Muhammadiyah university of Bengkulu academic year 2020, which are seen from academic phrase in each move that used in discussion section show that only few students used academic phrase in writing discussion section on thesis. Many students did not used move 1 (background information), move 3 (summarizing result), and move 4 (commenting on result). Meanwhile, in move 2 (reporting result) to be dominant academic phrase in this move that student has been use in writing discussion section on student's thesis of Muhammadiyah University of Bengkulu.

The lack of discussion section written by English Students of Muhammadiyah University of Bengkulu because found very little some academic phrase in each move suggests by swales (1990). It can be concluded that the result of this study is unsufficient category. It's quite possible that most of the students did not use academic phrase to provide arguments about reminding readers of the findings of the research in step 1, conclude the results of the research in step 3, commenting the result from the research in step 4, and only few students used step 2 in writing discussion section of the thesis. It's happened because the students lack of using the academic phrases, less information about the important of using academic phrases in writing discussion section and, less how to write academic phrase in each move on discussion section of thesis. While, the academic phrase is important in writing discussion section to explain each move in discussion section.

The finding of the current study is contrast with previous research that had been conduct, by safitri (2019) about A Rhetorical Analysis on The Discussion Section of English Undergraduate Thesis Written by English Education Students. The result by Safitri (2019) showed were moves that often found is Move 1 (background information) and Move 2 (reporting result) by Swales (1990). This move has been used by the all-research sample. While the research I have been conduct showed the academic phrase that often found is only Move 2 (reporting result) by Swales (1990).

Furthermore, in research that I have been conduct there is the lack found in discussion section of student's thesis. There is on Move 1 (background information) by swales (1990), Move 3 (summarizing result) by swales (1990), and Move 4 (commenting on the result) by swales (1990) because only few students using this academic phrase. These results contrast with the previous research by

safitri (2019) where the lack found in move 3 in writing discussion section in students' thesis.

CONCLUSION

Based on the discussion of academic phrases used by students on results of theses. It can be concluded that first, there were the lack of using academic phrases to remain the readers about the finding research found in move 1 on discussion section of students' thesis. Second, mostly of English Students also did not use academic phrases to conclude the result of the research in move 3 writing discussion section of theses. Third, only some of students used academic phrase to comment on the result with giving interpreting, comparing with literature, accounting result, and evaluating result in move 4 in writing discussion section. But in academic phrase to reporting result in move 2, mostly students have been used in writing discussion section on thesis.

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