

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter of the research explains the findings and discussion of the research. The researcher explains the findings based on description of data documentation. The findings are presented in the form of description of the result of analysis of the elements of findings and discussion chapter of English education department's Thesis of UIN Antasari Banjarmasin. There are 10 selected theses from different topic. The description of analysis from the statement of problems which consist of (1) How do students write the findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin? and (2) What are students' weaknesses in organizing the elements of findings and discussion chapter on thesis based on critical thinking at English Education Department of UIN Antasari Banjarmasin? In discussion, the researcher discusses the relation of the findings with the theory and previous studies.

#### **A. Findings**

This chapter presented and described the result of this study. The data was obtained from the study document will be analysed and elaborated to answer the research problems mentioned in chapter I. The result was students' ability in organize the elements of findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin using critical thinking analysis.

The researcher collected 10 selected theses with different topics. The researcher took the data documentation from findings and discussion chapter of Thesis from English Education Department's Students of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. The theses consist of 4 theses explained about grammar, 4 theses explained about teaching, and 2 theses explained about literature.

In this case, the researcher used rubric to assess the students' ability in organizing the elements of findings and discussion chapter. The rubric has three categorizations of their writing. The three categorizations based on Paltridge and Stairfield (2007:135) are presenting metatextual information (explicitly link, provide background information, and refer back to methodology), presenting results/findings (presents results/findings, presents procedures, restates hypotheses or research questions states what the data are and highlights data for reader's attention, and provides evidence), and commenting on results/discussion (interpret results and make claims, meaning and significance, compare with previous studies, and comment on strength, limitation or generalisability of results). Here are the details of the students' ability in organize the elements of findings and discussion chapter on their theses.

## 1. Thesis 1

In thesis 1, the title is “An Analysis of Gerund and To Infinitive in the Articles of *The Jakarta Post*”. Topic of this thesis is about grammar. This thesis was released in 2016. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.1 Elements of Presenting Metatextual Information in Thesis 1**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
In this section, the writer presents the result of research. The data were taken from sport articles in the Jakarta Post. <i>The Jakarta Post</i> is one of the daily English newspapers published in Indonesia. The newspaper was launched in 1983 and the first issue of <i>The Jakarta Post</i> appeared on April 25th.	—	√	—

Based on the table 4.1, the researcher only explained background information about the Jakarta Post in presenting metatextual information. The researcher explained the history of the Jakarta Post. The researcher did not explain the purpose of the result explicitly and did not refer back to the methodology.

**Table 4.2 Elements of Presenting Results in Thesis 1**

Element	Content
Presents procedures	The writer makes a list about gerund and infinitives that found on sport articles in <i>the Jakarta Post</i> . In describing data completely, the writer tried to tabulate the data.
Presents results (findings)	In the sport articles of <i>the Jakarta Post</i> , the writer found some kinds of gerund and infinitives, they are:
Provides evidence	<p>There are 42 gerund found in the sport articles of <i>The Jakarta Post</i> published on 18 until 24 August, 2015. They include 4 kinds of gerund: gerund as subject, gerund as object, gerund after preposition and gerund after possessive adjectives.</p> <p>a. Gerund as subject</p> <p>1) The drifting smoke from forest fires sometimes makes it difficult for marathoner Heather Lieberg to take a deep breath during her afternoon training runs in the hills of Montana.</p>

States what the data are and highlights data for reader's attention	<i>Drifting</i> is the gerund as subject of the sentence, the subject is a verb + ing. It can be also be a gerund.
Presents procedures	The writer makes a list about gerund and infinitives that found on sport articles in <i>the Jakarta Post</i> . In describing data completely, the writer tried to tabulate the data.
Restates hypotheses or research questions	–

Based on the table 4.2, the researcher did not restate hypotheses or research questions in presenting results. Because it was qualitative research, it did not need a hypothesis. But the researcher should present research question to notice the reader about the purpose of study when in presented metatextual information the researcher did not explain the purpose of the result explicitly.

**Table 4.3 Elements of Commenting on Results in Thesis 1**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	The study showed a significant difference in terms of frequency use, between the infinitives and gerunds constructions. There are 42 gerund and 22 infinitives found in the sport articles of <i>The Jakarta Post</i> published on 18 until 24 august, 2015. They include 4 kinds of gerund and 3 kinds of infinitives.

Compare with previous studies	According to Marylin (2004), in her thesis entitled “The translation of gerund into Bahasa Indonesia in Caroline Plaisted’s novel ‘E-love’ ” find that there are three functions of gerund, they are: gerund as an object of preposition, gerund as an object of verb, and gerund as subject.
Meaning and significance	Therefore, the writer classified about two references in thesis which related about gerund, the first writer found 3 kinds of gerund and second writer found 7 of gerund. From their findings, there are 2 kinds of gerund are same, they are: gerund as subject and gerund as object. But their findings also there are 6 kinds of gerund are different, they are: gerund as an object of preposition, gerund after preposition, gerund after possessive adjectives, gerund after certain expression, gerund in short prohibition, and gerund as noun compound. Hence, the writer take conclusion that found in the study. The writer found 4 kinds of gerund in the sport articles, they are: gerund as subject, gerund as object, gerund after preposition and gerund after possessive adjective.
comment on strength, limitation	Hence, the writer take conclusion that found in the study. The writer found 4 kinds of gerund in the sport articles,

or generalizability of results	they are: gerund as subject, gerund as object, gerund after preposition and gerund after possessive adjective.
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Based on the table 4.3, the researcher presented all elements of commenting on results. The researcher commented on results by interpret results and make claims, compare the results with previous studies, see meaning and significance with previous studies, and make the conclusion by generalizability of results.

## 2. Thesis 2

In thesis 2, the title is “The Students’ Ability in Identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin”. Topic of this thesis is about grammar. This thesis was released in 2016. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.4 Elements of Presenting Metatextual Information in Thesis 2**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
This part deals with the result of the study based on some facts found in the data. It covers students’ ability in identifying part of speech in short story at	√	—	—

IAIN Antasari Banjarmasin, and students' difficulties in identifying part of speech in short story.			
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Based on the table 4.4, the researcher only explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to identifying part of speech in short story to know students' ability and difficulties. The researcher did not explain where the data was obtained specifically. The researcher only explained the data obtained from students without explain background information of students. The researcher did not refer back to methodology to explain how the data was obtained and steps to analyse the data.

**Table 4.5 Elements of Presenting Results in Thesis 2**

<b>Element</b>	<b>Content</b>
Presents results (findings)	Based on the research conducted on 19 November 2015 – 3 December 2015 English Department of Tarbiyah Faculty IAIN Antasari, the writer got the data needed to be analyzed in this chapter. The data for the first problem is according to students' score of the test and for the second problem is according to analysis difficulties of students score test and interview for causing other difficulties.
Presents procedures	The writer took the result of test from the first semester students' of English Department of Tarbiyah Faculty



	<p>IAIN Antasari Banjarmasin. The test consists of 40 questions, divided into 20 questions for multiple choice, 10 questions for short answer and 10 questions for matching to know the ability of students' identification and the difficulties in identifying part of speech.</p>
Provides evidence	<p>The researcher showed students' score in table 4.1 (can be seen in appendix 2). Based on the table, the number of students in the research is 55, mean of students' correct is 57, and mean of students' score is 81.</p>
States what the data are and highlights data for reader's attention	<p>Based on the table above, the writer gets scores from the test by giving 40 questions, and sum three type of test. They are 1 point for true answer of multiple choices, 3 point for true answer of short answer and 2 point for true answer of matching with the total all point for true answer of 40 questions is 70 point. After scoring students' test there are 3 students with the high score is 99 and a student for the lower score is 30.</p>
Restates hypotheses or research questions	<p>To know students' ability in identifying of part of speech, the writer makes classify of students' score with some categories in table 4.2 (can be seen in appendix 2). Based on the table, score 80-100 can be categorized as excellent with the number of students is 33 and percentage is 60%. Score 70-&lt;80 can be categorized as good with the number</p>

	of students is 11 and percentage is 20%. Score 60-<70 can be categorized as fair with the number of students is 7 and percentage is 13%. Score 50-<60 can be categorized as poor with the number of students is 1 and percentage is 2%. Score 0-<50 can be categorized as very poor with the number of students is 3 and percentage is 5%.
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Based on the table 4.5, the researcher presented all elements of presenting results. The researcher presented results by present procedures, provide evidence, highlight the data, present research question and restate hypotheses with descriptive hypothesis (Because it was descriptive quantitative research).

**Table 4.6 Elements of Commenting on Results in Thesis 2**

Element	Content
Interpret results and make claims	The finding data on the previous subchapter shows that there are 33 students (60%) obtain excellent category the score are (80-100), 11 students (20%) are in good category, the score are between (70-80), 7 students (13%) have fair category the score are between (60-70), 1 students are in poor category or ( 3%) by the score (50-60), and 3 students (5%) with the score (0-50) its means very poor score. And with the total score 4461 from 55 students and the mean score is 81, it can be conclude that

	the first semester students' ability in identifying part of speech in short story is excellent.
comment on strength, limitation or generalisability of results	In summary, most of first semester of English Department of Tarbiyah Faculty of IAIN Antasari has excellent ability in identifying part of speech because students got average score 81.
Meaning and significance	–
compare with previous studies	–

Based on the table 4.6, the researcher did not see the meaning and significance and compare with previous studies. The researcher did not see meaning and significance to make the correlation about the results with the theory or previous studies. The researcher also did not show the previous studies to compare the results with other studies.

### 3. Thesis 3

In thesis 3, the title is “The Students Ability in Using Articles and Zero Articles at the Second Semester of English Department of IAIN Antasari Banjarmasin in Academic Year 2015/2016”. Topic of this thesis is about grammar. This thesis was released in 2016. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.7 Elements of Presenting Metatextual Information in Thesis 3**

<b>Content</b>	<b>Element</b>		
	<b>Explicitly Link</b>	<b>Provide Background Information</b>	<b>Refer Back to Methodology Points</b>
In this data presentation the writer describe about result of research on the field that are collected by technique of data collection, they are written test, interview and documentary.	–	–	√

Based on the table 4.7, the researcher only referred back to methodology in presenting metatextual information. The researcher explained technique of data collection by written test, interview and documentary. The researcher did not explain the purpose of the result explicitly and did not explain where the data was obtained specifically. The researcher did not explain background information of data.

**Table 4.8 Elements of Presenting Results in Thesis 3**

<b>Element</b>	<b>Content</b>
Presents procedures	The researcher performed the research in May 26th 2016 until in Juli 26 <sup>th</sup> 2016 (one month). In May, 26th 2016 the

	<p>researcher gave the research letter to English Department. On Friday 27 may 2016 the researcher researched the second semester students English Department by giving the written test. In that test the students gave 32 question fill in the blank. In this interview the researcher asked about their difficulties in using articles and zero articles, what factors in skimming difficulties etc.</p>
Restates hypotheses or research questions	<p>To know the students' ability in using articles and zero articles, the researcher carried out a written test by giving 32 questions. The students answer the questions until finish.</p>
Presents results (findings)	<p>The performance of the students' ability score in using articles and zero articles can be seen on following table.</p>
Provides evidence	<p>The researcher showed students' score in table 4.6 (can be seen in appendix 3). Based on the table, the number of students in the research is 30, mean of students' correct is 18, and mean of students' score is 58.</p>
States what the data are and highlights data for reader's attention	<p>From the table above, it can be seen that there are students 6 (20%) whose score is around 0-&lt; 50 that classified in very poor category. There are 12 students (40 %) whose score is around 50-&lt; 59 that classified in poor category. There are 7 students (23,33%) wohe score is around 60-</p>

	<p>&lt; 69 that classified fair category. There are 3 students (10%) whose score are around 70-&lt; 79 that classified good category. There are 2 students (6,66%) whose score is around 80-&lt; 100 that classified excellent category. Therefore, based on the classification gotten the largest frequency there are 12 students (40%) whose score is around 50-&lt; 59, the second semester students' ability in using article and zero articles at English Department of IAIN Antasari Banjarmasin in low category.</p>
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Based on the table 4.8, the researcher presented all elements of presenting results. The researcher presented results by present procedures, present research question, restate hypotheses with descriptive hypothesis (because it was descriptive quantitative research), provide evidence, and highlight the data for reader's attention.

**Table 4.9 Elements of Commenting on Results in Thesis 3**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	<p>After the research carried out the written test to second semester students' at English Department that the mean score of the students' ability in using articles and zero articles is 57,67 that classified into poor category. The description about it can be seen on table 4.6. All students' are given the test that written test. From the table 2.7 we</p>

	can see the students score. Most of them got score around 50-< 59 there are 40% students that classified into poor category. And only 6,66% students whose score 80-<100 that classified into excellent category.
compare with previous studies	This finding is similar to previous research conducted by Celce-Murcia and Larsen-Freeman, 1999 Teacher of English as a second and foreign language revealed that articles are the most difficult part in foreign language. Therefore, many students who study English as a second language or foreign language are confused with article usage.
Meaning and significance	–
Comment on strength, limitation or generalizability of results	–

Based on the table 4.9, the researcher did not see the meaning and significance and comment on strength, limitation or generalizability of results. The researcher showed the previous studies, but did not see the meaning and significance with the previous studies and the theory to correlated it. The researcher also did not make the conclusion to generalizability of results.

#### 4. Thesis 4

In thesis 4, the title is “An Analysis of English Department Students’ Errors in Using Adjective Order at UIN Antasari Banjarmasin”. Topic of this thesis is about grammar. This thesis was released in 2017. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.10 Elements of Presenting Metatextual Information in Thesis 4**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
This part deals with the result of the research based on some facts found in the data. It covers the students’ errors in using adjective order of the sixth semester students of English Department at UIN Antasari Banjarmasin.	√	√	—

Based on the table 4.10, the researcher explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to identifying part of speech in short story to know students’ ability and difficulties. The researcher explained background information that the data was obtained from



sixth semester students of English Department at UIN Antasari Banjarmasin. The researcher did not refer back to methodology to explain how the data was obtained and steps to analyse the data.

**Table 4.11 Elements of Presenting Results in Thesis 4**

<b>Element</b>	<b>Content</b>
Presents results (findings)	Based on the research conducted on 21 February 2017 – 22 February 2017 at English Department of Tarbiyah and Teachers Training Faculty UIN Antasari Banjarmasin, the researcher got the data needed to be analyzed in this chapter. The data for the first problem is according to students' scores of the test and the second problem is according to analysis error of students' scores test.
Presents procedures	The researcher took the test result from the sixth semester students' students of English Department of Tarbiyah and Teachers Training Faculty UIN Antasari Banjarmasin academic year 2016/2017. The test consists of 42 questions and divided into 20 questions for matching, 15 questions for multiple choices and 7 questions for rearranging words.
Provides evidence	The researcher showed the frequency of written test result in table 4.1 (can be seen in appendix 4). Based on the table, the number of students in the research is 30,

	mean score of matching is 17, mean score of multiple choices is 18, mean score of rearranging word is 16. and mean of total score is 51.
States what the data are and highlights data for reader's attention	The table above shows the most errors made by the students are number 1, 4, 5, 6, 7, 8, 13, 14, and 15 from 15 questions (based on table 4.3 as you can be seen in appendix 4).
Restates hypotheses or research questions	–

Based on the table 4.11, the researcher did not restate hypotheses or research questions in presenting results. The researcher presented descriptive hypothesis (because it was descriptive quantitative research), but in the wrong place (it presented in discussion chapter). It would be better if the researcher presented research question to notice the reader about problem of study. Fortunately, the researcher explained the purpose of study explicitly in presenting metatextual information.

**Table 4.12 Elements of Commenting on Results in Thesis 4**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	The most students' errors are number 1, 4, 5, 6, 7, 8, 13, 14, and 15 with the errors percentage >60 % (see table 4.3). The students cannot put the correct order of two kinds or more adjectives like adjective of shape, adjective

	of color, adjective of age, etc in a sentence. The students difficult to choose which adjectives have to be the first, second, third, whether adjective of shape or adjective of color, etc.
Meaning and significance	Based on the theory of error, there is a type of errors that fit into the students' errors on question of multiple choices and rearranging, namely Misordering. According to Dulay (1982, p.146) "misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance". For example, in the utterance: He is all the time late. ( <i>all the time</i> is misordered).
comment on strength, limitation or generalisability of results	However, the students can differentiate the type of adjectives, such as seen on the result of matching because it was just focused on testing the students' ability in differentiating type of adjective, while the multiple choice and rearranging word focused on using adjective order and the most students' problems were in using adjective order.
compare with previous studies	–

Based on the table 4.12, the researcher in commenting on results was good. The researcher commented on results by interpret results and make claims, meaning

and significance with the theory, and make the conclusion by generalizability of results. It would be better if the researcher compared the results with the previous studies to see the correlation about the results and previous studies.

## 5. Thesis 5

In thesis 5, the title is “The Implementation of 2013 Curriculum in Developing English Lesson Plan at State Junior High School 1 Martapura Academic Year 2014/2015”. Topic of this thesis is about teaching. This thesis was released in 2015. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.13 Elements of Presenting Metatextual Information in Thesis 5**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
This subchapter presents the data that have been collected in the research. The presentation covers primary data about the implementation of 2013 curriculum in developing English lesson plan at State	√	√	√

<p>Junior High School 1 Martapura academic year 2014/2015. The data consist of lesson plan by English teacher, observation sheet of lesson plan by English teacher, and interview sheet by English teacher. This research began on April, 29th 2015, on May, 13th, 20th, and 27th 2015 was implemented for observation, documentary, and interview.</p>			
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Based on the table 4.13, the researcher explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to know the implementation of 2013 curriculum in developing English lesson plan. The researcher explained background information that the data was obtained from State Junior High School 1 Martapura academic year 2014/2015. The researcher referred back to methodology in presenting metatextual information. The researcher explained the time when the research was studied and technique of data collection by observation, documentary, and interview.

**Table 4.14 Elements of Presenting Results in Thesis 5**

<b>Element</b>	<b>Content</b>
Presents results (findings)	In this section, the writer explains about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura academic year 2014/2015. The writer uses three instruments to collect the data, i.e. observation, documentary and interview for gathering all information.
Presents procedures	<p>The first step, the writer came to school and met the English teacher. Then, the writer asks lesson plan that used by English teacher as documentary. After that, the writer observes the class of English teacher using observation sheet. It has purpose to compare the lesson plan with the application.</p> <p>The last process is interview. The writer asks some questions to get information about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura.</p>
Provides evidence	The researcher showed table 4.1 about Description of Lesson Plan Research on April, 29 <sup>th</sup> 2015 (Can be seen in appendix 5). Based on the table, the researcher made the score about components of lesson plan, they are

	subject identify, indicator formula, formula of lesson goal, selection of material, selection of source study, selection of media, lesson model, lesson scenario, and assessment.
States what the data are and highlights data for reader's attention	Based on the observation sheet, the score is 97.33. According to rubric of lesson plan research assessment $97.33 = 90 < A \leq 100$ is very good score.
Restates hypotheses or research questions	–

Based on the table 4.14, the researcher did not restate hypotheses or research questions in presenting results. Because it was qualitative research, it did not need a hypothesis. But the researcher should present research question to notice the reader about the purpose of study. Fortunately, the researcher explained the purpose of study explicitly in presenting metatextual information.

**Table 4.15 Elements of Commenting on Results in Thesis 5**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	Based on lesson plan documentary by English teacher, the writer analyzes that the English lesson plan has characteristics of scientific approach such as learning materials based on facts or phenomena that can be

	explained by logic or specific reasoning and the learning objectives are formulated simply and clearly....
Meaning and significance	Observation sheet that used by writer is appropriate with guidance of the 2013 curriculum. Thus, English teacher in developing English lesson plan using the 2013 curriculum based on the observation result is very successful.
comment on strength, limitation or generalisability of results	The result of five observations and documentary of the writer shows that the teacher's technique in developing English lesson plan using the 2013 curriculum at State Junior High School 1 Martapura is scientific approach (Observing, questioning, experimenting, association, and networking/communicating).
compare with previous studies	–

Based on the table 4.15, the researcher in commenting on results was good. The researcher commented on results by interpret results and make claims, meaning and significance with the theory, and make the conclusion by generalizability of results. It would be better if the researcher compared the results with the previous studies to see the correlation about the results and previous studies.



## 6. Thesis 6

In thesis 6, the title is “The Implementation of Teachers’ Techniques in Teaching Vocabulary of Action Verb at the Eighth Grade of MTsN Kelayan Banjarmasin Academic Year 2016/2017”. Topic of this thesis is about teaching. This thesis was released in 2016. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.16 Elements of Presenting Metatextual Information in Thesis 6**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
There are three statements that have to be answered in this research. The first problem is what kinds of techniques are used by the teachers“ in teaching vocabulary of action verb at the eighth grade of MTsN Kelayan Banjarmasin. The second problem is how are the implementation of teachers’ techniques in teaching	√	√	√

<p>vocabulary of action verbs at the eighth grade of MTsN Kelayan Banjarmasin. the third problem how are the students' responses of techniques in teaching vocabulary of action verb used by the teachers'. The data for the first and second problem are according to the result of question field research, there are observation and interview with the teacher. The data for the third problem is according to analysis the result of questionnaire. The research finised by the writer during four times at MTsN Kelayan Banjarmasin and here are the result of the obervation:</p>			
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Based on the table 4.16, the researcher explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to know the techniques, implementation of teachers' techniques, and the students' responses of techniques in teaching vocabulary of action verb. The researcher

explained background information that the data was obtained from eighth grade of MTsN Kelayan Banjarmasin. The researcher referred back to methodology in presenting metatextual information. The researcher explained technique of data collection by observation, interview, and questionnaire.

**Table 4.17 Elements of Presenting Results in Thesis 6**

<b>Element</b>	<b>Content</b>
Restates hypotheses or research questions	There are three statements that have to be answered in this research. The first problem is what kinds of techniques are used by the teachers" in teaching vocabulary of action verb at the eighth grade of MTsN Kelayan Banjarmasin. The second problem is how are the implementation of teachers" techniques in teaching vocabulary of action verbs at the eighth grade of MTsN Kelayan Banjarmasin. the third problem how are the students" responses of techniques in teaching vocabulary of action verb used by the teachers".
Presents procedures	The writer did observation for four times. In there have two English teachers. For the first teacher call with the initial teacher A and the second teacher call with the initial teacher B.

<p>Presents results (findings)</p>	<p>In this section, the writer describes about result of the research on the field research that collected by observation and interview with the English Teachers.</p> <p>a. Observation</p> <p>Below is the implementation of techniques used by teacher A in teaching vocabulary especially of action verb:</p>
<p>Provides evidence</p>	<p>1) Brainstorming</p> <p>Before students start the lesson, the teacher gives greeting for her students and list the absent of students. After that, the teacher invites the students to memorize some vocabulary of form irregular verb especially action verb, for example „drink-drunk-drunk“. Next, teacher asks students about the last topic. Students“ enthusiasm is very high in answering the quistion. After that, the teacher directs students to the main activity. She also directs students“ minds toward ideas that they will meet in the main activity, provides a link between new and existing knowledge.</p>
<p>States what the data are and highlights data for reader’s attention</p>	<p>Based on the data above, the students gave the good response. It was shown by 73% students said yes when the teacher asked their response toward</p>

	teachers' techniques in teaching vocabulary especially vocabulary of action verb.
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Based on the table 4.17, the researcher presented all elements of presenting results. The researcher presented results by present research question, present procedures, provide evidence, and highlight the data for reader's attention. The researcher did not restate hypothesis because it was qualitative research.

**Table 4.18 Elements of Commenting on Results in Thesis 6**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	In the finding of the research, the writer found that the teachers have some techniques in teaching vocabulary of action verb. Based that, this research also found some information through interview, observation, and questionnaire.
Meaning and significance	According to the book <i>How to Teach</i> by Jeremy Harmer (1998,p.2) a good teacher is teachers who cares more about their students' learning than they do about their own teaching, how to have good ability to control and inspire a class.....
comment on strength, limitation or generalisability of results	Based on the data, the writer found two teachers who teach English at the eighth grade of MTsN Kelayan Banjarmasin have some techniques to teach vocabulary

	especially action verb, the techniques are: brainstorming, translation, repetition drill, and reading aloud.
compare with previous studies	–

Based on the table 4.18, the researcher in commenting on results was good. The researcher commented on results by interpret results and make claims, meaning and significance with the theory, and make the conclusion by generalizability of results. It would be better if the researcher compared the results with the previous studies to see the correlation about the results and previous studies.

## 7. Thesis 7

In thesis 7, the title is “The Appropriateness of Indicators and Evaluations in Lesson Plan of Students’ Teacher in PPL I”. Topic of this thesis is about teaching. This thesis was released in 2017. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.19 Elements of Presenting Metatextual Information in Thesis 7**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
On this section, the researcher explains the findings based on	√	√	√

<p>description of analysis and interview. The finding is presented in the form of description of the result of analysis of the indicators and the evaluations in lesson plan of students' teacher in PPL 1. There are 10 lesson plan from different students' teacher, 71 indicators and 15 evaluations. The description of analysis from the statement of problems which consist of "are the indicators and evaluations in lesson plan of students' teacher in PPL I appropriate"?</p>			
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Based on the table 4.19, the researcher explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to know the indicators and the evaluations in lesson plan of students' teacher in PPL 1. The researcher explained background information that the data was obtained from 10 lesson plan from different students' teacher, 71 indicators and 15 evaluations. The researcher referred back to methodology in presenting metatextual

information. The researcher explained technique of data collection by description of analysis and interview.

**Table 4.20 Elements of Presenting Results in Thesis 7**

<b>Element</b>	<b>Content</b>
Restates hypotheses or research questions	The description of analysis from the statement of problems which consist of “are the indicators and evaluations in lesson plan of students” teacher in PPL I appropriate”?
Presents procedures	Then, the other finding is based on the interview with to know the process of preparation of lesson plans, the question of interview in this research are as follows:  1. The process of preparation of lesson plans, 2. The preparation of indicators, 3. The preparation of evaluation, 4. The appropriate of indicators and Evaluations.
Presents results (findings)	In this research, the researcher just get the knowledge aspect of four aspect in lesson plan of students’ teacher lesson plan.
Provides evidence	The researcher showed table 4.1 about appropriate between indicators and evaluation (can be seen in appendix 6). In the table, number of samples is 10. AA has 16 indicators and 3 evaluations, AB has 4 indicators



	and 3 evaluations, AC has 6 indicators and 1 evaluation, AD has 4 indicators and 1 evaluation, AE has 1 indicator and 1 evaluation, AF has 1 indicator and 1 evaluation, AG has 2 indicators, AH has 2 indicators, AI has 16 indicators and 1 evaluation, and AJ has 3 indicators and 2 evaluations.
States what the data are and highlights data for reader's attention	From these descriptions, it can be seen 10 lesson plans that have indicators and evaluation. In this research only indicator in aspect of knowledge are being taken, because the evaluation that meant here is only to be a matter of measurement such as question for students, evaluation here can not measure such as indicators that assess aspects of behavior or attitude. So this research only analysis 31 indicators and 15 evaluations.

Based on the table 4.20, the researcher presented all elements of presenting results. The researcher presented results by present research question, present procedures, provide evidence, and highlight the data for reader's attention. The researcher did not restate hypothesis because it was qualitative research.

**Table 4.21 Elements of Commenting on Results in Thesis 7**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	From measurement of appropriate between indicator and evaluations obtained that some lesson plan written by

	<p>students' teacher in PPL I are appropriate between indicators and evaluations, but lesson plans there are still found some do not appropriate yet, based on interview from correspondent obtained data that some of them still do not understand how to make indicators, the indicators not found in their lesson plan and some of them make indicators arbitrarily, so that the lesson plan that they make can be said not appropriate yet between indicators and evaluation in lesson plan.</p>
Meaning and significance	<p>Based on the theory in chapter 2 according to Reiser, good planning will make students enjoy learning and acquiring skills, knowledge, attitudes in the instructions given. If plans are made with earnest, so that the lessons given to students will be maximal and efficient.</p>
compare with previous studies	–
comment on strength, limitation or generalisability of results	–

Based on the table 4.21, the researcher did not compare the results with previous studies and comment on strength, limitation or generalizability of results. The researcher did not show the previous studies to compare the results with other

studies. The researcher also did not make the conclusion to generalizability of results.

## 8. Thesis 8

In thesis 8, the title is “The Effectiveness of Using Word Wall Media Toward Vocabulary Mastery of the Seventh Grade Students”. Topic of this thesis is about teaching. This thesis was released in 2018. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.22 Elements of Presenting Metatextual Information in Thesis 8**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
In this chapter, the researcher presents the data description of the seven grade students of MTs Ahasnul Huda Bahalayung about the process of teaching- learning process by using word wall media. To find out more the influence students toward vocabulary who use and do not	√	√	√

<p>use word wall media, the researcher tested the students using test, the researcher gave the test to students and they answered the test. In this chapter the researcher describe about the result of the research on the field that collected by technique of data collection. English learning process at MTs Ahsanul Huda.</p>			
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Based on the table 4.22, the researcher explained explicitly link in presenting metatextual information. The researcher explained the purpose of study to know the process of teaching- learning process by using word wall media. The researcher explained background information that the data was obtained from the seven grade students of MTs Ahasnul Huda Bahalayung. The researcher referred back to methodology in presenting metatextual information. The researcher explained technique of data collection by data collection.

**Table 4.23 Elements of Presenting Results in Thesis 8**

<b>Element</b>	<b>Content</b>
Presents procedures	To find out more the influence students toward vocabulary who use and do not use word wall media, the researcher tested the students using test, the researcher

	gave the test to students and they answered the test. In this chapter the researcher describe about the result of the research on the field that collected by technique of data collection. English learning process at MTs Ahsanul Huda
Presents results (findings)	Then, this is result of vocabulary achievement by using word wall media in experiment class (VII b) and without using word wall media in control class (VII a), and to know the different score between pre- test and post-test.
Provides evidence	The researcher conducted the English vocabulary test for the seven grade at MTs Ahasnul Huda Bahalayung 10th of Augustus and 7 th of September in experiment class. The scoring is based on objective test score. More information about the scores can be seen in appendix 3.
States what the data are and highlights data for reader's attention	As a result, there is significant difference effectiveness of using word wall media toward students vocabulary mastery in experiment class between pre-test and post-test in their vocabulary on seven grade at MTs Ahsanul Huda Bahalayung in academic year 2016/2017.
Restates hypotheses or research questions	<ul style="list-style-type: none"> <li>• Making hypothesis interpretation: <ul style="list-style-type: none"> <li>➤ <i>Ho</i> (Null Hypothesis): there is no significant difference.</li> </ul> </li> </ul>

	<p>➤ <i>Ha</i> (Alternative Hypothesis): there is any significant difference.</p>
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Based on the table 4.23, the researcher did not present research questions in presenting results. The researcher presented nul hypothesis (because it was quantitative research). It would be better if the researcher presented research question to notice the reader about problem of study. Fortunately, the researcher explained the purpose of study explicitly in presenting metatextual information.

**Table 4.24 Elements of Commenting on Results in Thesis 8**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	<p>From the statistical measurement above shows that <i>Ha</i> (Alternative Hypothesis) is Accepted and <i>Ho</i> is rejected, because Value of tcount is higher than of ttable , it means :</p> <ul style="list-style-type: none"> <li>• “in experiment class is significant effectiveness using word wall media between pre test and post test. Based on post test after use word wall media in experiment class, it can be concluded that are got score 80-100 is 16 students; score 60-80 is 3 students and mean of post test in experiment class is 88,42. It</li> </ul>

	<p>means that have effectiveness toward student vocabulary mastery can conclude in good category.”</p> <ul style="list-style-type: none"> <li>• “in control class is not significant effectiveness without using word wall media toward students vocabulary mastery in control class. Based on post test without using word wall media in control class. It can be conclude that there are got score 40-60 is 12 students and 60-80 is 5 students. The mean of post test in control class is 64.82. it means that no effectiveness of using word wall toward students vocabulary in control class is Fair category.”</li> <li>• “There is effectiveness in using word wall media toward students vocabulary mastery of the seventh grade at MTs Ahsanul Huda school year 2016/2017 high category of Gain Test with Value <math>g = 0,73474..</math>”</li> </ul>
<p>comment on strength, limitation or generalisability of results</p>	<p>The effectiveness of using word wall media toward students vocabulary for experiment class higher than control class. Therefore, the writer can conclude that using word wall media is better than without using word wall media.</p>
<p>Meaning and significance</p>	<p>Based Mrs. Neneng Auliya Ramadhani,S.Pd as English teacher at MTs Ahsanul Huda, the teacher said in teaching and learning by using word wall media can help</p>

	the teacher to answer the students problem in learning English at MTs Ahsanul Huda. Especially in vocabulary and also can proof this study, that the word wall can enrich and developing the students' vocabulary beside facilitate the students to memorize the word in the students course.
compare with previous studies	–

Based on the table 4.24, the researcher in commenting on results was good. The researcher commented on results by interpret results and make claims, meaning and significance with the statements from expert, and make the conclusion by generalizability of results. It would be better if the researcher saw the meaning and significance with the theory or previous studies and compared the results with the previous studies to see the correlation about the results and previous studies.

## 9. Thesis 9

In thesis 9, the title is “The Analysis of Word Formation Processes Used in Nicholas Sparks’ Novel “The Last Song” ”. Topic of this thesis is about literature. This thesis was released in 2015. The elements of findings and discussion chapter on this thesis can be seen below.



**Table 4.25 Elements of Presenting Metatextual Information in Thesis 9**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
—	—	—	—

In thesis 9, the researcher did not present metatextual information. It immediately explains about results without opening paragraph that explains about structure of the thesis.

**Table 4.26 Elements of Presenting Results in Thesis 9**

Element	Content
Presents results (findings)	After conducting a library research to analyse the word formation used in the novel, the writer have gathered the data as follows.
Provides evidence	The researcher showed table 3.1 about total of word formation used in “The Last Song” (Can be seen in appendix 7). Based on the table, The total of word formation used in “The Last Song” is 2154 with 15 types of word formation, they are 1066 derivation, 346 compounding, 25 clipping, 7 backformation, 17 blending, 8 acronym, 12 alphabetism, 90 conversion, 30

	<p>coinage, 382 borrowing, 2 loan translation, 128 internal modification, 6 suppletion, 27 onomatopoeia, and 8 reduplication.</p> <p>The researcher also showed table 3.2 about subcategories of derivation (can be seen in appendix 7). They are 86 prefix, 880 suffix, and 100 circumfix.</p>
States what the data are and highlights data for reader's attention	<p>The table above shows that there are 86 derivational words using prefix, 880 derivational words using suffix and 100 derivational words using circumfix. Some examples of words using prefix are <i>asleep, illegal, nonstop, unseen</i>, and so forth. Some derivational words using suffix are <i>privacy, closer, angelic</i>, and so forth. While, some example of derivational words using circumfix are <i>dislocation, preoccupation, transformation</i>, and so forth. Furthermore, among the subcategories of derivation, the use of suffix is dominantly found to form a new word.</p>
Presents procedures	—
Restates hypotheses or research questions	—

Based on the table 4.26, the researcher did not present procedures and restate hypotheses or research questions in presenting results. The researcher did not explain how to conducting a library research to get the data. Because it was

qualitative research, it did not need a hypothesis. But the researcher should present research question to notice the reader about the purpose of study when the researcher did not present metatextual information.

**Table 4.27 Elements of Commenting on Results in Thesis 9**

Element	Content
Interpret results and make claims	Based on the table 3.1., it can be seen that all the types of word formation processes occur in the novel “The Last Song” by Nicholas Sparks with the variant of frequency. In this subchapter, the writer would to like to discuss the types of word formation processes are found in Nicholas Sparks’ novel “The Last Song”.
Meaning and significance	In this novel, there are abundance of derivational words found. The words that writer categories as derivation are simply the words that have base/stem in English and they are attached by affixes, following the definition of derivation as stated by Wagner (2010, p. 4). It means that, the word which seems having affixes but its base/stem doesn’t belong to English, is not included in derivation. To make it clearer, take a look at the example.
compare with previous studies	–

comment on strength, limitation or generalisability of results	—
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Based on the table 4.27, the researcher did not compare with previous studies and comment on strength, limitation or generalizability of results. The researcher did not show the previous studies to compare the results with other studies. The researcher also did not make the conclusion to generalizability of results.

#### 10. Thesis 10

In thesis 10, the title is “An Analysis of Figurative Language on Selected Poems by Wheeler Wilcox, Thomas Hardy and John Donne”. Topic of this thesis is about literature. This thesis was released in 2017. The elements of findings and discussion chapter on this thesis can be seen below.

**Table 4.28 Elements of Presenting Metatextual Information in Thesis 10**

Content	Element		
	Explicitly Link	Provide Background Information	Refer Back to Methodology Points
—	—	—	—

In thesis 10, the researcher did not present metatextual information. It immediately explains about results without opening paragraph that explains about structure of the thesis.

**Table 4.29 Elements of Presenting Results in Thesis 10**

<b>Element</b>	<b>Content</b>
Presents results (findings)	There are 8 kind of figurative language are found in 15 selected poems . They are (a) 20 methapor, (b) 2 simile, (c) 8 personification, (d) 5 hyperbole, (e) 1 Symbolis m, (f) 1 metonymy, (g) 6 synecdoche, (h) 5 irony. Those classification are listed and explained in the table below.
Provides evidence	The researcher showed table 3.1 about Personification and Methapor in “Solitude” by Wheeler Wilcox (can be seen in appendix 8). Based on the table, the researcher found 3 personification and 2 methapor in poem “Solitude” by Wheeler Wilcox.
States what the data are and highlights data for reader’s attention	<p><b>Stanza 1</b></p> <p><b>Personification</b></p> <p>In the line 3, —<i>For the sad old earth must borrow <b>its mirth</b></i>  , this poet using the expression of personification.</p> <p>The word ‘<i>its mirth</i>’ is used as the world can’t literalty laugh, experience emotions, borrow its mirth or have</p>

	trouble. The purpose is to show that the world always happy place.
Presents procedures	—
Restates hypotheses or research questions	—

Based on the table 4.29, the researcher did not present procedures and restate hypotheses or research questions in presenting results. The researcher did not explain how to conducting a library research to get the data. Because it was qualitative research, it did not need a hypothesis. But the researcher should present research question to notice the reader about the purpose of study when the researcher did not present metatextual information.

**Table 4.30 Elements of Commenting on Results in Thesis 10**

<b>Element</b>	<b>Content</b>
Interpret results and make claims	There are 8 kinds of figurative language, they are (1) methapor, (2) simile, (3) personification, (4) hyperbole, (5) symbole, (6) metonymy, (7) synecdoche, (8) irony. Figurative language is defined as a certain literary device which is commonly applied by the author to gain strengthand freshness if their literary work expression. Figurative language is essential in certain typres of writing to help convey meaning and expression

Meaning and significance	According to Alfiah and Santosa (2009,p. 27), figurative language is the use language style by the poet to describe, issue, and express feelings and thoughts in writing poetry. There are some examples of figurative language in Wheeler Wilcox, Thomas Hardy and John Donne's poem. They use figurative language to express and describe the contents of the poem to make the poem become clear and give effect to the reader.
comment on strength, limitation or generalisability of results	The poem is very suitable for the English learner who wants to improve their English skills in analyzing poems that contain figurative language. From the explanation above it can be concluded that in analyzing poetry besides to find figurative language in poetry, we can also understand the meaning of poems that contain figurative language, theme and message of the poem
compare with previous studies	-

Based on the table 4.30, the researcher in commenting on results was good. The researcher commented on results by interpret results and make claims, meaning and significance with the theory, and make the conclusion by generalizability of results. It would be better if the researcher compared the results with the previous studies to see the correlation about the results and previous studies.

According on the data above, we known the students' ability in organizing the elements of findings and discussion chapter from 10 theses. The following table shows the results of the research.

**Table 4.31 Students' Ability in Organizing the Elements of Presenting Metatextual Information**

No.	Thesis	Elements of Presenting Metatextual Information		
		Explicitly Link	Provide Background Information	Refer Back to Methodology Points
1	Thesis 1	–	√	–
2	Thesis 2	√	–	–
3	Thesis 3	–	–	√
4	Thesis 4	√	√	–
5	Thesis 5	√	√	√
6	Thesis 6	√	√	√
7	Thesis 7	√	√	√
8	Thesis 8	√	√	√
9	Thesis 9	–	–	–
10	Thesis 10	–	–	–

Based on the table 4.31, eight theses (Thesis 1 – 8) presented about metatextual information. Two theses (Thesis 9 & 10) did not presents metatextual information. It immediately explained about results without opening paragraph that explained about structure of the thesis.



The table 4.31 showed students' ability to explicitly link, provide background information, and refer back to methodology points, as suggested by Paltridge and Stairfield (2007:135). Thesis 1 presented metatextual information without explicitly link and referring back to the methodology. Thesis 2 presented metatextual information without providing background Information and referring back to the methodology. Thesis 3 presented metatextual information without explicitly link and providing background information. Thesis 4 presented metatextual information without referring back to the methodology. Thesis 5, 6, 7, and 8 presented metatextual information by listing to explicitly link, provide background information, and refer back to methodology points.

**Table 4.32 Students' Ability in Organize the Elements of Presenting Results**

No.	Thesis	Elements of Presenting Results				
		Presents Results	Presents Procedures	Resatates Hypotheses/ Research Questions	Provides Evidences	Highlights the Data
1	Thesis 1	√	√	–	√	√
2	Thesis 2	√	√	√	√	√
3	Thesis 3	√	√	√	√	√
4	Thesis 4	√	√	–	√	√
5	Thesis 5	√	√	–	√	√
6	Thesis 6	√	√	√	√	√

7	Thesis 7	√	√	√	√	√
8	Thesis 8	√	√	√	√	√
9	Thesis 9	√	–	–	√	√
10	Thesis 10	√	–	–	√	√

The table 4.32 showed students' ability to present results (findings), procedures, restates hypotheses or research questions, highlights data for reader's attention, and provides evidence, as suggested by Paltridge and Stairfield (2007:135). Thesis 9, and 10 presented results without present procedures and restates hypotheses or research questions. Thesis 1, 4, and 5 presented results without restates hypotheses or research questions. Thesis 2, 3, 6, 7, and 8 presented results by present results (findings), procedures, restates hypotheses or research questions, highlights data for reader's attention, and provides evidence.

**Table 4.33 Students' Ability in Organize the Elements of Commenting on Results**

No.	Thesis	Elements of Commenting on Results			
		Interpret the Results and Make Claims	See Meaning and Significance	Compare with Previous Studies	Comment on Strength, Limitation or Generalizability of Results
1	Thesis 1	√	√	√	√
2	Thesis 2	√	–	–	√

3	Thesis 3	√	–	√	–
4	Thesis 4	√	√	–	√
5	Thesis 5	√	√	–	√
6	Thesis 6	√	√	–	√
7	Thesis 7	√	√	–	–
8	Thesis 8	√	√	–	√
9	Thesis 9	√	√	–	–
10	Thesis 10	√	√	–	√

The table 4.33 showed students' ability to interpret their results and make claims about their meaning and significance, make comparisons with previous studies, comment on the strengths, limitations or generalizability of results as suggested by Paltridge and Stairfield (2007:135). Thesis 2 commented results without see meaning and significance and compare with previous studies. Thesis 3 commented results without see meaning and significance and comment on strength, limitation or generalizability of results. Thesis 7 and 9 commented results without compared with previous studies and comment on strength, limitation or generalizability of results. Thesis 4, 5, 6, 8, and 10 comment results without compare with previous studies. Only one thesis (Thesis 1) that commented the results by interpret the results, compare with previous studies, see meaning and significance, and comment on the strengths, limitations or generalizability of results.

## **B. Discussion**

In this section, the researcher presented a discussion based on the findings of the study in the previous session. Then, those findings were related to theories in some sources, this discussion suitable with the research questions mentioned in chapter I. That are (1) How do students write the findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin? and (2) What are students' weaknesses in organizing the elements of findings and discussion chapter on thesis based on critical thinking at English Education Department of UIN Antasari Banjarmasin?

### **1. Students' Moves in Organizing the elements of Findings and Discussion Chapter on Thesis at English Education Department of UIN Antasari Banjarmasin**

Based on the finding section, the showed students' ability in organizing the elements of finding and discussion chapter on thesis. This study showed that in general students in writing the finding and discussion chapter on thesis had 3 moves in explaining their research. Move 1 explained about the opening paragraph, move 2 explained about the findings, and move 3 explained about the discussion. These moves were same with theory of Paltridge and Stairfield (2007:135) that in writing the results chapter, the researcher must include 3 moves that are presenting metatextual information, presenting results/findings, and commenting on results.

From ten selected theses, most of students in writing their results used an opening paragraph that explain the structure of finding and discussion chapter. This

move has same function with metatextual information in results chapter to refer back to the overall structure of the thesis or chapter itself. Only two theses (thesis 9 and 10) that did not used this move. In presenting metatextual information, it has 3 elements that included to explicitly link, provide background information, and refer back to methodology points. But from ten theses, only four theses (thesis 5-8) that included all of elements of presenting metatextual information. 4 theses (thesis 1-4) presented it without explicitly link, provide background information, or refer back to methodology points. they just explained the paragraph as a simple opening in present their results.

In move 2, all of the researcher in writing the findings section using the elements of presenting results. But some of them did not restate hypothesis or research question. Only five theses (thesis 2,3,6,7,9) that restated hypothesis or research question. Other findings was found by the researcher that two theses (thesis 9 and 10) did not present procedures in their results.

In move 3, in writing the discussion section only one thesis (thesis 1) that presented it with all elements of commenting on results. Almost all of the researcher in presenting the discussion section did not compare with the previous studies. It can be seen on table 4.33 that only two theses (thesis 1 and 3) that compared their results with previous studies in presenting the discussion section. Some of them did not see meaning and significance or comment on the strengths, limitations or generalizability of results in writing the discussion section.

In summary, students in writing the finding and discussion chapter on thesis used 3 moves that are presenting metatextual information, presenting results/findings, and commenting on results. But they did not include every element in presenting metatextual information, presenting results/findings, or commenting on results.

## **2. Students' Weaknesses in Organize the Elements of Findings and Discussion Chapter on Thesis Based on Critical Thinking at English Education Department of UIN Antasari Banjarmasin**

Based on the findings section, the study showed students' weaknesses in organize the elements of findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin. This result included 3 elements of findings and discussion chapter, that are presenting metatextual information, presenting results/findings, and commenting on results as suggested by Paltridge and Stairfield (2007:135).

### **a. Presenting Metatextual Information**

From ten selected theses, only eight theses that presented metatextual information. From eight theses, only four theses (Thesis 5, 6, 7, 8) that present metatextual information by listing to explicitly link, provide background information, and refer back to methodology points. One thesis (Thesis 1) presents metatextual information without explicitly link and referring back to the methodology. One thesis (Thesis 2) presents metatextual information without providing background Information and referring back to the methodology. One

thesis (Thesis 3) presents metatextual information without explicitly link and providing background information. One thesis (Thesis 4) presents metatextual information without referring back to the methodology

According to Paltridge and Stairfield (2007:135-136), metatextual information is referring to the overall structure of the thesis or chapter itself. It sets the scene for the presentation of the results to follow. Sentences that point to the location of tables, figures and graphs also form part of metatextual information as they comment on other parts of the text. This section is useful as an opening for the research that it helps the reader to understand the outline of the research. In bloom's taxonomy of critical thinking based on theory in chapter 2, this section is a part of knowledge. The researcher has gained the information from the research,

From 8 thesis that showed metatextual information, two theses (Thesis 1, 3) explain their metatextual information without explicitly link. This section serves as a reminder of the purpose of the study. The reader did not know the purpose of study at the beginning, so they read more intensively that made them wasting time. This did not occur in the other six theses (Thesis 2, 4, 5, 6, 7, 8) where the reader already knows the purpose of the study, so they can focus to results of research.

Two theses (Thesis 2, 3) explained their metatextual information without providing background information. This section serves as a reminder of where the data is obtained. It made the reader to know about where the data is obtained at the beginning, so they can focus to results of research. In six theses (Thesis 1, 4, 5, 6,

7, 8), the researcher included background information of data in their metatextual information.

Three theses (thesis 1, 2, 4) explained their metatextual information without referring back to methodology. This section serves as a reminder of how the data is obtained. It made the reader to know about how the data is obtained at the beginning, so they can focus to results of research. In five theses (thesis 3, 5, 6, 7, 8), the researcher referred back to methodology in their metatextual information.

Students need for more guidences in writing the first element of this chapter to allow them to write a clearer and more cohesive and coherent text. This is proven by submitting incomplete metatextual information. This finding is similar to previous research conducted by Emi Emilia (2010) that the students generally seem to struggle to write a cohesive, coherent, analytical and critical discussion element or move.

Therefore, students need more attention in presenting metatextual information that include to explicitly link, provide background information, and refer back to methodology points. It is a linking text and it can enhance the clarity of the organisation of thesis as a whole.

#### **b. Presenting Results/Findings**

Based on the previous session, the results showed students' ability to presenting results/findings. Two theses (Thesis 9, 10) present results without present procedures and restates hypotheses or research questions. three Theses (Thesis 1, 4, 5) present results without restates hypotheses or research questions.



Only five theses (Thesis 2, 3, 6, 7, 8) that present results in complete by present results (findings), procedures, restates hypotheses or research questions, highlights data for reader's attention, and provides evidence.

According to Paltridge and Stairfield (2007:136-138), presenting results contains the actual reporting of the results. This move is included in all Results/Findings chapters. This usage is quite common and has the effect of focusing attention on the processes and procedures carried out. Both writers, from different disciplines, make use of tables to display data visually. These examples serve as evidence of the data collected and also allow the writer to highlight information for the reader's attention. Writers must refer to tables, figures and any other visuals in their text. It is essential to ensure that tables and figures are numbered sequentially throughout the thesis – e.g. Figure 3.1, Figure 3.2, etc., where the first number refers to the chapter and the second refers to the figure itself. Tables and figures must have legends that are self-explanatory and which define any abbreviations and symbols used in the table or figure. All columns in tables must have headings and units stated. All figures should be clearly labelled.

In bloom's taxonomy of critical thinking based on theory in chapter 2, presents procedures and restates hypotheses or research questions are the part of comprehension level. While highlights data for reader's attention, and provides evidence are the part of application level.

From 10 theses that showed presenting results, two theses (Thesis 9, 10) presents it without present procedures of research. This section explains steps and

source to get data of the research. In thesis 9, it is still possible for reader to know the source of data because it is from only one novel "THE LAST SONG". But in thesis 10, the source of data is from selected poems by Wheeler Wilcox, Thomas Hardy and John Donne (15 poems), so they read more intensively to know all of selected poems that made their waste the time. In thesis 2, 6, and 7, they present procedures by explain the source of data, but they can explain more specific by present steps in get the data. In thesis 1, 4, and 8 they, present procedures by explain the source and steps in get the data, but less specific. The good presenting procedures are thesis 3 and 5 that they present it with specifically by explains steps and source to get data of the research.

Five theses (Thesis 1, 4, 5, 9, 10) presented results without restates hypotheses or research questions. In thesis 1, 5, 6, 7, 9, and 10, they did not need hypotheses because they are qualitative research, but it would be better if they present research question to know the reader about the problem in research. Only thesis 6 and 7 that showed research question even though they are qualitative research. In thesis 2, 3, and 4, they are descriptive quantitative research that need descriptive hypotheses and would be better if they show research questions. But only thesis 2 and 3 that showed research questions and descriptive hypotheses. Thesis 4 did not show research questions and showed descriptive hypotheses but in the wrong place (it presented in discussion chapter). Thesis 8 is a quantitative experimental research that needs hypotheses in the research. It would be better if it present research question, but in this thesis (thesis 8) presents only hypotheses without research question.

10 selected theses provided evidence and highlighted data for reader's attention. In provides evidence, it can be use table, figure, any other visuals, or describe data directly. In thesis 1, it provided evidence by describe data directly one by one. Thesis 6 provided evidence by describe data directly based on the observation that has been done by the researcher. Thesis 2, 3, 4, 5, 7, 8, 9, 20 provided evidence by using table of results. Special in thesis 8, it provided evidence in appendix. It is not false, but it made it harder to reader and waste the time.

All selected theses also highlighted the data for reader's attention after provided evidence. It helped the reader to focus on specific data without read all of data of results. It showed that the researcher arrived at the application level of bloom's taxonomy when the researcher used their knowledge that they have got in the research.

Therefore, students need more attention in presenting results/findings. Most of students in presenting it are more focused to provide evidence and highlight the data without pay attention in presenting procedures and restate hypotheses or research questions. Whereas this one of references in critical thinking.

### **c. Commenting on Results (Discussion)**

From ten selected theses, they showed their ability in commenting on results that are to interpret the results and make claims about their meaning and significance, make comparisons with previous studies, and comment on the strengths, limitations or generalizability of results. Thesis 2 comments results without see meaning and significance and compare with previous studies. Thesis 3

comments results without see meaning and significance and comment on strength, limitation or generalizability of results. Thesis 7 and 9 comments results without compare with previous studies and comment on strength, limitation or generalizability of results. Thesis 4, 5, 6, 8, and 10 comment results without compare with previous studies. Only one thesis (Thesis 1) that comments the results by interpret the results, compare with previous studies, see meaning and significance, and comment on the strengths, limitations or generalizability of results.

According to Paltridge and Stairfield (2007:138-141), In this part, the researcher begins to interpret their results and make claims about their meaning and significance. The researcher may also make comparisons with previous studies in order to justify methods or procedures followed and may comment on the strengths, limitations or generalizability of results. This section has the correlation with critical thinking where students make claims and arguments based on their research. Moore and Parker (2009:5-6) said three basics to build the critical thinking are claims, issues/question, and argument. In bloom's taxonomy of critical thinking, interpret the results and make claims are the part of analysis level, see meaning and significance from the theory and previous studies are the part of synthesis level, and make conclusion and generalizability of results as the part of evaluation level.

From ten selected theses, all of them commented on results by interpret the results and make claims about the research. It shows that students are at the analysis level. Students be able to go beyond knowledge and application and actually see

patterns that they can use to analyse a problem. They understood the data of research and they know how to analyse the data.

Three theses (Thesis 2, 3, 7) commented on results without see significance and meaning of the results based on theory and previous studies. The statements from the research is difficult to accept because there are no theory and previous studies behind the statement. In thesis 3, even though the researcher compared the results with previous studies, but it just showing results without connecting the data with previous studies. This finding is similar to previous research conducted by Emilia (2010) that the writers just describe and do not seem to see the meaning and significance of the dominance of material processes or material, verbal and relational processes in the text, how it contributes to the development of the theory used in the study, and to make a comparison with previous research, which is essential in the discussion chapter.

Six theses (Thesis 4, 5, 6, 8, 9, 10) commented on results by see significance and meaning of the results based on theory without compare with previous studies. The statements from the research can be accepted. It would be better if it supported by previous studies to strengthen statements. Only one thesis (thesis 1) that commented on results by see significance and meaning of the results based on theory and compare with previous studies. It showed that students are at the synthesis level that be able to use given facts to create new theories or make predictions.

Seven theses (thesis 1, 2, 4, 5, 6, 8, 10) commented on results by make conclusion and generalizability of results. It showed that students are at the

evaluation level that be able to assess information and come to a conclusion. In make the conclusion, thesis 1, 2, 4, 5, 6, and 8 used deductive arguments and only thesis 10 used inductive argument.

This finding is similar to previous research conducted by Emi Emilia (2010) that some students do not make attempt to relate the data to the existing theory at all. Thus, this study, to some degree, supports previous research particularly related to the tendency that the writers just describe and present too much data and do not seem to make effort to critically and analytically interpret the data, to make a comparison with previous work and to consider how data correspond and contribute to the existing theory.

Therefore, students need more attention in commenting on results that include to interpret their results and make claims about their meaning and significance, make comparisons with previous studies and may comment on the strengths, limitations or generalizability of results. Most of students just describe the data of results without compare the previous studies. Only half of them that interpret the results by see meaning and significance based on the theory.