

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions concerning the data collected during the research. The data would take from the brief of thesis proposals from January 01 to April 17; 63 students have conducted proposal seminars from various years, 2015, 2016, 2017, 2018, and 2019 students at English Department students of UIN Antasari Banjarmasin. According to the findings, the researcher looked at paraphrase identifications, as claimed by Muharromah & Syarif (2019). Furthermore, the researcher classified the reporting verbs category as mentioned in Chapter II. However, on the results of this study, the total accumulation of thesis proposals with data validity and based on respondents' approval is a total of 63 thesis proposals. Furthermore, all of the findings and discussions are reported methodically in order to be identifiable, as shown:

A. Findings

In this part, the researcher presents the data related to the research question; (1) What reporting verbs category appears on male students in the student's thesis proposal? (2) What reporting verbs category appears on female students in the student's thesis proposal? (3) What are the differences between male and female students' perceptions of writing reporting verbs in their thesis proposal? Related to those research questions, this research aims to examine the student's paraphrase identifications and classify the reporting verb category to get the frequency. There are 63 from 75 became the sample of this study. The paraphrase was analyzed from chapter I to chapter III.

1. Reporting verbs category appears on male students in the student's thesis proposal

- a. Research Act

First function is called as Research Acts which the verb that fall into this section as: observe, discover, notice, show (usually occur in-statements of findings) and analyze, calculate, assay, explore, plot, and recover (which are usually occur in showing procedure).

Table 4.1:

Reporting verbs research act category identifications on male student's thesis proposal

Students	Reporting verbs identification			
	Factive	Counter factive	Non-factive	Procedure
Student 3			Chapter II	
			1. Find (Paragraph 7)	
Student 6			Chapter II	
			1. Identifies (Paragraph 9)	
Student 12			Chapter III	
			1. Identify (Paragraph 1)	
			2. Identify (Paragraph 6)	
			3. Identify (Paragraph 11)	
Student 14			Chapter II	
			1. Identify (Paragraph 8)	
Student 16			Chapter II	
			1. Identify (Paragraph 16)	
			2. Identify (Paragraph 18)	
Student 20			Chapter II	
			1. Find	

Reporting verbs identification				
Students	Findings			Procedure
	Factive	Counter factive	Non-factive	
	(Paragraph 7)			

1) Findings

a) Factive

Of the several statements used in this factive sub-category; confirm, solve, show, establish, and demonstrate. No one uses this type, male students and female students.

b) Counter-Factive

Of the several statements used in this counter factive sub-category; overlook, ignore, fall, misunderstand. No one uses this type, male students and female students.

c) Non-Factive

Of the several statements used in this non-factive sub-category; obtain, find, observe, and identify. While on the type of word; obtain, and observe are not used by male and female students.

d) Procedure

Of the several statements used in this procedure sub-category; analyze, and explore. While on the type of word; calculate, recover, plot, and essay are not used by male and female students.

b. Cognition Act

The second function is called as cognition acts. The verbs used in this category is believe, conceptualize, suspect, assume, and view (generally used). Furthermore, in this category, writer can choose to

show a positive attitude towards the cited works and accepted it by using words-such as: agree, concur, hold, know, think, or understand. If the writers do not agree about the borrowed information, the writers can use verbs such as disagree, dispute, and not think.

Table 4.2:

Reporting verbs cognition act category identifications on male student's thesis proposal

Students	Reporting verbs identification			
	Positive	Critical	Tentative	Neutral
Student 3		Chapter II		
			1. Believe (Paragraph 3)	
Student 20		Chapter II		
			1. Believe (Paragraph 3)	

a. Positive

Some of the types in this category are; think, understand, agree, concur, hold, know. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not know this type.

b. Critical

Some of the types in this category are; not think, disagree, dispute. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not know this type.

c. Tentative

Some of the types in this category are; suppose, suspect, believe, doubt, speculate. In the in-type section, only the type of word believe is used in writing for the two male

students. In the other hand, female students do not use the types of words in this category.

d. Neutral

Some of the types in this category are; Anticipate, reflect, picture, conceive. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not have knowledge on this type of reporting verb category.

c. Discourse Act

The last function of Reporting Verbs is called Discourse acts.

This category is divided into tentative verbs such as: postulate, hypothesize, indicate, intimate, suggest, evade, exaggerate, not account, not make-point (doubt).

Another section is assurance, summarize (neutrally inform the readers) and argue, affirm, explain, note, point out, and claim (support writer's own view). The last section in this category consists of the words such as: deny, critique, challenge, attack, question, the use of verbs as: state, describe, discuss, report, answer, define.

Table 4.3:

Reporting verbs discourse act category identifications on male student's thesis proposal

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
Student 1			Chapter I		
			1. Explains (Paragraph 9)	1. Describe (Paragraph 7)	
				2. State	

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive (Paragraf 8)	Counters
Chapter II					
			1. Claim (Paragraph 6)	1. Define (Paragraph 1) 2. Define (Paragraph 2) 3. Describe (Paragraph 2) 4. State (Paragraph 5) 5. Describe (Paragraph 7) 6. State (Paragraph 7) 7. State (Paragraph 10)	
Student 2					
			Chapter I		
			1. Explain (Paragraph 3)	1. State (Paragraph 3)	
Chapter II					
				1. State (Paragraph 1) 2. State (Paragraph 2) 3. State (Paragraph 3) 4. State (Paragraph 5) 5. State (Paragraph 17) 6. State (Paragraph 18)	
Chapter III					
				1. State (Paragraph 1)	
Student 3					
			Chapter I		

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
				1. State (Paragraph 1) 2. Describe (Paragraph 3)	
Chapter II					
	1. Suggest (Paragraph 2)			1. Describe (Paragraph 1) 2. Define (Paragraph 8) 3. State (Paragraph 23) 4. Define (Paragraph 24) 5. State (Paragraph 30) 6. State (Paragraph 31)	
Chapter III					
				1. Define (Paragraph 5) 2. State (Paragraph 10)	
Student 4	Chapter II				
				1. Define (Paragraph 12)	
Student 5	Chapter II				
		1. Explains (Paragraph 2)		1. State (Paragraph 17) 2. State (Paragraph 18) 3. State (Paragraph 19)	
Chapter III					
				1. State (Paragraph 1)	

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
Student 6				2. Define (Paragraph 9)	
			Chapter I	1. State (Paragraph 7)	
			Chapter II		
			1. Argues (Paragraph 2)	1. Define (Paragraph 7)	
				2. State (Paragraph 13)	
Student 7				3. State (Paragraph 24)	
			Chapter II		
				1. Define (Paragraph 1)	
				2. Describe (Paragraph 1)	
				3. Define (32)	
Student 8			Chapter III		
				1. State (Paragraph 10)	
			Chapter I		
				1. State (Paragraph 1)	
			Chapter III		
Student 9				1. Define (Paragraph 9)	
			Chapter I		
			1. Explain (Paragraph 17)	2. Define (Paragraph 1)	
				3. State (Paragraph 2)	
			Chapter III		
				4. Define (Paragraph 4)	

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
				5. State (Paragraph 6)	
				6. State (Paragraph 6)	
				7. Define (Paragraph 8)	
				8. Discuss (Paragraph 20)	
				Chapter III	
				1. State (Paragraph 9)	
Student 10			Chapter II		
				1. Define (Paragraph 1)	
				2. State (Paragraph 18)	
				3. State (Paragraph 19)	
				4. State (Paragraph 20)	
			Chapter III		
				1. State (Paragraph 1)	
				2. State (Paragraph 1)	
				3. Define (Paragraph 9)	
Student 11			Chapter I		
				1. State (Paragraph 1)	
				2. State (Paragraph 20)	
			Chapter II		
				1. State (Paragraph 1)	

Students	Reporting verbs identification				
	Doubt			Assurance	
	Tentative	Critical	Factive	Non-factive	Counters
Student 12				2. State (Paragraph 1)	
	Chapter II				
				1. Define (Paragraph 1)	
				2. State (Paragraph 6)	
				3. State (Paragraph 10)	
	Chapter III				
				1. State (Paragraph 1)	
				2. State (Paragraph 1)	
	Chapter I				
			1. Explain (Paragraph 8)		
Student 13	Chapter II				
	1.Suggest (Paragraph 10)		1. Claim (Paragraph 5)	1. State (Paragraph 2)	
	2.Suggest (Paragraph 15)		2. Argue (Paragraph 11)		
			3. Claim (Paragraph 13)		
	Chapter III				
				1. State (Paragraph 5)	
				2. State (Paragraph 8)	
	Chapter I				
	Chapter II				
			1. Argue (Paragraph 2)	1. State (Paragraph 1)	
Student 14	Chapter I				
				1. State (Paragraph 8)	

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
				2. Define Paragraph 6)	
				3. State (Paragraph 11)	
				Chapter III	
				1. State (Paragraph 5)	
Student 15				Chapter II	
	1. Suggest (Paragraph 8)			1. State (Paragraph 14)	
	2. Suggest (Paragraph 16)			2. State (Paragraph 22)	
				Chapter III	
				1. Define (Paragraph 1)	
				2. State (Paragraph 8)	
Student 16				Chapter II	
				1. State (Paragraph 2)	
				2. State (Paragraph 2)	
				3. State (Paragraph 3)	
				Chapter III	
				1. State (Paragraph 1)	
Student 17				Chapter I	
				1. State (Paragraph 7)	
				Chapter II	
				1. State (Paragraph 1)	
				2. State (Paragraph 17)	

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
				3. State (Paragraph 18)	
				4. State (Paragrah 24)	
				5. State (Paragraph 35)	
				6. Define (Paragraph 38)	
Student 18	Chapter I				
				1. State (Paragraph 5)	
				2. State (Paragraph 6)	
	Chapter II				
			1. Explain (Paragraph 1)	1. State (Paragraph 10)	
			2. Explain (Paragraph 15)	2. State (Paragraph 12)	
			3. Explain (Paragraph 16)	3. Define (Paragraph 29)	
			4. Claim (Paragraph 31)	4. State (Paragraph 39)	
			5. Explain (Paragraph 31)	5. State (Paragraph 40)	
			6. Explain (Paragraph 40)	6. Discuss (Paragraph 46)	
				7. State (Paragraph 49)	
	Chapter III				
			1. Explain (Paragraph 1)		
Student 19	Chapter I				
				1. Describe (Paragraph 1)	
	Chapter II				

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	Factive	Non-factive	Counters
				2. State (Paragraph 9)	
				3. State (Paragraph 9)	
				4. State (Paragraph 10)	
				5. State (Paragraph 11)	
Chapter II					
				1. Define (Paragraph 7)	
				2. State (Paragraph 18)	
Student 20	Chapter I				
				1. Decscribe (Paragraph 4)	
Chapter II					
	1. Suggest (Paragraph 2)		1. Explain (Paragraph 9)	2. State (Paragraph 8)	
				3. State (Paragraph 12)	
				4. State (Paragraph 17)	
				5. State (Paragraph 25)	
Chapter III					
				1. State (Paragraph 8)	

1) Doubt

a) Tentative

Some of the types in this category are; Suggest, intimate, postulate, hypothesize, indicate. In this category, only the word suggest is used by male and female students.

b) Critical

Some of the types in this category are; not account, not make point, evade, exaggerate. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not have knowledge on this type of reporting verb category.

2) Assurance

a) Factive

Some of the types in this category are; argue, affirm, explain, note, point out, claim. In this category, male and female students use the words argue, explain, and point out. However, only a few female students use point out words, while argue and explain are the ones used by male and female students in their writing.

b) Non-factive

Some of the types in this category are; report, answer, define, summarize, state, describe, discuss. In this category, only the words define, state, describe, discuss are used. Meanwhile, the types of words report, answer, and summarize are not used by male and female students.

c) Counters

Some of the types in this category are; attack, question, warn, rule out, deny, critique, challenge. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not have knowledge on this type of reporting verb category.

Based on the analysis and classification of the table above, it is clear can be assumed from the table that not all students put credit on paraphrases

that have been written. There are some students who only used citations paraphrases in chapter I, chapter I, and there were some who only used chapter III. However, the proper and efficient use of citations helps writers in properly incorporating the words and thoughts of others into their writing. Writers must provide credit to the original source and author while doing this.

Furthermore, acknowledging the works of other academics is critical for the creation of knowledge. The table above categorizes the verbs that fall into this section as follows: observe, which is usually found in statements of findings, and analyze, which is usually found in showing procedure. The cognition acts are the second function. The common verbs used in this category include believe, suppose, and view. Furthermore, in this area, the writer has the opportunity to embrace the mentioned works and express a positive attitude about them by using terms like agree, think, or comprehend. If the writers do not agree about the borrowed information, the writers can use verbs such as disagree, dispute, and not think.

The last function of reporting verbs is called discourse acts. This category is divided into tentative verbs such as: postulate, hypothesize, indicate, intimate, suggest, evade, exaggerate, not account, not make point or doubt. Another section is assurance, which the use of verbs as: state, describe, discusses, report, answer, define, summarize which mean that the student using that in their paraphrase to address the neutral situation inform to the readers and argue, affirm, explain, note, point out, and claim which mean to backing up writer's point of view. Otherwise, from the 20 thesis proposals that were analyzed and classified, the documents strongly demonstrated dominance in the discourse act category which stated neutrality in the statements of previous researchers without any form of support or rejection that was in contrast to previous authors.

2. Reporting verbs category appears on female students in the student's thesis proposal

a. Research Act

First-function is called as Research Acts. that fall into this-section as: observe, discover, notice, show (usually occur in statements of findings) and analyze, calculate, assay, explore, plot, and recover (which are usually occur in showing procedure).

Table 4.4:

Reporting verbs research act category identifications

Students	Reporting verbs identification			
	Findings			
	Factive	Counter factive	Non-factive	Procedure
Student 5			Chapter II	
			1. Find (Paragraph 3)	
			Chapter II	
			1. Find (Paragraph 14)	1. Analyze (Paragraph 15)
Student 6			Chapter II	
				1. Explore (Paragraph 13)
Student 8			Chapter I	
				1. Explore (Paragraph 11)
Student 10			Chapter III	
			1. Find (Paragraph 15)	
Student 12			Chapter II	
			1. Find (Paragraph 18)	
			2. Find (Paragraph 23)	
Student 16			Chapter I	
			1. Find (Paragraph 2)	
			2. Find (Paragraph 5)	
			Chapter II	
			1. Find (Paragraph 22)	
Student 19			Chapter II	
			1. Find (Paragraph 15)	
Student 23			Chapter II	

Students	Reporting verbs identification			
	Findings			
	Factive	Counter factive	Non-factive	Procedure
Student 27			1. Find (Paragraph 27)	
			Chapter I	
Student 33			1. Find (Paragraph 11)	
			Chapter II	
Student 34			1. Identify (Paragraph 39)	
			Chapter II	
				1. Explore (Paragraph 10)
			Chapter III	
Student 35				1. Explore (Paragraph 7)
			Chapter I	
				1. Explore (Paragraph 7)
			Chapter II	
				1. Explore (Paragraph 32)
			Chapter I	
Student 36				1. Explore (Paragraph 8)
Student 38			Chapter I	
				1. Explore (Paragraph 8)
			Chapter II	
				1. Explore (Paragraph 33)

1) Findings

a) Factive

Of the several statements used in this factive sub-category; confirm, solve, show, establish, and demonstrate. None of the female students used this type of reporting verbs

b) Counter-Factive

Of the several statements used in this counter factive sub-category; overlook, ignore, fall, misunderstand. None of

the female students used this type of reporting verbs

c) Non-Factive

Most in this category used the word find as many as 10 in different chapters, and there was one female student who used the word identify. And the words that are not used by female students in this category are; obtain, and observe.

d) Procedure

Of the several statements used in this procedure sub-category; analyze used by one female student, and explore used by 9 female students. While on the type of word; calculate, recover, plot, and essay are not used by female students

Based on the data above, none of the 43 female students used reporting verbs in the Cognition Acts category. Whereas of the 20 male students, two students used this category. The Cognition Act category identification is a general category found in the writing of professional English teachers.

b. Discourse Act

The end function of reporting verbs is termed discourse actions. This category includes tentative verbs like postulate, theorize, indicate, intimate, imply, avoid, exaggerate, not account, and not make point (doubt). Another component is assurance, summarize (inform readers neutrally), and argue, affirm, explain, note, point out, and assert (support writer's own point of view).

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 1	Chapter I				
				1. State (Paragraph 2)	
	Chapter II				
				2. State (Paragraph 13)	
Student 2	Chapter II				
				1. State (Paragraph 1)	
				2. State (Paragraph 3)	
				3. State (Paragraph 4)	
				4. State (Paragraph 5)	
				5. State (Paragraph 6)	
				6. State (Paragraph 8)	
				7. State (Paragraph 9)	
				8. State (Paragraph 10)	
				9. State (Paragraph 11)	
				10. State (Paragraph 12)	
				11. State (Paragraph 13)	
				12. State (Paragraph 15)	
				13. State (Paragraph 16)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				14. State (Paragraph 18)	
				15. State (Paragraph 21)	
				16. State (Paragraph 22)	
				17. State (Paragraph 22)	
				18. State (Paragraph 22)	
				19. State (Paragraph 23)	
				20. State (Paragraph 24)	
				21. State (Paragraph 25)	
				22. State (Paragraph 33)	
				23. State (Paragraph 35)	
Chapter III					
				1. State (Paragraph 1)	
				2. State (Paragraph 5)	
				3. State (Paragraph 7)	
				4. State (Paragraph 8)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 3	Chapter I				
				1. State (Paragraph 5)	
				2. Define (Paragraph 7)	
	Chapter II				
				1. State (Paragraph 2)	
				2. Describe (Paragraph 3)	
				3. State (Paragraph 4)	
				4. Describe (Paragraph 11)	
				5. State (Paragraph 27)	
				6. Define (Paragraph 28)	
Student 4	Chapter I				
				1. State (Paragraph 4)	
	Chapter II				
				1. State (Paragraph 1)	
				2. State (Paragraph 6)	
				3. State (Paragraph 7)	
	Chapter III				

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 5				1. State (Paragraph 1)	
				2. State (Paragraph 8)	
	Chapter I				
				1. Define (Paragraph 2)	
				2. State (Paragraph 11)	
	Chapter II				
				3. State (Paragraph 4)	
	Chapter III				
				1. State (Paragraph 4)	
				2. State (Paragraph 5)	
Student 6	Chapter I				
			1. Claim (Paragraph 3)	2. State (Paragraph 2)	
	Chapter II				
			1. Argue (Paragraph 1)	1. State (Paragraph 3)	
			2. Claim (Paragraph 2)	2. State (Paragraph 4)	
			3. Claim (Paragraph 9)	3. Describe (Paragraph 5)	
			4. Argue (Paragraph 15)	4. State (Paragraph 8)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		Assurance		Counters
	Tentative	Critical	active	Non-factive	
			5. Claim (Paragraph 18)	5. State (Paragraph 9)	
			6. Argue (Paragraph 22)	6. State (Paragraph 10)	
				7. State (Paragraph 11)	
				8. State (Paragraph 16)	
				9. State (Paragraph 18)	
				10. Define (Paragraph 18)	
				11. State (Paragraph 20)	
				12. State (Paragraph 24)	
Chapter III					
				1. Define (Paragraph 1)	
				2. State (Paragraph 2)	
				3. State (Paragraph 5)	
				4. State (Paragraph 10)	
Student 8	Chapter I				
			1. Claim (Paragraph 23)	1. State (Paragraph 5)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
			2. Claim (Paragraph 37)	3. State (Paragraph 8)	
				4. State (Paragraph 10)	
				5. State (Paragraph 22)	
				6. Define (Paragraph 24)	
				7. State (Paragraph 24)	
				8. State (Paragraph 26)	
				9. State (Paragraph 37)	
Student 9	Chapter I				
				1. State (Paragraph 1)	
				2. State (Paragraph 2)	
	Chapter II				
			1. Argue (Paragraph 17)		
			2. Explain (Paragraph 31)		
	Chapter III				
				1. State (Paragraph 13)	
Student 10	Chapter I				
				1. Explore (Paragraph 5)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification					
	Doubt		active	Assurance		
	Tentative	Critical		Non-factive	Counters	
				Chapter II		
				1. Describe (Paragraph 1)		
				2. State (Paragraph 11)		
				3. State (Paragraph 20)		
				4. Claim (Paragraph 21)		
Chapter III						
				1. Claim (Paragraph 16)	2. State (Paragraph 1)	
					3. State (Paragraph 7)	
					4. State (Paragraph 13)	
					5. State (Paragraph 17)	
	Student 11	Chapter II				
				1. Explain (Paragraph 8)	1. State (Paragraph 2)	
	Student 12	Chapter I				
				1. Explain (Paragraph 8)	1. State (Paragraph 4)	
Chapter II						
				1. Explain (Paragraph 13)	1. Define (Paragraph 1)	
					2. State (Paragraph 1)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				3. State (Paragraph 19)	
				4. State (Paragraph 23)	
				5. State (Paragraph 24)	
				6. State (Paragraph 25)	
Chapter III					
				1. State (Paragraph 6)	
Student 13	Chapter II				
			1. Explain (Paragraph 5)	1. Define (Paragraph 15)	
				2. State (Paragraph 28)	
Student 14	Chapter I				
			1. Explain (Paragraph 8)	1. State (Paragraph 3)	
				2. State (Paragraph 4)	
Chapter II					
				1. State (Paragraph 2)	
				2. State (Paragraph 37)	
				3. State (Paragraph 38)	
				4. State (Paragraph 39)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 15				5. State (Paragraph 76)	
	Chapter III				
				1. State (Paragraph 2)	
				2. State (Paragraph 10)	
	Chapter I				
	1. Suggest (Paragraph 7)			1. Define (Paragraph 18)	
	Chapter II				
	1. Suggest (Paragraph 37)		1. Argue (Paragraph 14)	1. State (Paragraph 10)	
	2. Indicate (Paragraph 38)		2. Argue (Paragraph 15)	2. State (Paragraph 14)	
			3. Argue (Paragraph 37)	3. Define (Paragraph 22)	
Student 16				4. State (Paragraph 24)	
				5. State (Paragraph 28)	
				6. State (Paragraph 30)	
	Chapter III				
				1. State (Paragraph 6)	
	Chapter I				
			1. Explain (Paragraph 1)		
	Chapter II				

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		Assurance		Counters
	Tentative	Critical	active	Non-factive	
			1. Point out (Paragraph 6)	1. Discuss (Paragraph 8)	
			2. Point out (Paragraph 11)	2. State (Paragraph 11)	
				3. discuss (Paragraph 21)	
				4. describe (Paragraph 21)	
				5. state (Paragraph 22)	
				6. discuss (Paragraph 24)	
Student 20	Chapter I				
			1. Explain (Paragraph 7)	1. State (Paragraph 5)	
	Chapter II				
				1. Describe (Paragraph 3)	
				2. State (Paragraph 4)	
				3. State (Paragraph 6)	
				4. State (Paragraph 13)	
				5. State (Paragraph 15)	
				1. State (Paragraph 17)	
	Chapter III				

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 21				1. State (Paragraph 24)	
	Chapter I				
				1. State (Paragraph 3)	
	Chapter II				
				2. State (Paragraph 2)	
Student 22				3. State (Paragraph 10)	
				4. State (Paragraph 12)	
	Chapter II				
				5. State (Paragraph 1)	
				6. State (Paragraph 2)	
				7. State (Paragraph 4)	
				8. State (Paragraph 8)	
				9. State (Paragraph 13)	
				10. State (Paragraph 14)	
				11. State (Paragraph 15)	
				12. State (Paragraph 16)	
Student 23	Chapter I				

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
	1. Suggest (Paragraph 1)				
	2. Suggest (Paragraph 6)				
Chapter II					
	1. Suggest (Paragraph 7)		2. Argue (Paragraph 5)	1. State (Paragraph 2)	
			3. Argue (Paragraph 13)	2. State (Paragraph 9)	
			4. Argue (Paragraph 25)	3. State (Paragraph 10)	
				4. Define (Paragraph 12)	
Chapter III					
				1. State (Paragraph 9)	
Student 25					
Chapter I					
				1. State (Paragraph 3)	
				2. State (Paragraph 5)	
				3. State (Paragraph 13)	
Chapter II					
				1. State (Paragraph 1)	
				2. State (Paragraph 3)	
				3. State (Paragraph 7)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
Student 26				4. State (Paragraph 24)	
				5. State (Paragraph 26)	
	Chapter I				
				1. Define (Paragraph 4)	
				2. State (Paragraph 4)	
				3. State (Paragraph 7)	
				4. State (Paragraph 14)	
				5. State (Paragraph 24)	
	Chapter III				
				1. State (Paragraph 1)	
				2. State (Paragraph 17)	
Student 27	Chapter I				
				1. State (Paragraph 2)	
				2. State (Paragraph 4)	
	Chapter II				
			1. Argue (Paragraph 27)	1. Define (Paragraph 1)	
				2. State (Paragraph 2)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				3. State (Paragraph 3)	
				4. Define (Paragraph 5)	
				5. State (Paragraph 13)	
				6. Define (Paragraph 17)	
				7. State (Paragraph 35)	
Chapter III					
				1. Defined (Paragraph 2)	
				2. State (Paragraph 8)	
				3. Defined (Paragraph 12)	
Student 28	Chapter I				
				1. State (Paragraph 1)	
				2. State (Paragraph 2)	
Chapter II					
				1. State (Paragraph 1)	
				2. State (Paragraph 3)	
				3. State (Paragraph 6)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				4. State (Paragraph 9)	
				5. State (Paragraph 14)	
				6. State (Paragraph 28)	
				7. State (Paragraph 29)	
				8. Define (Paragraph 31)	
				9. State (Paragraph 33)	
				10. State (Paragraph 37)	
				11. State (Paragraph 40)	
				12. State (Paragraph 41)	
Chapter III					
				1. State (Paragraph 1)	
Student 29	Chapter I				
				1. Define (Paragraph 5)	
Chapter II					
			1. Explain (Paragraph 5)	1. Define (Paragraph 2)	
			2. Claim (Paragraph 18)	2. Explain (Paragraph 13)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		Assurance		
	Tentative	Critical	active	Non-factive	Counters
Student 30				3. Define (Paragraph 12)	
			Chapter II		
				1. State (Paragraph 2)	
				2. State (Paragraph 6)	
				3. Argue (Paragraph 12)	
Student 31			Chapter III		
				1. State (Paragraph 5)	
			Chapter I		
				1. Define (Paragraph 1)	
				2. State (Paragraph 5)	
Student 33			Chapter II		
				1. State (Paragraph 5)	
			1. Claim (Paragraph 16)	1. Define (Paragraph 37)	
				2. Defne (Paragraph 40)	
			Chapter I		
Student 34			1. Claim (Paragraph 6)		
			Chapter II		
			1. Claim (Paragraph 3)	1. State (Paragraph 1)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		Assurance		Counters
	Tentative	Critical	active	Non-factive	
			2. Explain (Paragraph 10)	2. Describe (Paragraph 2)	
			3. Argue (Paragraph 22)	3. State (Paragraph 13)	
				4. Define (Paragraph 15)	
Student 35	Chapter I				
	1. Indicate (Paragraph 7)		1. Argue (Paragraph 12)	1. State (Paragraph 6)	
			2. Claim (Paragraph 8)	2. State (Paragraph 18)	
			3. Point out (Paragraph 9)	3. Define (Paragraph 20)	
				4. State (Paragraph 27)	
Student 36	Chapter I				
			1. Argue (Paragraph 8)	1. State (Paragraph 1)	
	Chapter II				
			1. Argue (Paragraph 7)	1. State (Paragraph 1)	
			2. Explain (Paragraph 8)	2. Define (Paragraph 3)	
Student 37	Chapter I				
			1. Claim (Paragraph 6)	1. State (Paragraph 5)	
	Chapter II				
			1. Explain (Paragraph 5)	1. Discuss (Paragraph 9)	
Student 38	Chapter I				

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				1. State (Paragraph 1)	
			Chapter II		
	1. Suggest (Paragraph 6)		2. Claim (Paragraph 8)	1. Describe (Paragraph 2)	
			3. Explain (Paragraph 29)	2. State (Paragraph 27)	
			Chapter III		
			1. Explain (Paragraph 2)	2. Define (Paragraph 11)	
			3. Claim (Paragraph 11)		
Student 39			Chapter I		
			1. Argue (Paragraph 4)	1. State (Paragraph 2)	
			2. Argue (Paragraph 7)	2. State (Paragraph 3)	
			Chapter III		
			1. Explain (Paragraph 7)		
Student 40			Chapter I		
				1. State (Paragraph 5)	
			Chapter II		
			1. Argue (Paragraph 10)	1. State (Paragraph 8)	
Student 41			Chapter I		
			1. Argue (Paragraph 5)		
			Chapter II		

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
			1. Argue (Paragraph 33)	1. State (Paragraph 19)	
				2. State (Paragraph 26)	
				3. State (Paragraph 29)	
				4. State (Paragraph 34)	
				5. State (Paragraph 35)	
				6. State (Paragraph 36)	
				7. State (Paragraph 37)	
Chapter III					
Student 42				1. State (Paragraph 2)	
Chapter I					
				1. State (Paragraph 4)	
Chapter II					
				1. State (Paragraph 19)	
Chapter III					
Student 43				1. State (Paragraph 11)	
Chapter I					
				1. State (Paragraph 4)	

Table 4.5:
Reporting Verbs of discourse acts Category in Male Student

Students	Reporting verbs identification				
	Doubt		active	Assurance	
	Tentative	Critical		Non-factive	Counters
				2. State (Paragraph 14)	
Chapter II					
			1. Claim (Paragraph 4)	1. State (Paragraph 7)	
				2. State (Paragraph 20)	
				3. State (Paragraph 23)	

1) Doubt

a) Tentative

Some of the types in this category are; Suggest, intimate, postulate, hypothesize, indicate. In this category, only the word suggests and indicate is used by female students. There are 6 suggest words, and there are 2 indicate words in the female student's thesis.

b) Critical

Some of the types in this category are; not account, not make point, evade, exaggerate. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not have knowledge on this type of reporting verb category.

2) Assurance

a) Factive

Some of the types in this category are; argue, affirm, explain, note, point out, claim. In this category, female student's do not use the words affirm, and note. Meanwhile, the word argue was found as many as 21 findings, explain as many as 12 findings, point out as many as 3 findings, and claim as many as 16 findings in the female student thesis proposal.

b) Non-factive

Some of the types in this category are; report, answer, define, summarize, state, describe, discuss. In this category, only the words define, state, describe, and discuss are used. Meanwhile, the types of words report, answer, and summarize are not used by female students. And the word state is the dominant type used in thesis proposal writing with a total of 200 findings, followed by the word defines with 27 findings, describe with 8 findings, and the last is the word discuss with 4 findings.

c) Counters

Some of the types in this category are; attack, question, warn, rule out, deny, critique, challenge. Male and female students do not use this type of reporting verb and based on observation and interview data; students do not have knowledge on this type of reporting verb category.

3. The differences between male and female student's perception for writing reporting verbs in their thesis proposal

Based on the observations and interviews to complete the deficiencies and strengthen the validity of the data, this study presents the findings and analysis of the data based the perception theory in gender differences. Several factors as reasons and influencing the student's perceptions may differ when drafting the thesis proposal. These factors are intimately related to the learners, and the results demonstrate a wide range of factors in writing proficiency. According to six participants, numerous variables contributed to student's differing perceptions. This research divided these components into six factors: stereotyping, selectivity, self-concept, situation, needs, and emotions.

a. Stereotype factor

The way students categorize reports frequently reflects a perceptual bias. A stereotype is a notion that is overgeneralized, simplistic, and self-perpetuating. Most individuals participate in some stereotyping of themselves and their work. Stereotypes perpetuate themselves because individuals prefer to notice things that suit their stereotype and ignore ones that do not.

This factor played the biggest role in influencing student choosing reporting verbs category. In the interview, (Male student 2) explained:

I have several references when paraphrasing, including my

friend's proposal. Seeing that my friend's grades were good, I also followed the reporting verbs.

From the observations and answers to the interviews, it is apparent that they use reporting verbs based on what they have read beforehand. For instance, their friend's thesis proposal. This is associated with the student's grades obtained by their friend, which relate in the expectation of score they will get, that is equivalent to the reference or standard reporting verbs used.

In an interview, (Female student 20) said:

So, I use reporting verbs such as believe, state, because of the exercise of our subject right, our subject on writing gave us exercise to read international journal.

Different responses came from (Female students 20) who believed preferred reputable or credible journals, such as international journals, as reference material to help them write their thesis proposals. Based on the answer of the female student, this is related to her research which the scope of the research object is international.

The researchers concluded that there are differences between the perceptions of female and male students in terms of writing based on stereotype factors. Stereotypes of the two students were also motivated by their experience, research, and abilities.

b. Selectivity factor

Students should understand selective perception since they frequently acquire information and data and tend only to select information confirming their opinions.

One respondent (Female student 29) said:

I am not that selective, more like the ones that appear frequently are also in the journal so I took that one too. Maybe it's more to the accuracy of the selection for the sentence we want to paraphrase anyway.

In this case, adapting and using reporting verbs properly is not the primary goal. So far, none of the lecturers have suggested reporting verbs to her. However, it is still necessary to strengthen arguments or support the results or opinions of previous researchers or writers.

(Male student 6) report that:

Yes, choosing the right and relevant reporting verbs can be very effective in improving the quality of writing and influencing readers' understanding of the information presented. The use of reporting verbs can help the writer to clarify the source of information, the level of certainty, and the speaker's attitude or opinion on the information conveyed

The statements from these respondents are in line with who believe that someone in the academic world has come up with many ideas and updates about the proper and accurate.

And in comparison, with the analysis (Female student 29) who chose according to what he saw in the journal used.

c. Self-concept factor

In summary, these findings imply that students' perceptions of the action and distinctive characteristics of reporting verbs are impacted by their characteristics. They will better assess their subordinates if they recognize how their characteristics and values affect perception. For instance, choice of reporting verbs is because of the suitability with before and after the sentence. Furthermore, (Female student 37) report that she relates to this factor.

Yes, it matches the sentences before and after, so they are mutually sustainable between sentences.

For instance, in the Discourse Acts category, the Factive subcategory, namely the word "Claim" is usually added to the word "Who claimed." Conversely, the research can adjust the part after the word reporting verbs.

However, (Male student 2) said:

For example, if the sentence is a statement from a well-known expert, then use reporting verbs such as "claim" or "argues" because these two words seem factual.

This affects the student's perception, makes the student related, and is supported by a factual level based on their perception.

d. Situation factor

Perceptual accuracy is influenced by the pressure of time, the attitudes of the people the leader is dealing with, and other situational circumstances. Time limitations might affect a student's views if he is pressured to fulfill an order immediately. The student by the pressure of time to neglect specific details, hurry some tasks, and disregard other stimuli, such as demands from other managers or superiors. Another respondent, (Female student 14) said:

My situation is in paraphrasing with reporting verbs, in my opinion, it can save time and can also support the contents of the proposal because there are many examples regarding reporting verbs that I can take.

Positive responses came from (Female student 14) who already knew beforehand about the types of reporting verbs and is a tool to streamline time rather than having no choice but to do work that should finish briefly and take longer.

e. Needs factor

Perceptions are significantly influenced by needs and wants. In other words, the students select what they want to see, view it, and then write about it. However, male student (21) report that:

Yes, the lecturer directs me when paraphrasing it is better to use reporting verbs. Of course, the score I get is good. (MS 21)

The reality that students perceive, however, might be distorted by their needs and aspirations due to the role that needs play in forming perceptions in lab settings.

f. Emotions factor

The emotional condition of the student greatly influences perception. It might be challenging to discern a student's emotional condition. That's right because changing these words takes more time and thought. However, the female student (43) agrees said:

So, if I'm in the mood, I usually ask my husband for help, husband, or ask for a paraphrase from the person who provides the service. (FS 43)

Hence, students must identify which situations or behaviors produce high emotions in subordinates since strong emotions frequently affect perspectives.

B. Discussion

1. Reporting verbs category appears on male students in the student's thesis proposal

The findings of this analysis clearly confirm that of the 21 students who made thesis proposals in January to April 2022 have more reasoning ability and use a variety of reporting verbs in varied words or

various types and categories, this is supported by the statement of Muharrohmah and Syarif (2019) who agree that in academic writing, reporting verbs are used to link to the original source or introduce borrowed content. In addition, being a prospective teacher requires using diverse words in writing.

Furthermore, Hyland (2002) states that writers incorporate other people's ideas in their own writing, a reference to the original source is required. Writers can use the most acceptable words to refer to sources they find interesting and appropriate to support their points by using reporting verbs. This will immediately contribute to the recognition of the discipline from other members. Out of 21 students, there were 6 male students who applied non-active categories in the first type of research act, using the words "Identify" and "Find".

Meanwhile, other categories in the research act are not applied. Such as active sub-categories: confirm, solve, show, establish, demonstrate; procedure sub-categories: Analyze, calculate, compose, explore, plan, recover; Counter-Factive sub-category: ignore, overlook, fall down, misunderstand.

Furthermore, Hyland (2002) investigates verbs featured in this area such as observe, discover, notice, demonstrate (which typically exist in results statements) and analyze, compute, assay, explore, plot, and recover. (Which usually appear in showing procedures).

Based on the role claimed by Hyland (2002) observe that it may conclude that the study ideas do not reveal techniques and do not characterize a discovery. (2002).

In contrast, the second category had different results. Out of 21 male students, only 2 of them used this category. The 2 male students used the reporting verb "believe" counted only 1 time in the same chapter, namely chapter II. Muharromah and Syarif (2019) state that the second function is called the act of cognition. The verbs used in this category are believe, conceptualize, conjecture, assume, and perceive (commonly used). Furthermore, in this category, the author may choose to show a positive attitude towards the cited work and accept it by using words such as: agree, concur, argue, know, think, or understand. If the writer disagrees with the borrowed information, the writer can use verbs such as disagree, argue, and don't think. However, if the writer feels neutral towards the cited work, there are options for this category. The writer can use verbs including: describe, convey, anticipate, and reflect. And it can be concluded that the verb report "believe" is a word that is often used in a general sense to explain a theory in chapter II as done by the 2 male students.

Discourse acts, Muharromah and Syarif (2019) agree that the last function of reporting verbs. This category includes tentative verbs including postulate, theorize, indicate, intimate, imply, avoid, exaggerate, not account, and not make point. (doubt).

Another component is assurance, which includes verbs like state, describe, discuss, report, respond, define, summarize (neutrally educate the readers) and argue, affirm, explain, notice, point out, and claim (support the writer's own point of view). The last component of this category includes phrases including deny, criticize, confront, attack, question, warn, and rule out. (Attributing the objection to the original author).

In addition, this category produces several types of writing, namely the tentative, factive, and non-factive sub-categories. Out of 21 male students, all of them wrote one of them. In the reporting verb tentative category "suggest" was used by 2 male students who did not express the author's agreement with the statement and were assumed to have doubts in agreeing with the opinions of previous researchers. In contrast, in the reporting verbs factive sub-category, half of the male students used reporting verbs argue, explain, and claim. The selection of these reporting verbs expresses the males' students' agreement with the author or previous researcher. Then, in the non-active sub-category, there is a far greater result in the use of reporting verbs "state" which exceeds the number of other reporting verbs in each chapter. Hence, the large number of reporting verbs "state" is followed by the large number of "define, and describe" which is only neutral.

2. Reporting verbs category appears on female students in the student's thesis proposal

The findings of this analysis clearly confirm that the 44 students who submitted thesis proposals from January to April 2022 have greater reasoning ability and use a variety of reporting verbs in different words or different types and categories. This is supported by Muharrohmah and Syarif (2019), who agree that in academic writing, reporting verbs are used to link to the original source or introduce borrowed content. Furthermore, being a potential teacher necessitates the use of a variety of vocabulary in writing.

Correspondingly, Hyland (2002) adds that when authors incorporate other people's ideas into their own writing, they must include a citation to the original source. By employing reporting verbs, writers may utilize the most relevant terms to refer to sources they find fascinating and appropriate to support their views. This will directly add to other members' identification of the discipline. Out of 43 students, there were 13 female students who applied non-active categories in the first type of research act, using the words find, observe, identify. Meanwhile, other categories in the research act are not applied. Such as active sub-categories: confirm, solve, show, establish, demonstrate; procedure sub-categories: calculate, compose, plan, recover; Counter-Factive sub-category: ignore, overlook, fall down, misunderstand. However, the reporting verbs "explore, and "analyze" have quite a large number.

Moreover, Hyland (2002) investigates verbs featured in this area such as observe, discover, notice, demonstrate (which typically appear in results statements) and analyze, compute, assay, explore, plot, and recover (which usually appear in showing procedures). Thus, based on the role claimed by Hyland, we may conclude that their study ideas do not reveal techniques and do not characterize a discovery (2002). In contrast, the second category had different results. Out of 43 female students, there is no use of this type of word at all, whether in chapters I, II, or III.

On the contrary, Muharromah-and-Syarif (2019) the last function of reporting verbs is called discourse acts. This category is divided into tentative verbs such as: postulate, hypothesize, indicate, intimate, suggest, evade, exaggerate, not account, not make point (doubt). Another section is assurance, which the use of verbs such as: state, describe, discuss, report, answer, define, summarize (neutrally inform the readers) and argue, affirm, explain, note, point out, and claim (support the writer's own view). The last section in this category consists of the words including: deny, critique, challenge, attack, question, warn and rule out (Attributing the objection to the original author).

In addition, this category produces several types of writing, namely the tentative, factive, and non-factive sub-categories.

Out of 43 female students, all of them wrote one of them. In the reporting verb tentative category "suggest" was used by several female students who did not express the author's agreement with the statement and were assumed to have doubts in agreeing with the opinions of previous researchers. And the rest use reporting verbs "state" as a neutral form in reviewing previous researchers' statements and showing agreement with the use of "point out".

3. The differences between male and female student's perception for writing reporting verbs

The analysis finding has definitely confirmed that there are a lot of gender stereotypes occur when language is produced. For instance, gender concerns may be found in the use of various languages across the world. Furthermore, Grondin (2016) showed that gender-based language, which appears to represent distinctions in male's and female's language, may be found not just in everyday idioms, but also in renowned proverbs and novels. Finally, in many circumstances, female's languages are regarded inferior to male's languages because they contain disfluency, incomplete sentences, approval seekers, and lack logical speech order. Fourth, the separation of male and feminine roles in language may be influenced by differences in social status and power gap between male and female, where male is frequently seen to be in a higher position than female.

In these six types of perception factor the results stated that there were no significant differences except for the need, situations, and emotions factors.

Furthermore, Grondin (2016) claimed that in the stereotype factor, both male and female students have the same view. Then, they have the perception that if references such as previous theses, academic writing materials, and also when working on thesis proposals together with friends will produce reporting verbs whose category type content is more or less the same as their references.

Instead, on the selectivity factor, male students can be categorized as having a slightly different perception when talking about selectivity. Male students do not represent themselves as selective in making decisions. Either in decision making for the selection of reporting verbs category or selection in academic writing material. While this is quite different from female students who think that there should be a distinction between reporting verbs in their thesis and the references they use. This influences their perception that a good thesis must be differentiated from the previous one.

However, on self-concept factor, both male and female students have little in common. Male students have the perception that it at least has a correlation with the sentence in which the reporting verbs will be placed. Whether the location adjusts the sentence after or before. In this case, it is known that the suitability of this self-concept makes a benchmark in writing student reporting verbs.

Meanwhile, on needs factor, his category is very influential in the perception of male and female students because both have different needs when writing reporting verbs in their thesis. This is supported by the factor of their advisor requesting changes in several types of reporting verbs. Some of the reasons for the changes were because the words used were too frequent, too familiar, and not varied. In addition, we can see this in the use of the word state, which reached 200 findings in female students.

Otherwise, on situations factor is very influential in the perception of male and female students because both have different situations when writing reporting verbs in their thesis. This is supported by the factor of their advisor who is urgent to complete the revision. Other than that, male students have an urgent situation because the seminar registration schedule is so short in comparison to their revision time.

Moreover, on emotions factor, the perceptions of male or female students because both have emotional regulation that affects their perceptions differently when writing reporting verbs in their thesis. This is supported by the statement of the female student who identified that female students have better empathy and patience than male. When there is a problem, female students have to share it and tell it to others. However, female students tend not to want to be given solutions when telling stories, because when telling stories, the right brain of female finds its own solution to the problem.

In contrast, female students who have to tell when they have a problem, male students instead choose to be alone with their problems. Because male when emotions use the right brain, which is the solution brain, male will tell others when they have found a solution to their problem.

Furthermore, it can be concluded that perception is more influenced by their emotions when writing a thesis, which in the interview, male students continued that working on a thesis alone is more effective especially if they are burned out after receiving various revisions. In contrast, female students will mingle with friends who are also working on thesis proposals because there should be a place to share their thoughts.